



March 30, 2018

Members of the Board Academic Matters Committee

Shirley Portwood, Chair
J. Phil Gilbert
Luke Jansen
Joel Sambursky

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, April 12, 2018, at 9:00 a.m. in Ballroom B of the Student Center at Southern Illinois University Carbondale. The agenda; minutes from the February 8 meeting; and electronic copy of the Performance Report can be viewed through the Board's portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink that reads 'Brad Colwell'. The signature is written in a cursive style with a large, stylized 'B'.

Brad Colwell
Vice President for Student and Academic Affairs

WBC/pm

Attachment

c: Sam Beard
Marsha Ryan
Amy Sholar
Randal Thomas
Randy J. Dunn

Carlo Montemagno
Randall G. Pembrook
Jerry Kruse
Other Interested Parties

AGENDA

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

Thursday, April 12, 2018
9:00 a.m.

Ballroom B
Student Center
Southern Illinois University Carbondale

1. Announcements
2. Approval of Minutes of the Meeting February 8, 2018
3. Informational Report: *Performance Report*
4. Presentation: *Highlight Reel from the Little Muddy Film Festival and the Eclipse*

Presenters: Dr. Deborah Tudor, Interim Dean
College of Mass Communication and Media Arts

Dr. Howard Motyl, Interim Chair
Department of Cinema and Photography
Department of Radio, TV & Digital Media

Kelechi Agwunchu, Junior, Cinema and Photography
Big Muddy Crew

Kennedy Joseph, Senior, Cinema and Photography
Big Muddy Crew

Joey Sears, Freshman, Cinema and Photography
MCMA Eclipse Project

5. Other Business
6. Adjournment

BOARD OF TRUSTEES

SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

February 8, 2018

The Academic Matters Committee met at 9:13 a.m. on Thursday, February 8, 2018, in the Conference Room, 2nd Floor of the Delyte W. Morris University Center of Southern Illinois University Edwardsville. Present were: Shirley Portwood, J. Phil Gilbert, and Luke Jansen. Joel Sambursky participated by phone. Other Board members present were: Sam Beard, Marsha Ryan, and Amy Sholar. Board Member Randal Thomas participated by phone. Executive Officers present were: President Randy J. Dunn; Senior Vice President Duane Stucky; Vice President Brad Colwell; Chancellor Carlo Montemagno, SIUC; Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

There were no announcements.

Approval of the Minutes of the December 14, 2017, Meeting

Motion was made by Trustee Gilbert to approve the minutes of the December 14, 2017, meeting. The motion was duly seconded by Student Trustee Jansen and passed by the Committee.

Information Report: Student-Athletic Report: 2014-2017

Vice President Colwell called Dr. Brad Hewitt, Director of Athletics, SIUE and Mr. Tommy Bell, Director of Intercollegiate Athletics, SIUC to speak on their respective reports. Brief overviews were provided by both directors. There were no questions from the Committee.

Presentation: Imagery Assisted Virtual Reality: The Development and Implementation of a New Technique to Increase Self-Efficacy in Two Very Different Populations

Vice President Colwell introduced Dr. Lindsay Ross-Stewart, Assistant Professor in Department of Applied Health, Graduate Program Director of the Master of Science in Kinesiology with Specialization in Exercise and Sport Psychology, and Sport Psychology Consultant for the SIUE Athletics Program. Dr. Ross-Stewart along with Jeff Price, her former graduate student, developed Imagery Assisted Virtual Reality (IAVR), an innovative tool to increase psychological factors and performance in a

variety of areas. Dr. Ross-Stewart, Jeff Price, and two graduate students, Jessica Schnebly and Kerry Guest, were given the floor to speak further on their research.

Dr. Ross-Stewart thanked the Board for the opportunity to discuss their innovative protocol.

As a sports psychology consultant, Dr. Ross-Stewart's focus is on athletes and within that focus is imagery. Imagery helps athletes be mentally prepared for a game and increases their efficacy (situation specific confidence) in sports and other areas of life. She defined imagery as being able to see, feel, and have an entire sensory experience doing something without actually doing the act.

Her research technique derived from her graduate Psychology of Coaching class through discussions on what coaches can do to help athletes deal with stress and make them feel those stressful situations ahead of time. Her then graduate student, Jeff Price, mentioned a virtual reality film from YouTube of the Boston Marathon. It was filmed in the first person and watching the video made him feel as if he had ran in the Marathon. Dr. Ross-Stewart felt virtual reality with imagery could be a tool to help athletes. She brought the imagery component to the research, and Mr. Price brought the knowledge of technology for virtual reality.

Mr. Price provided a breakdown on the technology required for the filming of the baseball players and the editing involved with the research. He further explained how audio from Dr. Ross-Stewart is added to the films. Students upload the edited films to their phones and with a special application attach the upload to virtual reality goggles. Wearing the goggles, the athlete can turn their head and see the 360 degree filmed image and feel as if they are in their true sport arena or situation.

Dr. Ross-Stewart went on to say that with the 360-degree image the athletes can see themselves in the first person. The imagery component was added to the virtual reality because research has shown it affects performance and psychological variables and provides a stimulus and response proposition. Imagery is not only something you see and feel, but it can also make you feel calm, confident and focused. Virtual Reality does not tell a person how to feel, so seeing the video may make an athlete feel anxious. By adding the imagery, they were able to help athletes know how to feel. She met individually with every baseball player as well as with Danny Jackson, a former graduate student, coauthor of their paper, and at the time an assistant baseball coach, to develop individualized plans to meet the specific needs of the players. Each player was given a 3-7 minute video of their plan to watch on their own 2-3 times a day.

An example of an Imagery Assisted Virtual Reality plan was shared with the Board as well as a video clip taken from the Belleville News-Democrat that provided the athletes point of view on how the imagery helped them.

Dr. Ross-Stewart stated she is looking for ways to teach imagery and is researching other fields that this method can be applied. She attended SIUC's Speed Networking for Health Related Research event and met Dr. James Daniels from SIU School of Medicine's Family and Community Medicine. Through this networking SIUE and SIU

School of Medicine applied for and were awarded a collaborative support grant and SIUE also received a STEP grant to support this research going forward. The STEP grant allowed them to pay graduate assistants. She introduced Jessica Schnebley as one of the paid graduate assistants.

Jessica Schnebley, an RN working on her doctorate in Family Nurse Practitioner, spoke about the imagery and virtual reality research conducted with total knee replacement patients. They are filming the patients' healthy leg doing rehab exercises and providing a mirror image that will show their operative knee doing the exercises to help them visualize doing the exercise correctly and ultimately help their recovery time. This research focuses on patients' recovery, pain perception, and efficacy.

Dr. Ross-Stewart noted that they are looking at other grant opportunities for IAVR research through the Department of Defense and through the National Institute of Health. She acknowledged the students who have been instrumental in their research group. Some of their Undergraduate Research and Creative Activities (URCA) students have gone on to become graduate students. She also introduced Kerry Guest as a current second-year student who was available to speak on his experience should the Board have questions.

Board members expressed their interest in the research and were excited about how it may work in other fields of study such as law with techniques for trial attorneys.

Board Member Portwood expressed her interest and appreciation for the collaboration among faculty, student and athletes. Dr. Ross-Stewart stated that she has received great support from Dr. Hewitt.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:39 a.m.

WBC/pm



Performance Report

Fiscal Year 2017

Southern Illinois University System

Carbondale

Edwardsville

School of Medicine

Submitted by the
Office of Student and Academic Affairs
to the
Southern Illinois University Board of Trustees
April 2018

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PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

INTRODUCTION:

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

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

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

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

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

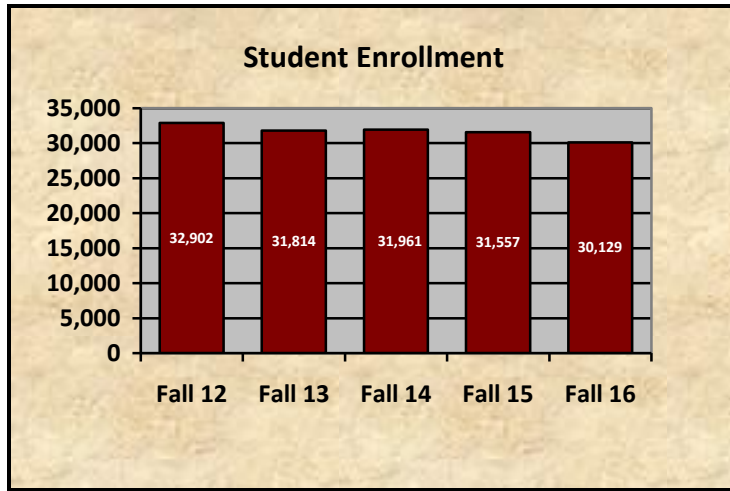
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

GOAL 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.

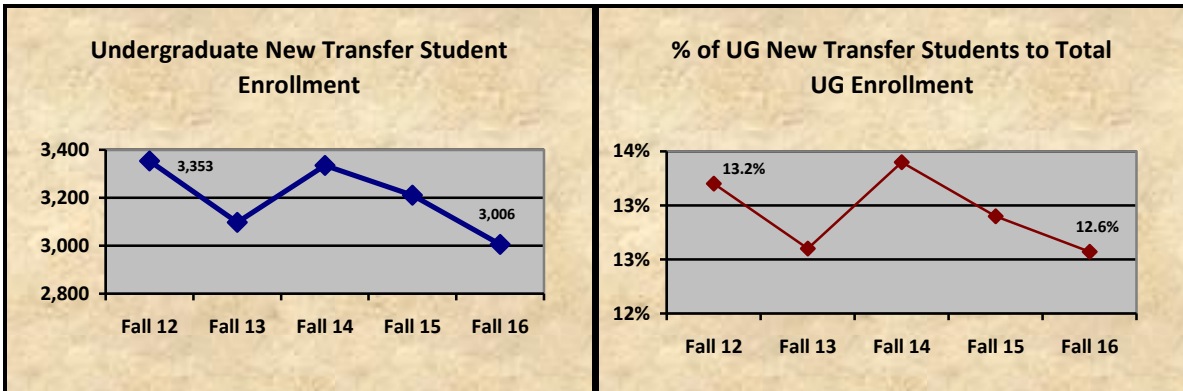
RECOMMENDATION 2: INCREASE THE NUMBER OF ADULTS, INCLUDING GED RECIPIENTS, REENTERING EDUCATION AND COMPLETING A POSTSECONDARY CREDENTIAL.

RECOMMENDATION 3: REDUCE GEOGRAPHIC DISPARITIES IN EDUCATIONAL ATTAINMENT.



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017

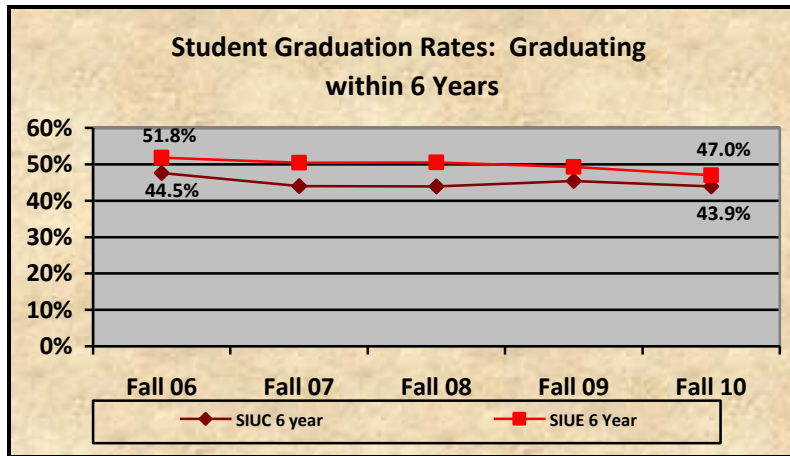
Between fall 2012 and fall 2016, SIU's total student enrollment decreased by 2,773 (8%).



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017

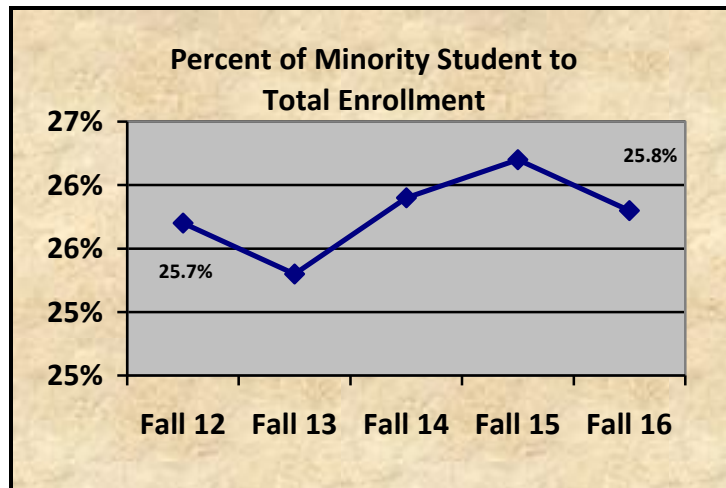
Despite an uptick in fall 2014, SIU's new transfer student enrollment decreased by 347 students between fall 2012 and fall 2016 (10% decline). SIU's percentage of new transfer students to total undergraduate enrollment decreased by 0.6% for the same time period.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017, 2015-2016, 2014-2015, 2013-2014

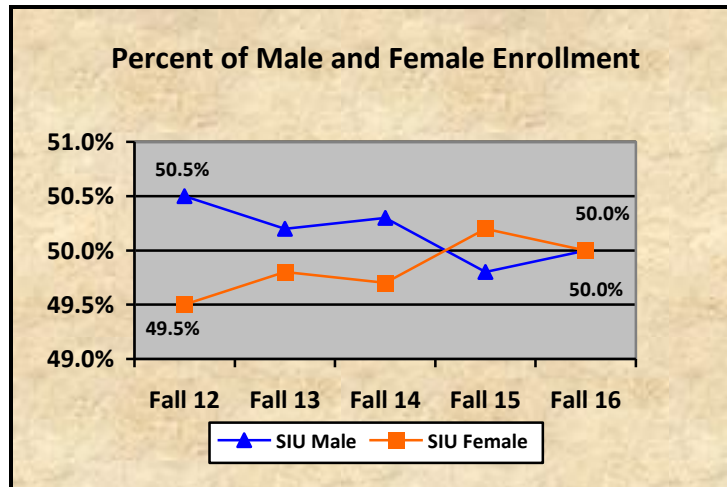
Between fall 2006 and fall 2010, the six-year graduation rate decreased by 0.6% at SIUC and 4.8% at SIUE. Both campuses are below the state average of 61.8%.



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017

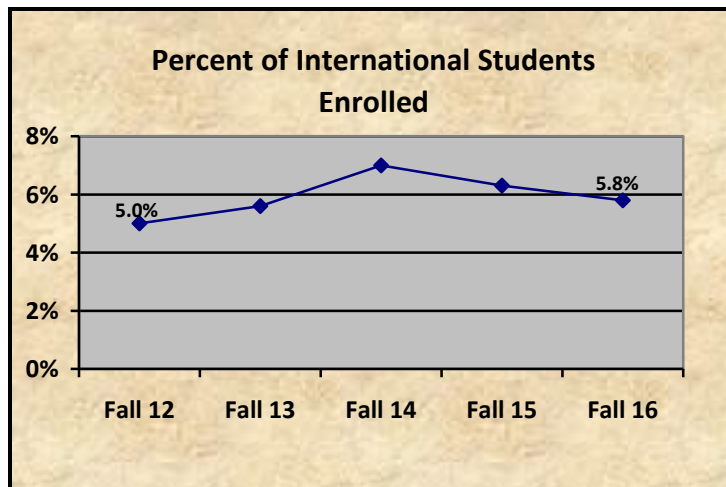
Despite an overall decrease in headcount, between fall 2012 and fall 2016, the percent of minority students to total enrollment increased by 0.1% for SIU.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017

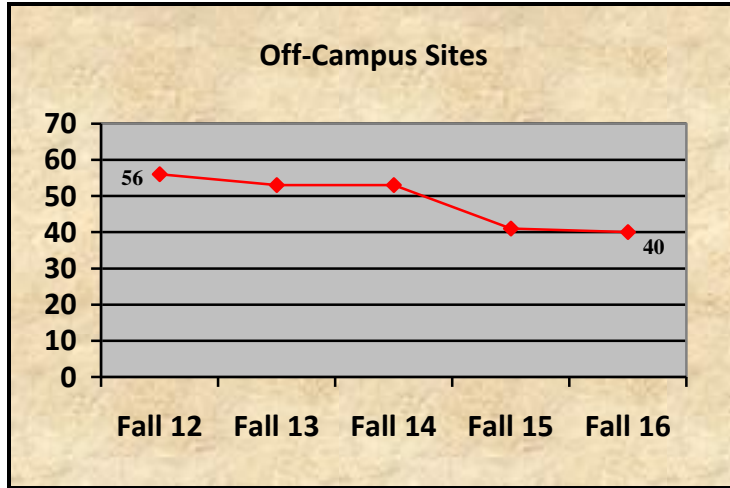
For the first time, in 2015, SIU's male-to-female enrollment ratio favored women. In fall 2016, female enrollment declined slightly to become equal to men.



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017

SIU's international student enrollment has been relatively stable over the last five years, ranging between 5% – 7% of the total enrollment and increasing by 0.8% between fall 2012 and fall 2016.

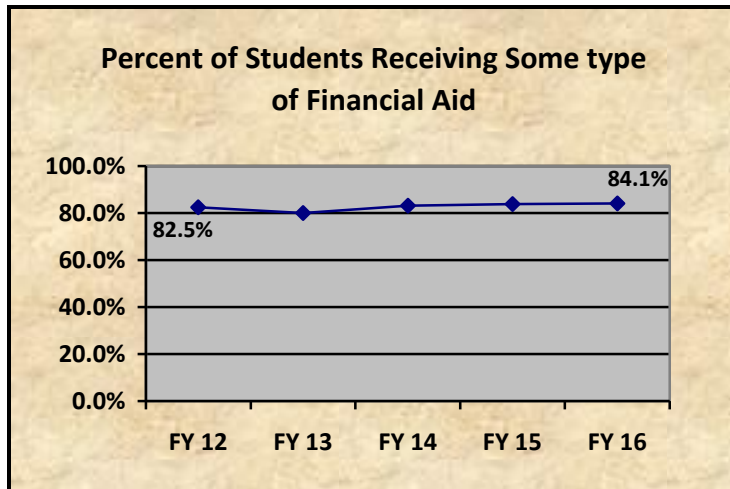
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



Reflecting expanded online offerings at SIU, its off-campus sites decreased by 16 between fall 2012 to fall 2016.

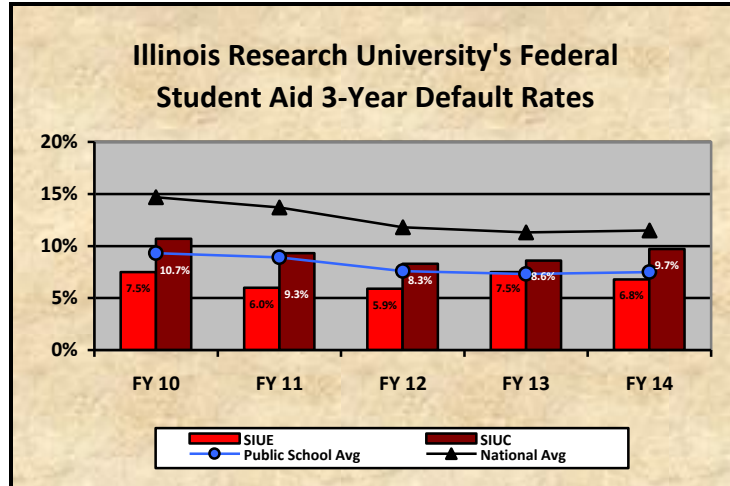
GOAL 2: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILIES, AND TAXPAYERS

RECOMMENDATION: MAKE ILLINOIS ONE OF THE FIVE MOST AFFORDABLE STATES IN THE COUNTRY TO GET A COLLEGE EDUCATION.



Between FY 2012 and FY 2016, over 80% of SIU students receive some type of financial aid, with an overall increase of 1.6% during that same time frame.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE

SIUC's student aid three-year default rate has decreased between FY 2010-2014 by 1.0%. SIUC is about 2.2% higher than the Illinois public school average and much lower than the national average.

SIUE's student aid three-year default rate has decreased between the same period, by 0.7%. SIUE is slightly lower than the Illinois public school average and well below the national average.

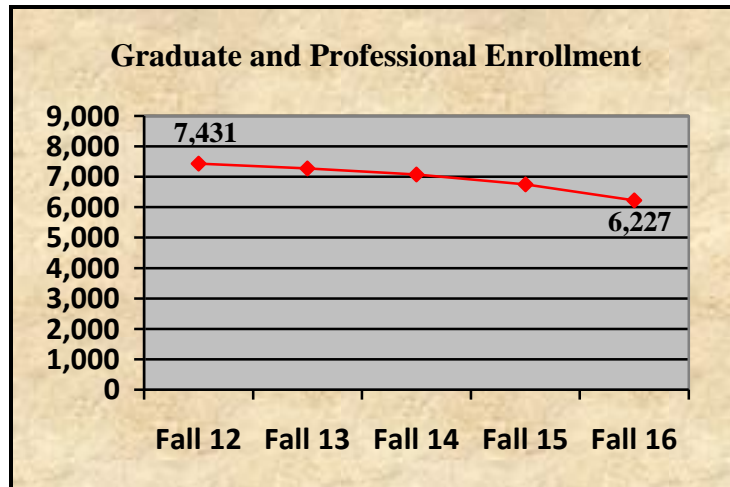
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

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.

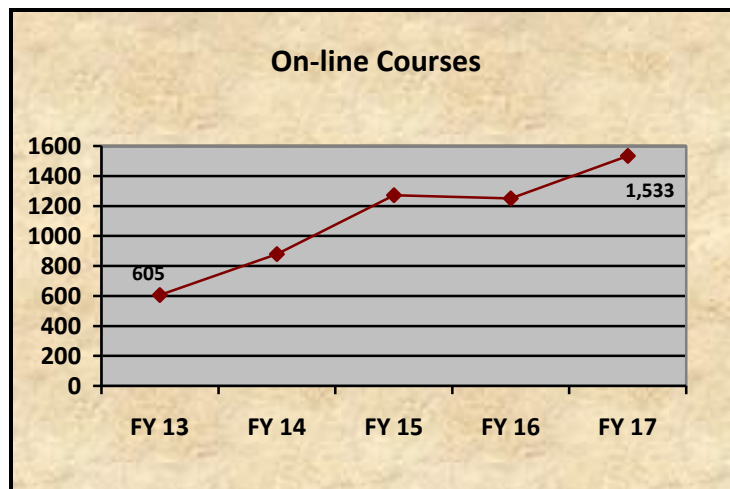
RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

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



SOURCE: SIUC AND SIUE FACTBOOK 2016-2017

In keeping with a national trend, SIU's graduate and professional enrollment decreased by approximately 16% (or 1,204 students) between fall 2012 and fall 2016.



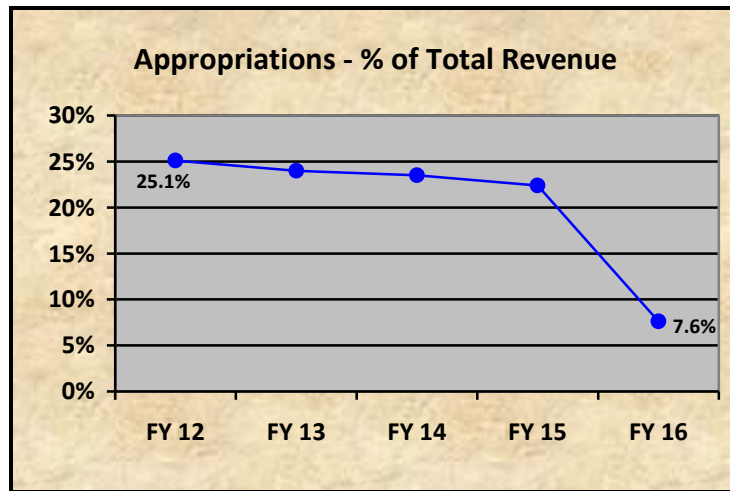
SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS AND SIUE EDUCATIONAL OUTREACH DEPT.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

As a result of expanding SIU's outreach capacity, its online courses have increased between FY 2013 and FY 2017 by 928 courses (or 155%) in a concentrated effort to reach more students.

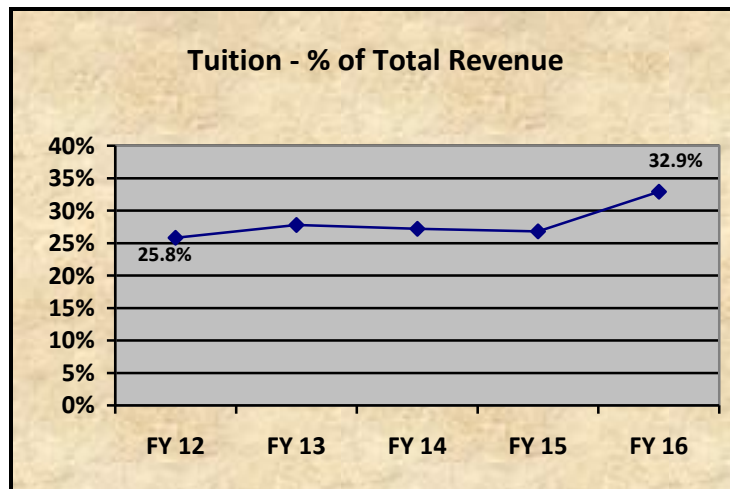
GOAL 4: BETTER INTEGRATE ILLINOIS' EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS

RECOMMENDATION: BOOST ILLINOIS INTO THE RANKS OF THE FIVE STATES WITH THE FASTEST GROWING ECONOMIES.



SOURCE: SIUC AND SIUE HISTORICAL RAMP

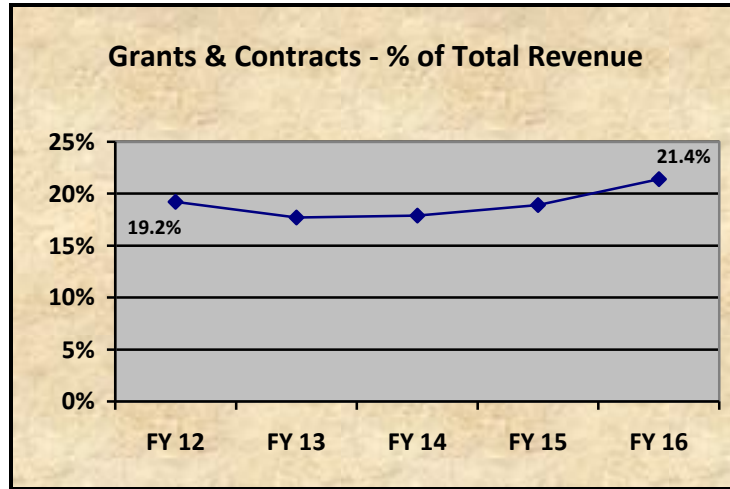
State appropriations for Illinois public higher education was decreased substantially since FY 15, resulting in significant cutbacks throughout the system. A decrease in state appropriations is particularly detrimental to SIUC, who relies heavily upon state support as part of its total budget. This trend is consistent with a national policy issue regarding states' underfunding of public higher education.



SOURCE: SIUC AND SIUE HISTORICAL RAMP

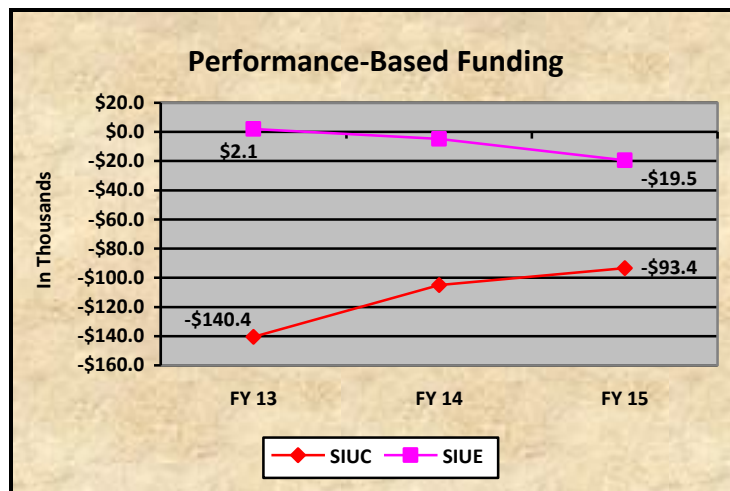
PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

SIU's tuition – as a percentage of total revenue - increased by 7.1% between FY 2012 and FY 2016 as a direct consequence of diminished state support, putting pressure on both campuses to generate a large freshmen class.



SOURCE: SIUC AND SIUE HISTORICAL RAMP

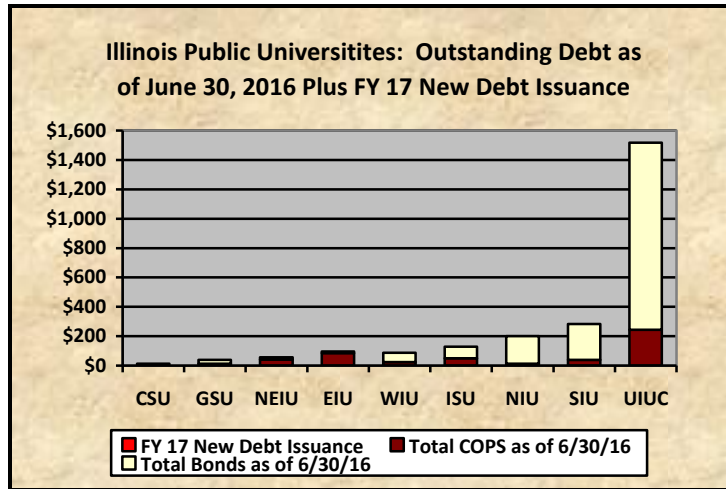
The percentage of SIU's grants and contracts – as a percentage of total revenue -- increased by 2.2% between FY 2012-2016. There is a growing national concern, however, that traditional sources of federal and state research dollars are becoming sparse, which will result in declining research expenditures at large research institutions.



SOURCE: IBHE

Between FY 2013-2015, SIUC made progress with its performance-based indicators, while SIUE has shown a modest decline in the areas of its indicators. These performance-based adjustments constitute a miniscule percentage of the university's operating budget.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



FY17 Debt Issues Listed Below:

University of Illinois issued Certificates of Participation for \$116,845,000 refunding on 9/29/2016.

PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

STRATEGIC MISSION:

Southern Illinois University Carbondale (SIUC) 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, SIUC creates and exchanges knowledge to shape future leaders, improve communities, and transform lives.

SUMMARY STATEMENT:

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

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

Diversity is an integral part of SIUC's legacy, dating to its inaugural class of 143 that included two African American students. Today, SIUC continues to rank among the nation's top colleges and universities in the number of degrees awarded to students in ethnic and racial minority groups. Presently, minority students make up 29 percent of SIUC's total enrollment.

The University's commitment to each goal of the Public Agenda is demonstrated, at least in part, from the data provided in the charts to follow. SIUC is fulfilling state mandates and continues 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 SIUC is in meeting and exceeding these standards, the more successful it is in meeting and exceeding its obligations to the state and its stakeholders, including students, donors, taxpayers, community members and the larger society.

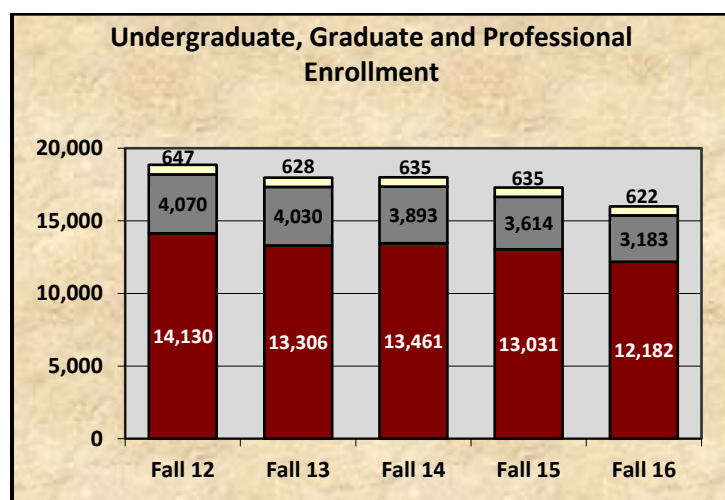
PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

GOAL 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.

SIUC continuously explores new avenues for the development and expansion of programs dedicated to student success. Practices to establish a foundation for new students, such as initiatives for exploratory students and the Student Multicultural Resource Center, have been implemented collaboratively between university service offices. The results have made possible some selective narrowing of achievement gaps as narrated below.



SOURCE: SIUC FACT BOOK 2016-2017

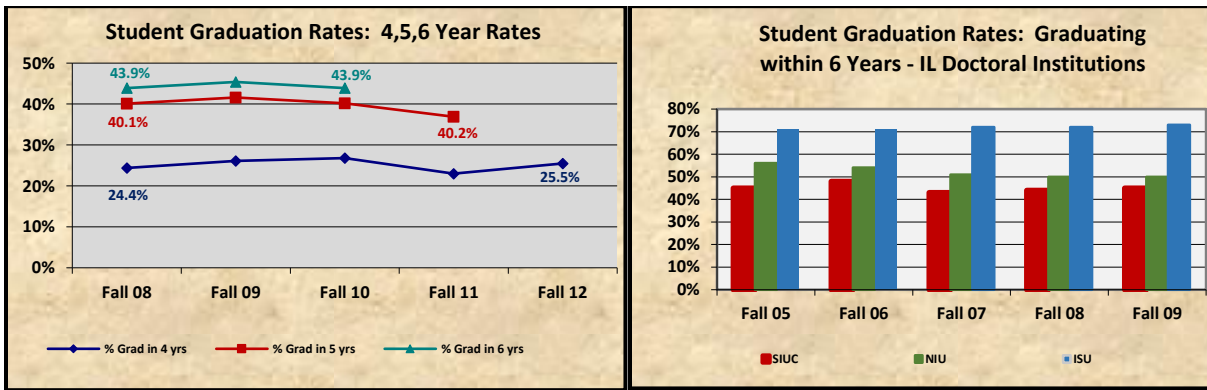
SUCCESS: In Fall 2014, the University recruited the largest class of first-time, full-time students in more than twenty years: 2,734. Unfortunately, freshman classes have since declined. Through a proposed academic reorganization, the University's overall goal is to grow enrollment by realigning current programs and adding new ones that can be marketed to today's students. Recently, the University has set a target enrollment of 18,300 students by 2025. This goal is an ideal size for SIUC to remain a comprehensive university that provides a personalized educational experience at a research-level institution. SIUC is in the planning stages for recruiting the Fall 2019 class with new strategies and marketing materials to be finalized in the spring.

CHALLENGE: The University is redoubling its efforts to recruit 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. Unfortunately, given the State of Illinois' budgetary woes, a projected decline in high school graduates, and the public's overall perception about the value of higher education, regional universities will struggle with domestic enrollments. However, with the effective leveraging of financial aid, SIUC is better positioned to improve the yield on admitted students. Similarly, the coordinated support of first-year students, with its close oversight of academic advisement and the required success course, UCOL 101, has resulted in increased retention rates into the second year. Meanwhile, the University has targeted additional recruitment opportunities for out-of-state and international students. The HLC Quality Initiative, which will begin in Spring 2018, will focus on the

PERFORMANCE REPORT

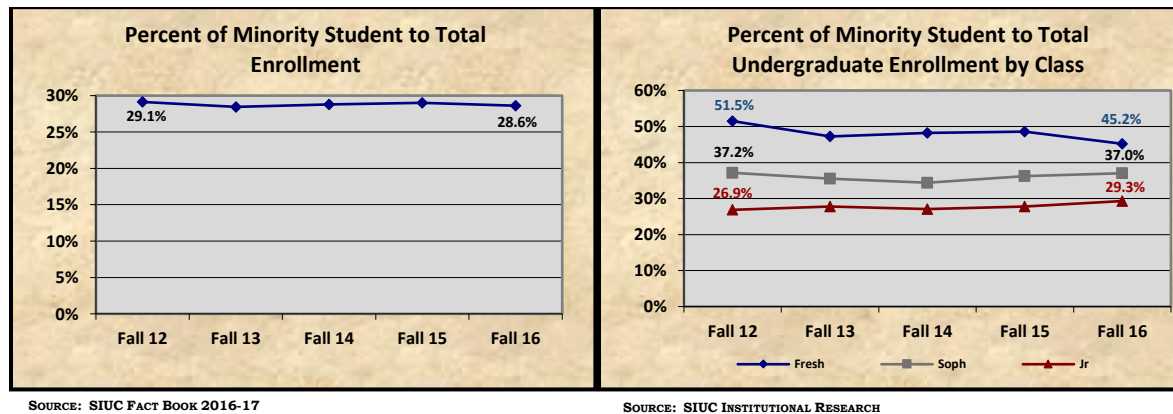
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

barriers for first generation students. The insight provided by this intensive study will help define future strategies.



SUCCESS: The University’s tracking of six-year degree completion rates for freshman are part of SIUC’s efforts to academically support students. A number of general education and gateway courses are offered in the Early Warning Intervention Program, which identifies students who appear to be having academic difficulty. Based on information from this program, students in these courses might be contacted by instructors, academic advisors, or residence hall academic peer advocates seeking to ascertain whether a student is having difficulty, determine the nature and reasons for that difficulty, and offering additional resources that improve the students’ chances of successfully completing these courses.

CHALLENGE: Graduation rates consistent with IBHE performance-based metrics and Complete College America targets remain a challenge for all state institutions sharing SIUC’s undergraduate commitment to access. Based on the data of peer in-state institutions (R2 Carnegie), SIUC consistently has the lowest graduation rates. Its state peer research institution, University of Illinois Urbana-Champaign, has a six-year graduate rate of 85% (<https://www.uillinois.edu/data>).

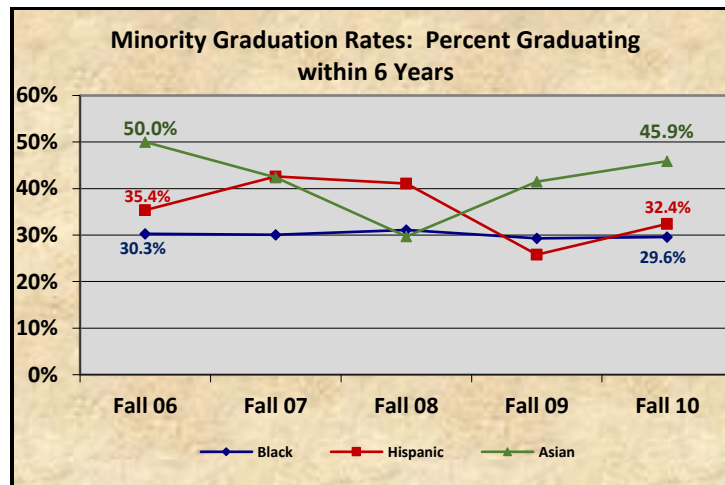


SUCCESS: In keeping with its longstanding mission of access, SIUC is committed to efforts to recruit and retain students from under-represented groups in all class cohorts. With the exception of the 2016 freshman class, retention has been fairly steady for each classification.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

SIUC is planning to move the Student Resource Multicultural Center from the residence hall to the Student Services Building, centralizing the location and visibility of the Center. It will be strategically located near the Career Services office and the Graduate School. This move will help various services to collaborate and focus on community building, internships, job placement, and plans for graduate and professional school. In addition, SIUC is transitioning to centralized academic advisement to insure that students have consistent access to quality academic advising. With advisement assumed by full-time, professional advisors, faculty are encouraged to mentor their majors towards completing their degrees and anticipating either further study or employment.

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



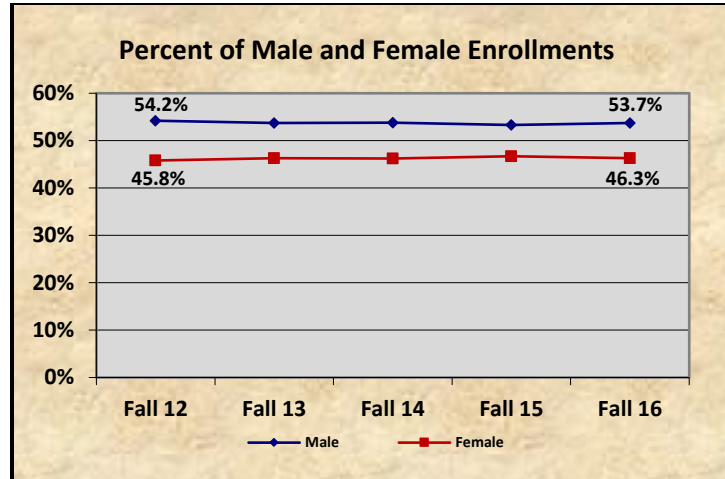
SOURCE: SIUC 2016-17 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA

SUCCESS: For the past several years, the University's progress to move minority students to graduation has not improved, with one notable exception, the improvement in graduation rates among Asian students. As the student population has become more diverse, the Student Multicultural Resource Center will continue to serve as a catalyst for inclusion, diversity and innovation.

CHALLENGE: The development of individual curricular guides, more proactive academic advisement, and more effective early warning initiatives should improve the chance of students to finish their degrees. The structural changes in strengthening their advisement and revising the success seminar UCOL 101 are addressing on-going concerns with minority student success at SIUC. The University is focused on increasing the graduation of minority students through the use of Degree Works, a web-based system to monitor students' progress towards their degrees in real time. In addition to the focus on academics, SIUC must make students feel respected and safe – living in an environment where all are welcome to express their individuality and cultural heritage.

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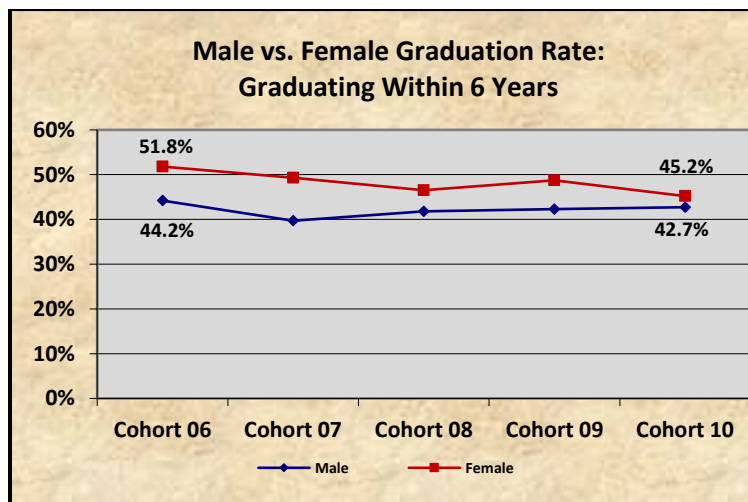
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC FACT BOOK 2016-17

SUCCESS: Since 1991, SIUC has a history of enrollment by gender that has remained relatively constant. It has the potential to close this gender gap by adding academic programs traditionally of more interest to women, but it must also look at the existing curriculum to insure there are no barriers for women to succeed. Further, the University has initiated education and training programs to insure a welcoming and safe learning environment for female students, which includes an atmosphere free from sexual discrimination and assault.

CHALLENGE: Nationally, enrollment of female students is typically higher than enrollment of male students. For decades, the University has not followed this trend. Increasing the number and proportion of female faculty and staff members may encourage a wider range of career possibilities for female students who might otherwise not pursue a college education. In sum, SIUC needs adopt new strategies to attract more female students to campus.

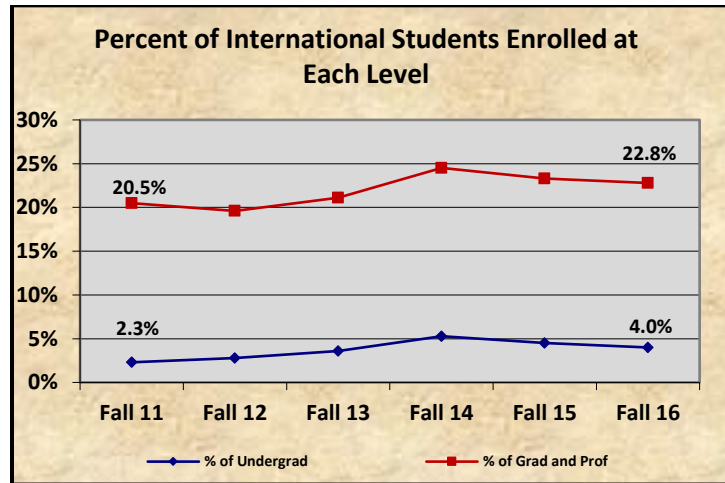


SOURCE: SIUC 2016-17 CSRDE RETENTION SURVEY - THE UNIVERSITY OF OKLAHOMA

SUCCESS: Female students have long completed their degrees at higher rates than males, especially in specific academic majors: psychology, social work, allied health, and education. Female enrollments have seen a slight increase over the last five years. While this gain seems modest, the percentage of female enrollments in the disciplines such as Forestry, Geology, Law, Physics, and Microbiology shows an improving trend despite the decrease in enrollments campus-wide.

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Challenge: Males at SIUC are struggling with degree completion. It is noticeable that while males are “enrolled” at higher rates, many do not complete within 6 years. Moreover, even though the completion rates for females at SIUC are higher, they have experienced a recent decline that is troubling as well. Unfortunately, the causal factors for these trend are complex, including societal and economic impacts, but degree completion is the ultimate goal and must be addressed.

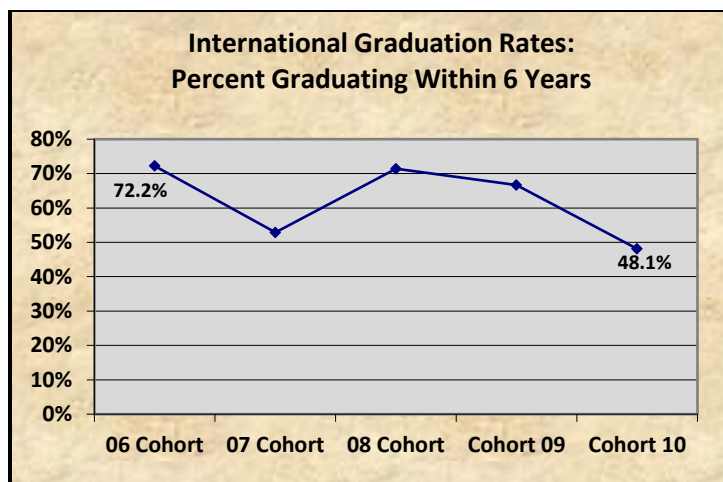


SOURCE: SIUC FACT BOOK 2016-17

SUCCESS: SIUC has a long history of hosting international students, especially at the graduate level. Active international recruitment has specifically benefited the enrollment in STEM fields like computer science and electrical and computer engineering. In the past six years, the overall number of international students has increased 8 percent, from 1,253 students in 2010 to 1,354 in 2016. The largest contributing countries have been Saudi Arabia, India, and China. 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 area. Eastern Europe, Latin America, and central and southeast Asia are new targets. With the prospect of new memoranda of understandings (MoUs) between SIUC and various partner universities, the countries of Poland, Brazil, and Iraq, in particular, promise a larger share of international students at both the undergraduate and graduate levels. The Center for International Education (CIE) continues to play an important role in the recruitment and retention of students from overseas in an increasing competitive student market.

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SOURCE: SIUC 2016-17 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA

SUCCESS: The international six-year graduation rate ranges between a high of 72 to a recent low of 48 percent. Even at its lowest rate, this is still higher than the average for SIUC’s domestic students. As such, these numbers place internationals among SIUC’s most successful graduates.

CHALLENGE: The obvious concern is the recent downturn of 24 percent in international graduation rates. As each international cohort arrives, the University must provide consistent and coordinated support for academic success through the auspices of CIE. In addition, SIUC must redouble its efforts to welcome and acculturate international students and their families to the University community. Moreover, the Center for English as a Second Language (CESL) makes it possible for prospective international students to 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

Activities FY 2017	Number of Courses/Experiences	Number of Students
Internships for academic credit	120	699
Undergraduate research	114	509
Learning Communities	20	1807
Study Abroad	28	175
Service Learning	53	1921

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

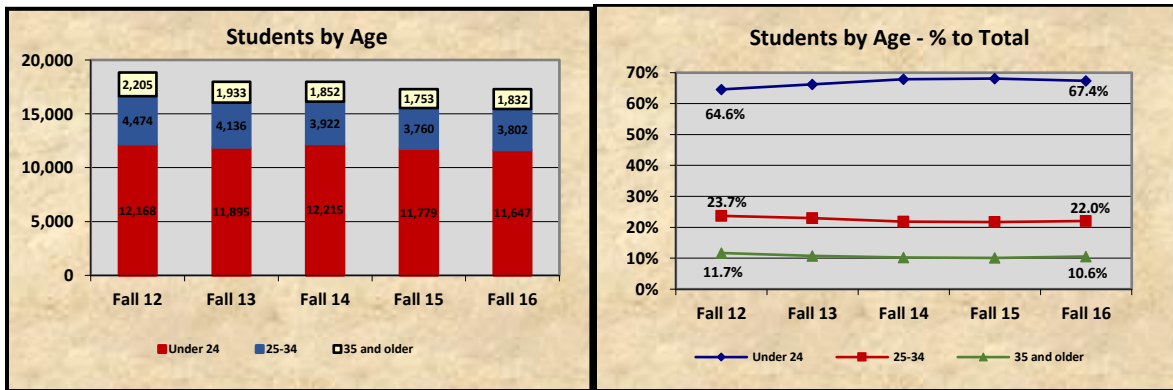
CHALLENGE: The principal goal is to expand upon these opportunities in an era of severe budgetary constraint. Fortunately, these practices are already an established part of most academic programs,

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which require their majors to participate actively in these curricular and co-curricular activities. Science faculty, for example, invite students to volunteer in their laboratories or include them in the grant applications that fund their research. The Office of Sponsored Projects Administration has oversight of a number of undergraduate research opportunities. REACH (Research Enriched Academic Challenge) offers competitive one-year grants to carry out research, scholarly, or creative-arts project under the guidance of a faculty or staff mentor. The McNair Scholars Program is a federally funded program that prepares first-generation-college, low-income and underrepresented minority students for doctoral study. It includes an emphasis on research and an intensive Summer Research Institute.

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

SIUC has long prided itself on serving non-traditional students. The Office of Non-Traditional Student Services, for example, indicates that its students have higher grade point averages (3.417 on a four-point scale) and retention rates (1st year: 99 percent, 2nd year: 81 percent, and 3rd year: 73 percent) than the average for the University. The Office of Veterans Services provides invaluable support.

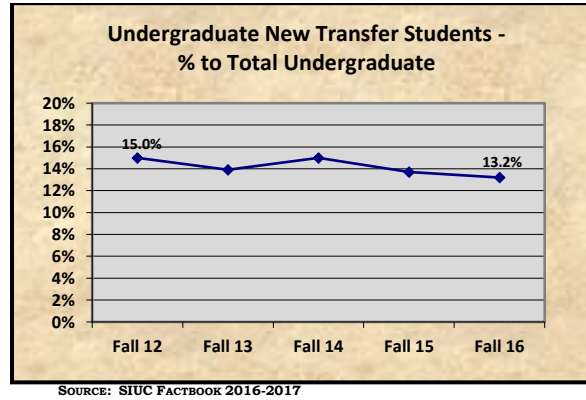
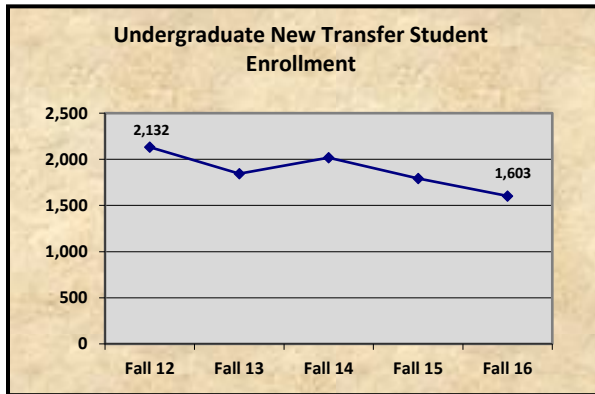


SUCCESS: The University is addressing the educational needs of non-traditional students, with a focus on their transition to higher education from work and family. Each application is holistically reviewed to ensure that job- and life-skills factor into the admissions process. Similarly, several degree programs in the College of Education and Human Services and in the College of Applied Sciences and Arts grant academic credit for work experience and on-the-job training. Twenty-eight different Capstone degree programs allow students with an associate's or applied sciences degree to abbreviate core curriculum requirements from 41 to 30 credit hours. The reduction means a bachelor's degree can be earned in just 60 additional hours. In these ways, the University reaches out to non-traditional students.

CHALLENGE: Targeting more effective services to older students makes sense in the face of a slowly improving economy. Many heads of families need to retrain for better paying jobs. To this end, SIUC has developed a variety of program articulation agreements with community colleges. Two-plus-two arrangements (2+2) developed by the faculty facilitate the transfer of non-traditional students who begin their college careers at two-year institutions. Given these initiatives, the

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University is serving a much broader student clientele than the traditional-aged undergraduate from high school.



SUCCESS: SIUC'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. However, the principal source of the fall-off in transfer students is the lower enrollments in community colleges, especially in southern Illinois. For example, JALC enrollment has fallen from 7,024 in 2010 to 4,424 in 2016. Fewer high school graduates in the region mean fewer college students to recruit from in the region. Carbondale Community High School enrollment has dropped by 22% since 2010. Statewide, the number of high school students has reduced by approximately 72,000 students (3%) (www.isbe.net). There is also considerably keener competition among the four-year public institutions within and bordering the state, as well as for-profit institutions for this smaller pool of potential students. Hence SIUC's recruitment is challenged.

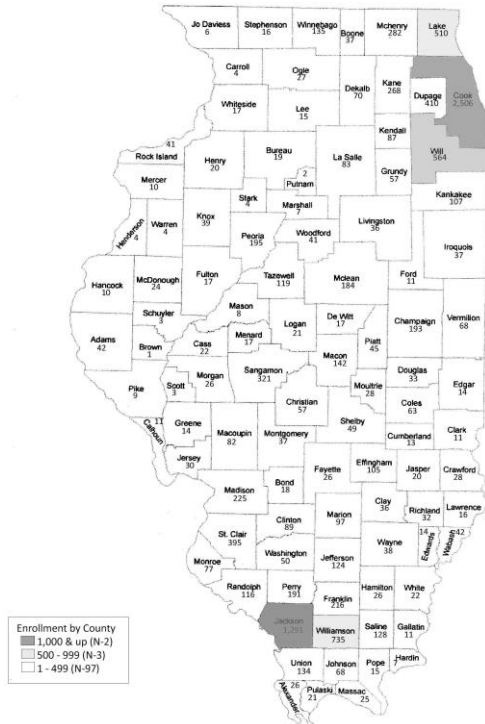
CHALLENGE: Developing more 2 + 2 degree articulations with community colleges is helping in the competition with other four-year institutions for the dwindling market of community college students. The University has been competing aggressively in this market, reconfiguring the required senior institution 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.

RECOMMENDATION 3: REDUCE GEOGRAPHIC DISPARITIES IN EDUCATIONAL ATTAINMENT.

One effective way SIUC has reached more students in the state is through the development of more on-line courses and programs. The College of Business, for example, continues to grow its fully on-line 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.

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SOURCE: SIUC FACT BOOK 2016-17

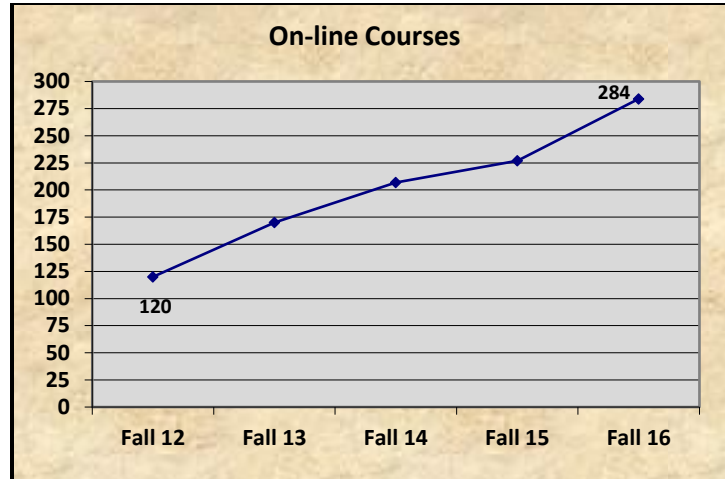
Adams	42	Ford	11	Livingston	36	Randolph	116
Alexander	26	Franklin	216	Logan	21	Richland	32
Bond	18	Fulton	17	Macon	142	Rock Island	41
Boone	37	Gallatin	11	Macoupin	82	Saline	128
Brown	1	Greene	14	Madison	225	Sangamon	321
Bureau	19	Grundy	57	Marion	97	Schuyler	3
Calhoun	11	Hamilton	26	Marshall	7	Scott	3
Carroll	4	Hancock	10	Mason	8	Shelby	49
Cass	22	Hardin	7	Massac	25	St Clair	395
Champaign	193	Henderson	4	McDonough	24	Stark	4
Christian	57	Henry	20	McHenry	282	Stephenson	16
Clark	11	Iroquois	37	McLean	184	Tazewell	119
Clay	36	Jackson	1291	Menard	17	Union	134
Clinton	89	Jasper	20	Mercer	10	Vermilion	68
Coles	63	Jefferson	124	Monroe	77	Wabash	42
Cook	2,506	Jersey	30	Montgomery	37	Warren	4
Crawford	28	Jo Daviess	7	Morgan	26	Washington	50
Cumberland	13	Johnson	68	Moultrie	28	Wayne	38
DeKalb	70	Kane	268	Ogle	27	White	22
DeWitt	17	Kankakee	107	Peoria	195	Whiteside	17
Douglas	33	Kendall	87	Perry	191	Will	564
DuPage	410	Knox	39	Piatt	45	Williamson	735
Edgar	14	Lake	510	Pike	9	Winnebago	135
Edwards	14	LaSalle	83	Pope	15	Woodford	41
Effingham	105	Lawrence	16	Pulaski	21		
Fayette	26	Lee	15	Putnam	2	TOTAL	11,870

SUCCESS: Chicago and the surrounding counties provide approximately 40% of SIUC’s in-state undergraduates, which compares well to the 40% from 2010. However, the overall enrollment from Illinois is down from 15,657 in 2010 to 11,870 in 2016.

CHALLENGE: Besides growing on-line offerings and off-campus outreach sites that extend its borders, the University remains committed to serving southern Illinois students by partnering more actively with local school districts and community colleges, as described above in reference to non-traditional and transfer students. With the exception of Cook County in the north, Jackson County provides the largest single share of SIUC’s 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.

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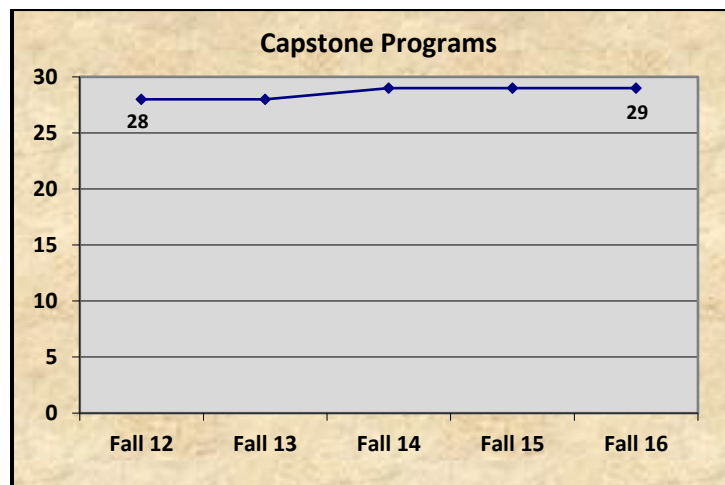
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SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS

SUCCESS: Due to better coordination in the University's Extended Campus and financial incentives for faculty to teach on-line, the number of distance education courses has grown robustly in the past five years. Four times a year, Extended Campus requests proposals from faculty to teach on-line. Revenue from the on-line-coursework fee pays these instructors to develop and offer new on-line courses. Colleges scheduling regular on-line coursework receive 65 percent of the tuition income generated.

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



SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS

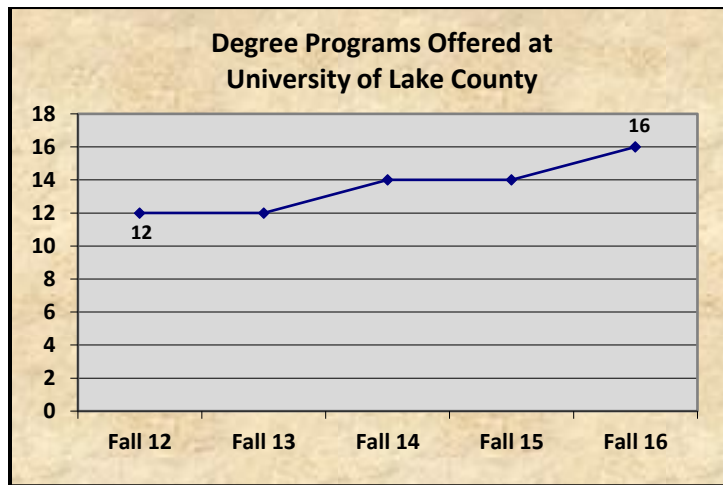
SUCCESS: Capstone programs remained steady despite the rapid development of on-line programs, which serve the same para-professional student market. The University has remained particularly attentive to such niches for specific degree programs where there is strong enrollment potential. For more than forty years, especially in the former College of Technical Careers, SIUC has offered capstone programs aimed at enrolling non-traditional students with associate of applied sciences

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degrees. The present array of programs feature four fields: Industrial Management and Applied Engineering, Information Systems and Applied Technologies, Allied Health, and Workforce Education and Development.

CHALLENGE: The University will continue to ensure that all students, not just those on-line, are well served to earn a quality degree. The capstone programs are overseen by qualified faculty following specific protocols developed by their fields of inquiry. Although the general education requirements are reduced from 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: An increase in SIUC's programs at University Center at Lake County over the past five years reflects a commitment to this growing off-campus opportunity. Colleges of Agricultural Sciences, Applied Sciences and Arts, Business, Education and Human Services, and Engineering are actively involved. Two masters and fourteen bachelor's degrees are offered on site. Administration is overseen by Extended Campus.

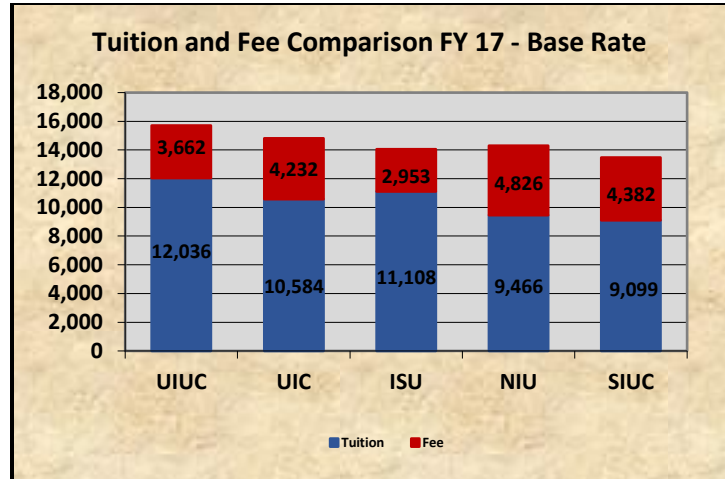
CHALLENGE: The University plans to be more responsive to the development of programs at this promising location for the delivery of more off-campus coursework.

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

RECOMMENDATION: MAKE ILLINOIS ONE OF THE FIVE MOST AFFORDABLE STATES IN THE COUNTRY TO GET A COLLEGE EDUCATION.

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

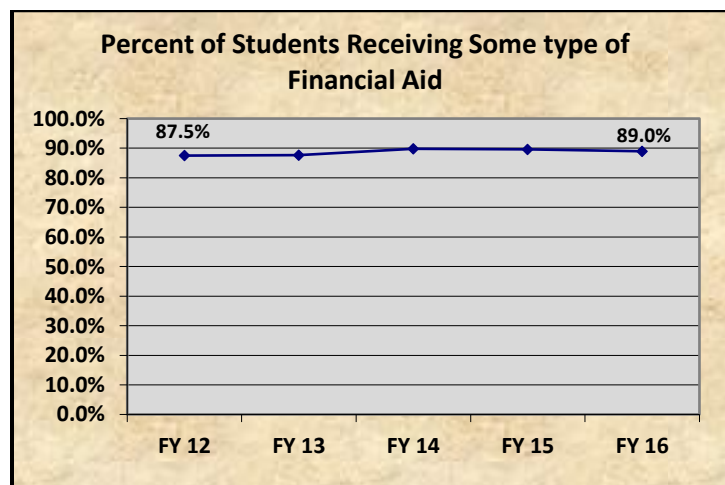
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SOURCE: INDIVIDUAL INSTITUTION WEBSITE

SUCCESS: SIUC has been and continues to be the most affordable four-year public doctoral institution in Illinois. The University is one of three public universities in Illinois classified as an R2 Doctoral University (higher research activity), the others being Illinois State University and Northern Illinois University. Tuition and fees are below Illinois State University and Northern Illinois University, as well as the two R1 universities, University of Illinois Urbana-Champaign and the University of Illinois Chicago. The combination of commitments to student access and faculty research was noted in the last HLC accreditation report (2010).

CHALLENGE: While remaining affordable, the University must find ways to continue to attract a top-flight research faculty and to sustain its service to first-generation students, despite decreasing state appropriations. It is 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. SIUC 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.



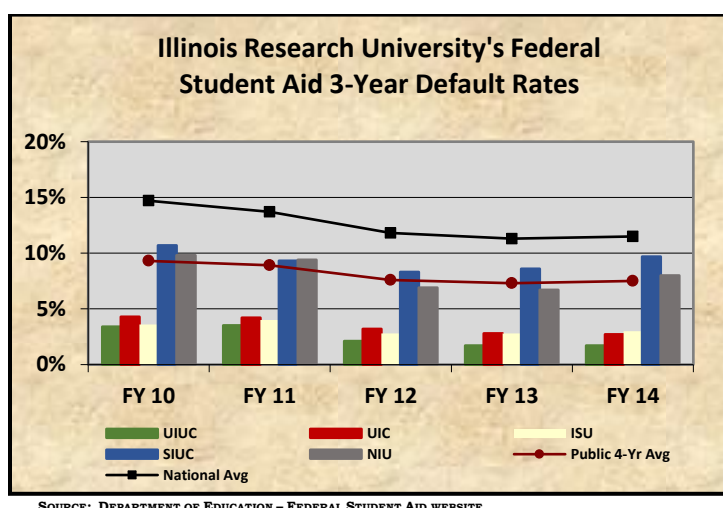
SOURCE: IBHE FINANCIAL AID SURVEY

SUCCESS: Approximately 89% of SIUC's students receive financial aid. The national trend of declining state and federal support requires that additional sources of financial aid are leveraged

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for students. This can only be done through the efficient use of resources and the current \$75 million campaign (*Forever SIU: The Campaign for Students*) that primarily focuses on scholarships and other student support.

CHALLENGE: The University is facing a challenging fiscal environment, with demand for resources coming from every element of campus. This puts increasing pressures on all units, especially those with external accreditation.



SUCCESS: While the University’s former students have struggled to repay their financial aid obligations, they remain well below the national average in their defaults on student loans.

CHALLENGE: Unfortunately, SIUC’s student loan default rate is higher than its state as well as its public four-year institutional peers. Given a growing student population dependent on financial aid, SIUC must 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.

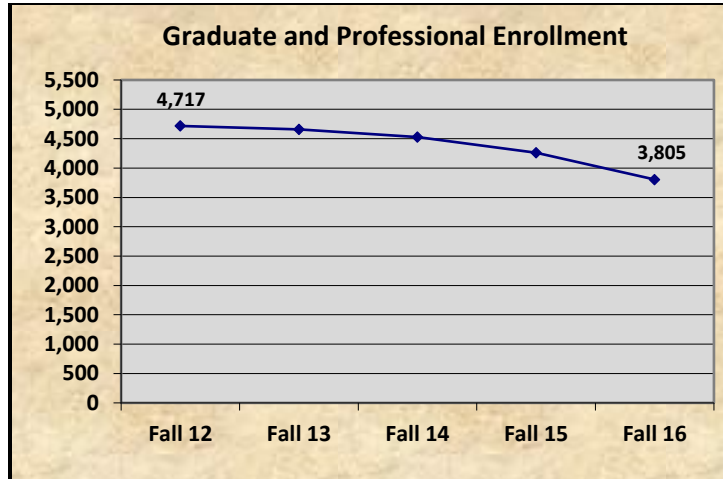
GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY

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

The implementation of revised SIUC academic policies was part of an effort to better support student outcomes. For example, the number of senior institution hours for transfer students was lowered from 60 at any level to 42 at the upper-division level. Such new policies are designed to promote completion of degrees and to 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.

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SOURCE: SIUC FACT BOOK 2016-17

SUCCESS: Graduate and professional enrollments are expected to increase as the economy improves. Doctoral and masters programs continue to actively recruit international students and capable SIUC undergraduates for further advanced graduate work. International students represent 27 percent of graduate students. Efforts to recruit international students are important to SIUC’s mission as a research university. A major effort has been focused on interdisciplinary professional science master’s degree programs whose students nearly all pay for their advanced training. The School of Law enrollment has remained relatively constant.

CHALLENGE: The campus has seen a marked reduction of enrollments in part-time graduate study (decrease 29%), while enrollments in full-time study have declined less rapidly (19%).

Professional Examination Pass Rates

College of Applied Sciences and Arts - Architecture

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	155/89	57%	64%
2015	141/84	59%	65%
2014	70/45	64%	67%
2013	36/24	67%	67%

College of Applied Sciences and Arts - Aviation

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	40/38	95%	76%
2015	41/40	98%	75%
2014	33/32	97%	75%
2013	32/32	100%	78%

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Professional Examination Pass Rates (cont.)

College of Applied Sciences and Arts – Mortuary Science

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	34/24	71%	75%
2015	12/8	67%	77%
2014	14/9	64%	78%
2013	15/8	64%	78%

College of Applied Sciences and Arts – Radiologic Science

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	107/97	91%	88%
2015	74/70	95%	NA
2014	95/80	86%	78%
2013	91/80	88%	NA

College of Applied Sciences and Arts – Physical Therapy Assistant

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	28/25	89%	95%
2015	27/18	67%	92%
2014	32/27	85%	NA
2013	29/23	81%	95%

College of Applied Sciences and Arts – Dental Hygiene

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	33/33	100%	88%
2015	31/28	90%	NA
2014	32/29	91%	96%
2013	22/17	78%	95%

College of Engineering – Civil Engineering

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	12/7	57%	71%
2015	7/5	57%	70%
2014	4/1	25%	74%
2013	29/20	69%	81%

School of Law – Illinois Bar Exam

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2016	67/39	58%	69%
2015	65/44	68%	74%
2014	95/81	85%	79%
2013	95/85	89%	82%

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,

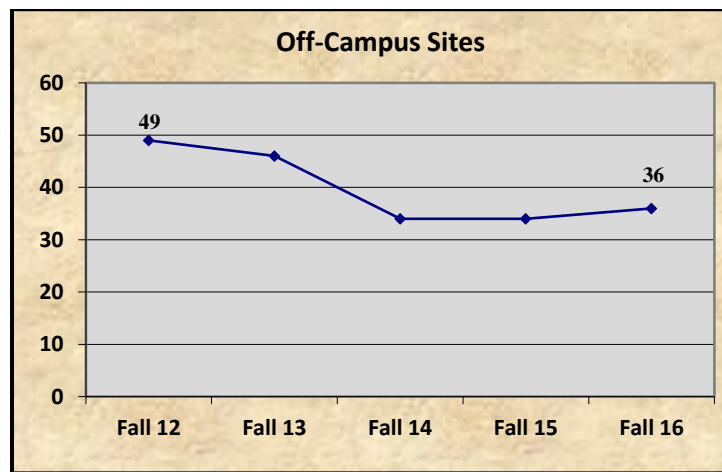
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mortuary science, radiology, physical therapy and dental hygiene, for example, are among the most visible of these fields in the labor force. SIUC students in Aviation, Radiologic Science, and Dental Hygiene clearly exceed the national average on these licensing examinations. The results are a testament to the quality of these programs.

CHALLENGE: In the remaining fields listed, the pass rate is close to the national pass rates. As a result, faculty should design program curriculum that cover the pre-requisite knowledge in order that students can pass the exams.

RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

The University continues its effort to articulate more community college transfer credits with institutions outside the state of Illinois.



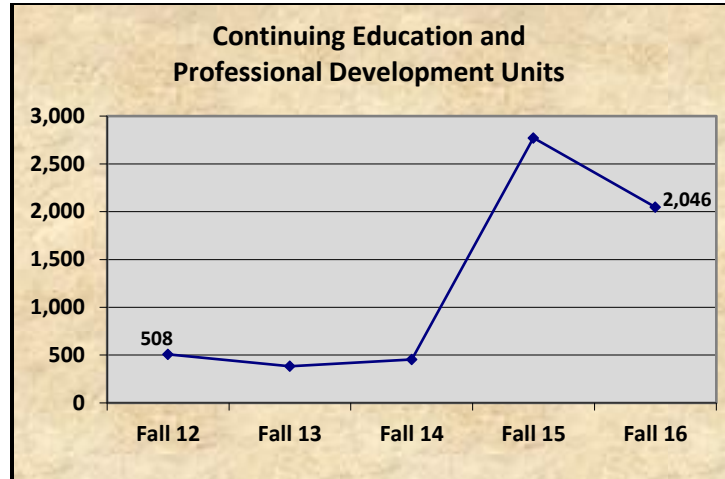
SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS

SUCCESS: The number of off-campus sites is being impacted by the sharp rise of on-line programs that have shifted face-to-face classes to hybrid or entirely on-line coursework. As a result, the University adopted a more cost effective use of new learning technologies by combining classes in disparate locations. Moreover, Extended Campus has engaged in aggressive recruitment of new students into fields such as Health Care Management to counter the loss of enrollments in many popular military programs. The result has been a steady recovery in these programs at the reduced number of off-campus sites.

CHALLENGE: The University's Extended Campus is reviewing its off-campus sites, especially at military bases, to determine market demand for the right mix of programs at a reduced tuition rate for active duty military. In some cases where the market for degree programs is likely to remain soft, Extended Campus will work with the appropriate faculty to consider the consolidation or selective elimination of off-campus sites. Where on-line offerings show greater demand, students 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.

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SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS

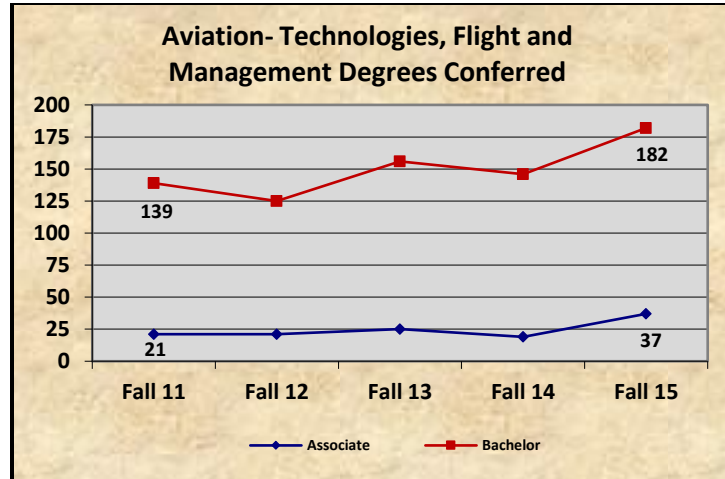
SUCCESS: Conference and Scheduling Services is aggressive in their outreach to area professionals by offering continuing education and professional development opportunities. The coordinators work closely with individual departments and programs, like the School of Medicine and the School of Information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

CHALLENGE: The unstable demand for Continuing Education is driven by the inability of local school districts to fund their teachers' professional development. The state budget reductions have finally filtered down to public education, one of the chief markets for continuing education. Consequently, Conference and Scheduling Services has developed a new strategy to reach new sources of interest: health informatics, workplace technologies, and the Illinois Common Core. These areas are ripe for focused and sustained outreach.

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

In the past two years, the University has added a number of new degree programs to address critical skills shortages in specific fields. Notable among these are a bachelor's degree in Behavior Analysis and Therapy, a bachelor's degree in Fermentation Science, a master's degree in Radiologic Sciences, and a master's degree in Health Informatics.

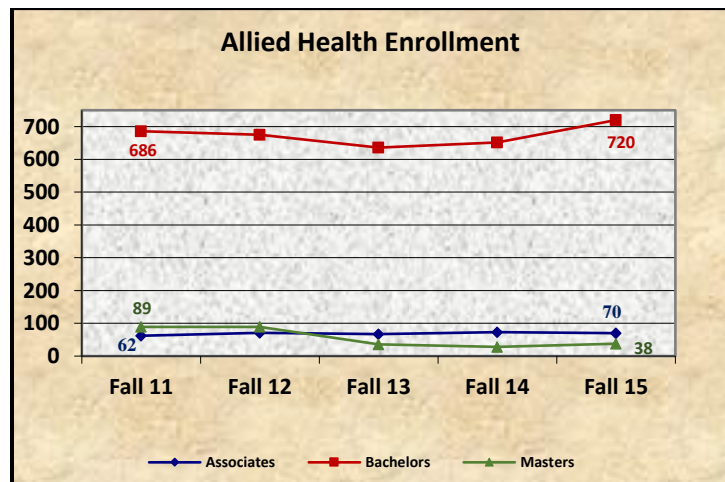
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SOURCE: SIUC FACT BOOK 2016-17

SUCCESS: Enrollments in SIUC’s award-winning aviation programs have improved due to recent changes in the aviation industry, stable FAA-mandated course fees, and the opportunity to work with new and improved air fleets. Programs will continue to recruit and retain outstanding students, particularly those who have not yet completed their associate’s degrees at local community colleges. Prospective students are clearly attracted to internship (and work) opportunities with smaller, regional air carriers.

CHALLENGE: Structural, long-term 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.



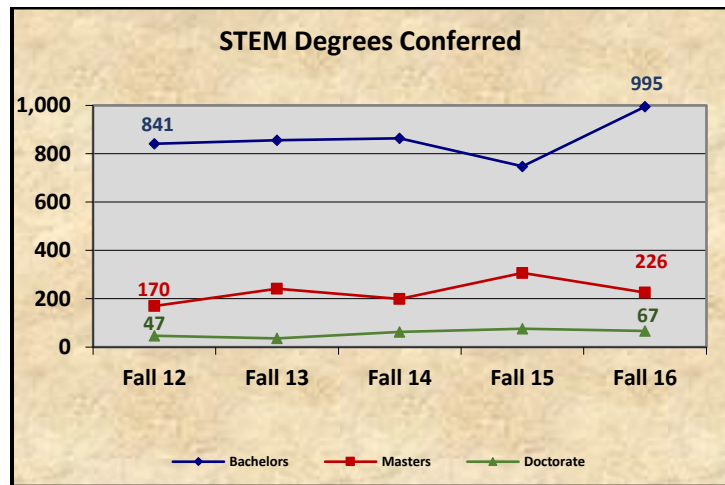
SOURCE: SIUC FACT BOOK 2016-17

SUCCESS: Baccalaureate enrollments in the allied health fields, dental hygiene, radiological sciences, and health care management are rising with rapid changes in the labor market. The market for students enrolled in certain fields at the associate’s level (physical therapy assistance) and master’s level (radiological sciences in dosimetry) reflects a steady demand for these specialties in the past

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three years. At least half of the increased student interest is due to on-line/blended and off-campus offerings of their required coursework.

CHALLENGE: Success in masters programs should be considerably enhanced by the recent addition of the Masters in Healthcare Administration (MHA) and the Masters in Healthcare Informatics (MHI). Students interested in SIUC’s MHA and MHI is national in scope, just like the MRS in Dosimetry, which takes advantage of the latest on-line teaching technologies. Already the MHA has reached the projected enrollment of 45 students.



SOURCE: SIUC FACT BOOK 2015-16

SUCCESS: In response to a strong labor demand, the production of graduates of STEM programs has been relatively stable at the undergraduate level until the recent escalation in Fall 2016. In particular, mechanical engineering, a program well-suited to jobs in manufacturing, biomedical, and energy, has seen a big jump in degrees conferred over the past five years (from 50 to 71) at the baccalaureate level. The program has benefited from recruitment and retention efforts in the College of Engineering.

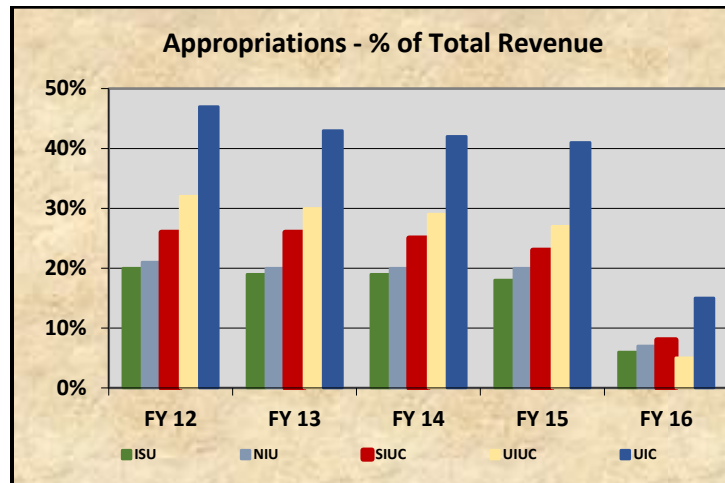
CHALLENGE: The University has a comparable commitment to the graduation rates in STEM graduate programs. It is anticipated that the Professional Science Master’s degree in Advanced Energy and Fuels Management will help increase the number of graduates. Moreover, SIUC is reviewing attractive interdisciplinary STEM programs in high growth areas and has created a degree in Fermentation Science at the bachelor’s level. If well-coordinated, these degrees promise the enrollment of strongly motivated professionals, who are likely to successfully finish their studies.

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

RECOMMENDATION: BOOST ILLINOIS INTO THE RANKS OF THE FIVE STATES WITH THE FASTEST GROWING ECONOMIES.

Contributing directly to the state's economic growth are SIUC'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 Fermentation Science Institute assists the rapidly growing tourism trade in micro-brewing, viticulture, and specialty distilling.



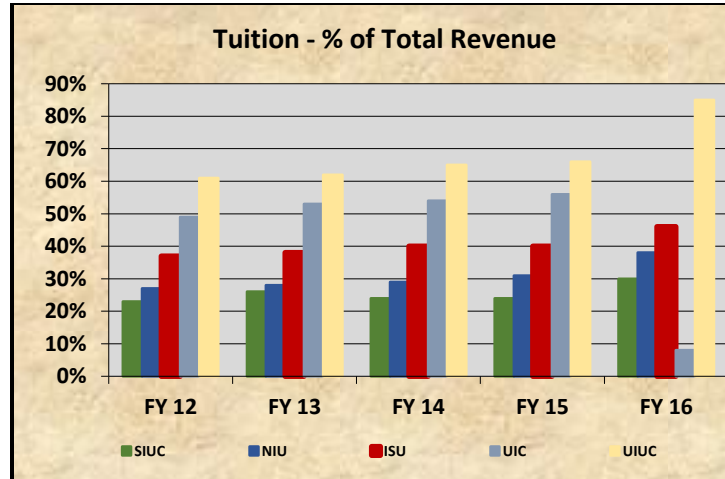
SOURCE: OFFICE OF THE PRESIDENT, SIUC

SUCCESS: Like all its state-supported four-year institutional peers, SIUC 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 and increasing pressures on states to meet a broader mix of federal mandates in welfare and healthcare. Medicaid and Medicare, for example, now take up a much larger share of state budgets than just five years ago.

CHALLENGE: SIUC anticipates the continued uncertainty of higher education to continue as long as Illinois grapples with its budget woes. Unfortunately, the list of potential unfunded mandates continues to grow, including examples like mandated tuition waivers for designated populations or the University's contribution to the State Universities Retirement System. While personal and corporate tax rates were increased, the state budget is not balanced and still includes a significant backlog of unpaid bills, putting continued pressure on state allocations to public higher education. Finally, as performance metrics are further developed, the University will need to compete with other state institutions for a larger share of its budget affected by measureable outcomes of increasing state concern.

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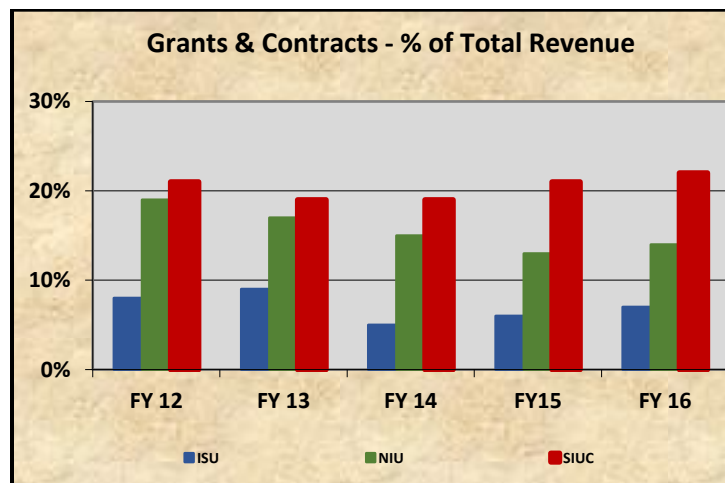
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: OFFICE OF THE PRESIDENT, SIUC

SUCCESS: Of the largest public-supported four-year institutions in the state, SIUC relies the least on its student tuition to support operations. This relatively modest contribution, which all 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 U.S. domestic students and tuition waivers for merit scholarships, active-duty military, veterans, and Legacy students.

CHALLENGE: With its proposed modest tuition increase for FY 2018, 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 ensures that the tuition rate first charged to an undergraduate student will remain constant for a period of four continuous academic years following initial enrollment, unless the student changes to a major that is charged a different tuition rate. The result may well shift the burden of paying more for tuition onto the shoulders of each succeeding year’s freshman class. The rest of operating expenses must be borne by grants, contracts, auxiliary services, and support from the SIUC Foundation.

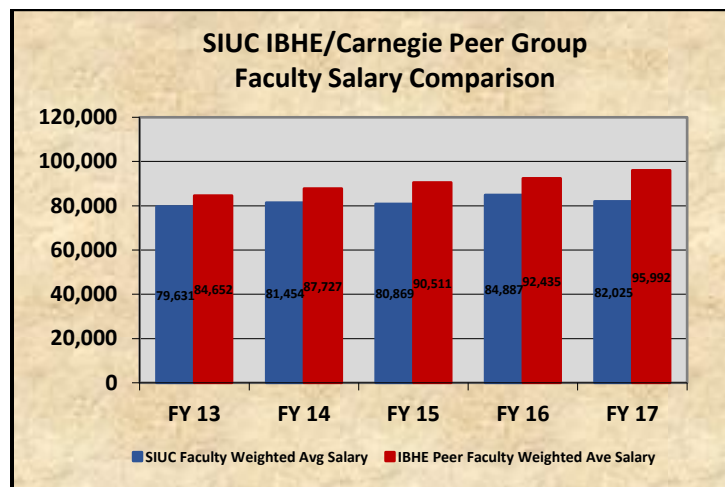


SOURCE: OFFICE OF THE PRESIDENT, SIUC

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SUCCESS: SIUC has consistently outpaced its statewide peers (R2 Public Universities) in grants and contracts as a percentage of total revenue. Only Northern Illinois University has approached SIUC's level as state and federal sources of support for research and training became increasingly competitive, beginning in FY 2012. 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, which is largely supported through grants at the state and federal levels, despite major cuts in funding to agencies like the National Institutes of Health and the National Science Foundation. New restrictions on the number and size of federal grants awarded to individual faculty members have limited the total funding for individual researchers at SIUC. The most promising opportunities for significant external funding are collaborative projects with colleagues in different disciplines as well as colleagues at other research universities and various state agencies.

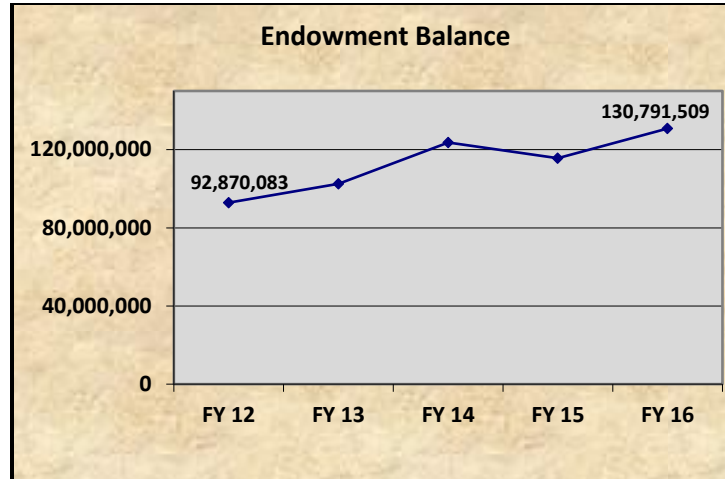


SOURCE: OFFICE OF THE PRESIDENT, SIUC

SUCCESS: From a statewide perspective, the University's salary costs are very efficient. SIUC has also been ranked in the top five-percent of all U.S. higher education institutions for research due in part to the resourceful funding of well-known research faculty. SIUC has continued to maintain its research mission with qualified faculty while keeping salary costs efficient by promoting interdisciplinary endeavors and collaboration.

CHALLENGE: The difficulty of these efforts lies in attracting and retaining 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. SIUC 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.

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SOURCE: SIU FOUNDATION

SUCCESS: Thanks to the University’s first capital campaign and a strong equities market for the past five years, SIU Foundation’s endowment has seen a respectable increase, averaging 8.5 percent annual growth in assets. The Foundation Investment Committee, whose goal is to provide steady financial support for SIUC, has adopted a strategy focused on long-term, sustained growth with below average risk and volatility. Endowment funds are invested for long-term growth, and returns from those investments are essential to sustaining academic quality. Meanwhile, the Foundation has entered a new \$75 million campaign for student success entitled “Forever SIU: The Campaign for Students”. It recently announced it has surpassed the half-way point of the campaign by securing over \$ 51 million. Academic units have set ambitious targets for fundraising in order to underwrite priorities of interest to a larger network of donors. The Foundation now totals approximately \$131 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.

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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

STRATEGIC MISSION:

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

VISION:

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

CORE VALUES:

Citizenship

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

Excellence

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

Inclusion

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

Integrity

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

Wisdom

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

PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Focus Statement

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

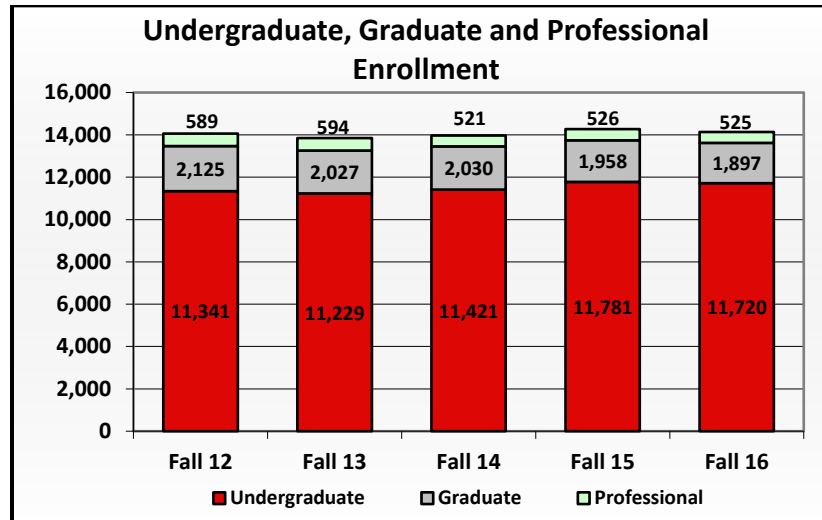
- Offers undergraduate programs and master's programs encompassing instruction in the arts and sciences, education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area.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

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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

GOAL 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.



SOURCE: SIUE FACTBOOK 2015-2016

SUCCESS: SIUE’s enrollment patterns have remained relatively stable in the past five years. In fall 2016, SIUE experienced the third largest overall enrollment in the institution’s history with 14,142 students. These numbers are indicative of substantial success given the competitive environment. High yield from applications, robust transfer applications, and a high number of returning students for the fall term boosted potential and actual student enrollments for fall 2016. The fall 2016 first-time, full-time freshman class size of 1,935 students was the eighth largest in University history. Additionally, the ACT test scores for the first-time, full-time freshman were also the second highest in SIUE’s history, and the average ACT score for the new freshman was 23.4. The number of transfer students, 1,403, was the second highest of all time. These numbers reflect years of consistent growth and stability with the University maintaining strong enrollment numbers in undergraduate and professional programs. SIUE’s enrollment success continues to be buoyed by strong programming in the health sciences and engineering in particular 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 public universities by the *US News and World Report*. *US News & World Report* Best Colleges of 2018 lists SIUE among the best Regional Universities Midwest for the 14th 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.

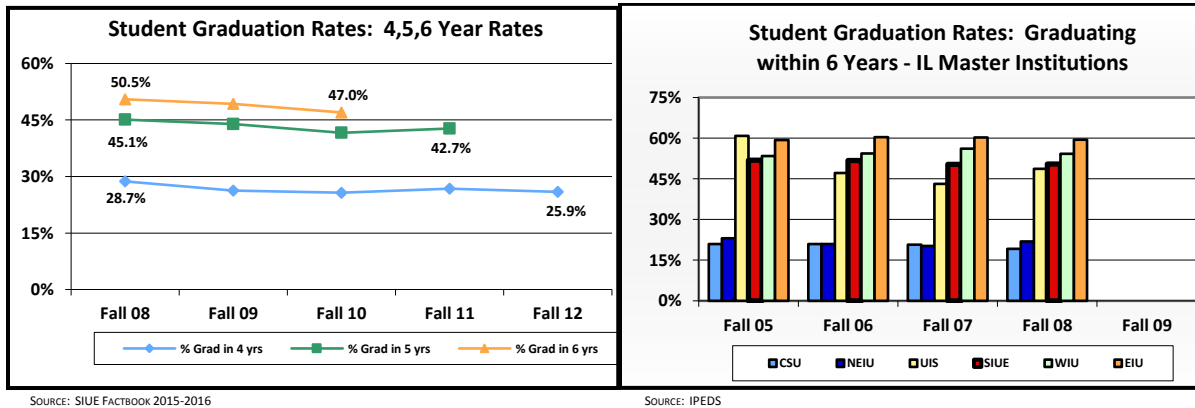
The *Washington Monthly* ranked SIUE among the top Master’s granting universities for the eighth-consecutive year. SIUE ranks 4th among Illinois Public Institutions on *Forbes* magazine’s List of America’s Top Colleges. The magazine’s criteria are based on return on investment, including success after graduation, student debt, and student satisfaction. SIUE ranks 2nd among all Illinois

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public institutions for lowest student loan debt, according to LendEDU. The School of Nursing is ranked among the top 100 in *US News & World Report* 2017 edition of Best Online Graduate Nursing Programs.

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 Criminal Justice was identified as a needed program in SIUE’s area. This program was recently approved by the Illinois Board of Higher Education. SIUE continues to develop new programs, but is also working to revitalize and retool programs to better meet the needs of potential students and to attract new groups.

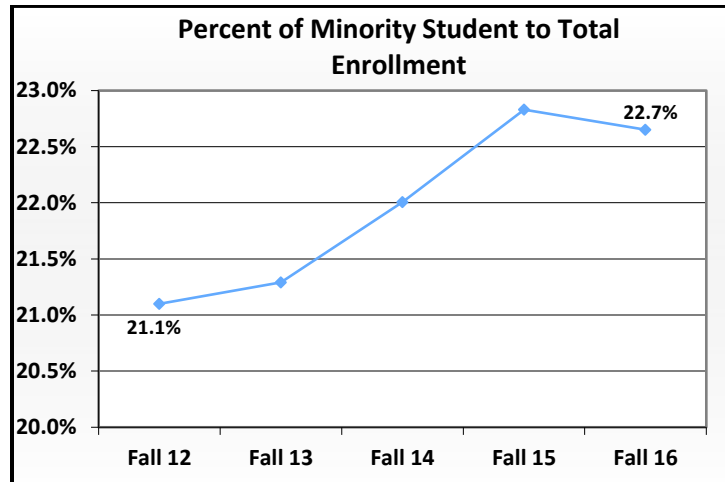


SUCCESS: Improving graduation rates and enhancing retention efforts remain priorities for SIUE. SIUE has identified increasing six-year graduation rates as a key performance indicator for the University. The plan established a 2018 target of 60% for the six-year graduation rate. SIUE’s six-year graduation rate has been trending downward in the five-year period presented. Beginning with the fall 2006 cohort, SIUE has the third highest graduation rate among Illinois master’s institutions. The six-year graduation rate for first-time, full-time freshmen was 47% as of fall 2016. Although not presented in the above charts, SIUE’s four-year graduation rate for sophomore transfer students was 52.7%. 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

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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.

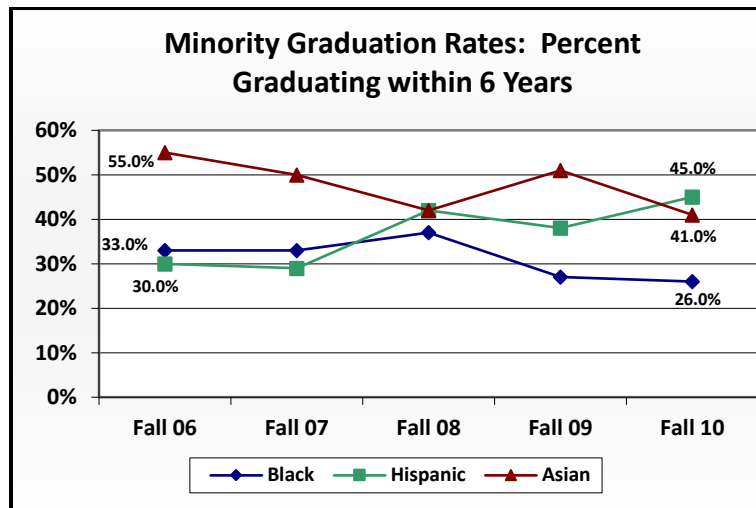


SOURCE: SIUE FACTBOOK 2015-2016

SUCCESS: In 2000, 18.6% of the SIUE student body was made up of minority students; in 2016 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 SIUE's growing enrollments of minority students and enhanced campus support systems. These include the development and approval of the University's first comprehensive diversity plan. SIUE also received the 2017 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.

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Success: Hispanic students' graduation rates improved to be 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.

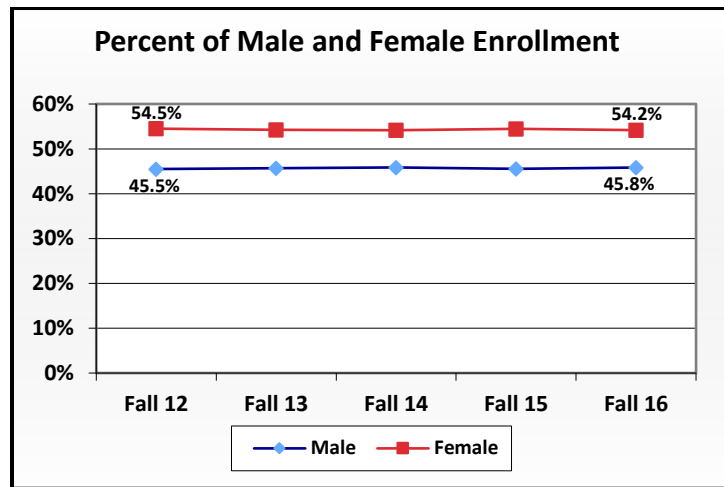
Challenge: SIUE seeks parity for all student groups in terms of student success and graduation rates. SIUE remains committed to improving the retention and graduation rate for all students. SIUE continues to support programs for students from underrepresented groups, including racial minorities, through 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 from fall '05 through fall '08; but declined with the most recent two cohorts. These rates are lower than SIUE's targets and the overall rate for the University. Academic Affairs will work to improve this rate and will partner with Student Affairs to develop plans to address student success for this group. 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.

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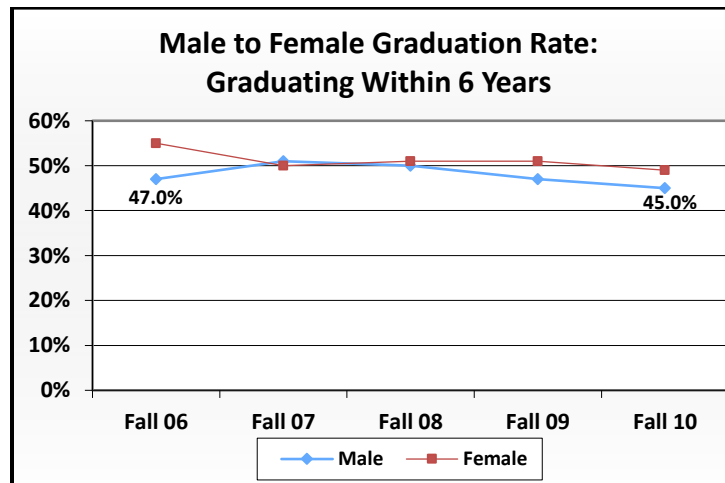
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SOURCE: SIUE FACTBOOK 2015-2016

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

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



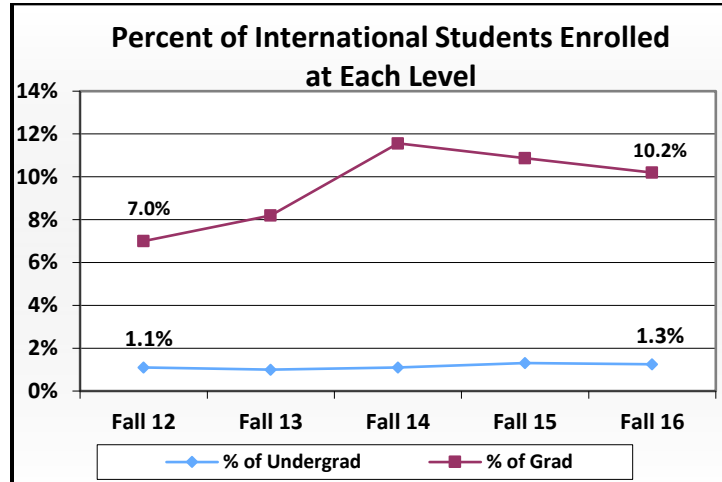
SOURCE: SIUE INSTITUTIONAL RESEARCH

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

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



SOURCE: SIUE FACTBOOK 2015-2016

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 10.2% of fall 2016 graduate enrollment. International enrollment has remained relatively steady, near the 1% level, for undergraduates.

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

High-Impact Educational Practices

Activities FY 2016	Number of Courses/Experiences	Number of Students
Internships for academic credit	37	496
Undergraduate research	58	1056
Learning Communities	18	744
Study Abroad	24	220
Service Learning	51	2981

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 programs. The program pairs both Assistants (who work on faculty identified scholarly and creative activities) and Associates (who design their own projects with a faculty

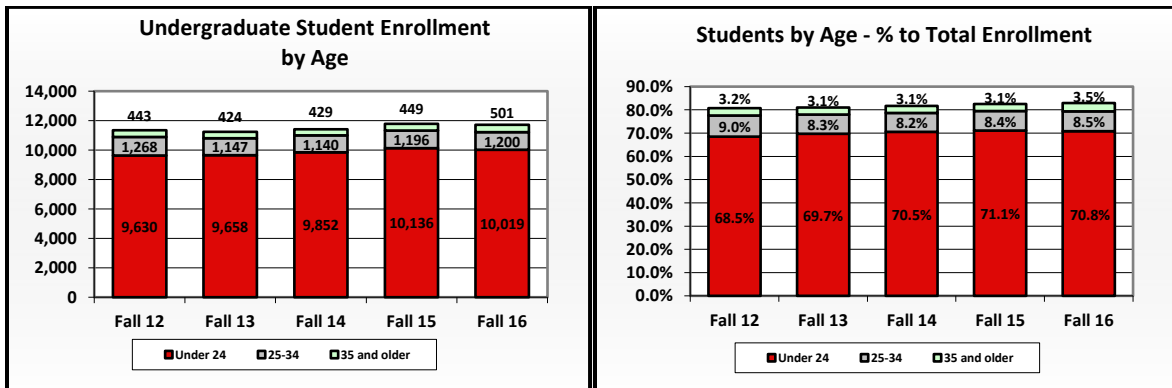
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mentor) with faculty. As Associates, the students identify projects and seek out faculty mentors to work with.

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.



SOURCE: SIUE FACTBOOK 2015-2016

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.

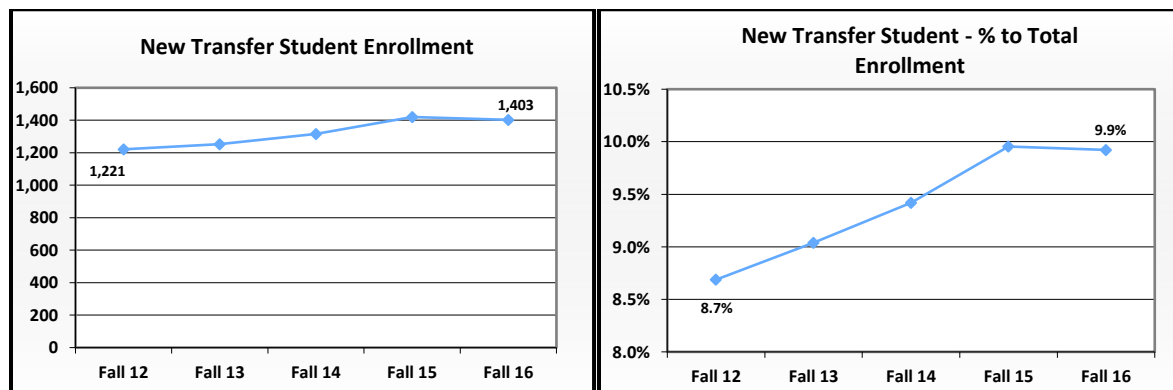
SIUE’s off-campus offerings support the goal of increasing access to post-secondary education. With four off-campus locations, SIUE continues to meet potential students at locations that meet their needs. Likewise, SIUE has expanded programs such as the accelerated and fully online RN to BS through funding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

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

- Expanded Veterans' Services
- Maintained corporate partnerships with BJC, SSM, HSHS, Clay County Hospital, and Baptist Health (Madisonville and Paducah)
- Expanded corporate partnerships or added additional programs to existing partnerships at BJC and Anderson Hospitals.
- Partnered with Madison and St. Clair County Regional Offices of Education to provide credit courses through a funded grant.
- Administered Adult Learning Focused Survey (ALFI) and Institutional Self-Assessment Survey (ISAS) through a partnership with the Council for Adult and Experiential Learning.
- Offered new non-credit and Continuing Education Units (CEU's) professional development options in HVAC and Concrete Testing.
- Created a new Integrative Studies track to facilitate degree completion for nontraditional students.
- Issued approximately 2,107 Continuing Education Units (CEU's) or Continuing Professional Development Units (CPDU's) for 2015/2016 fiscal year

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.

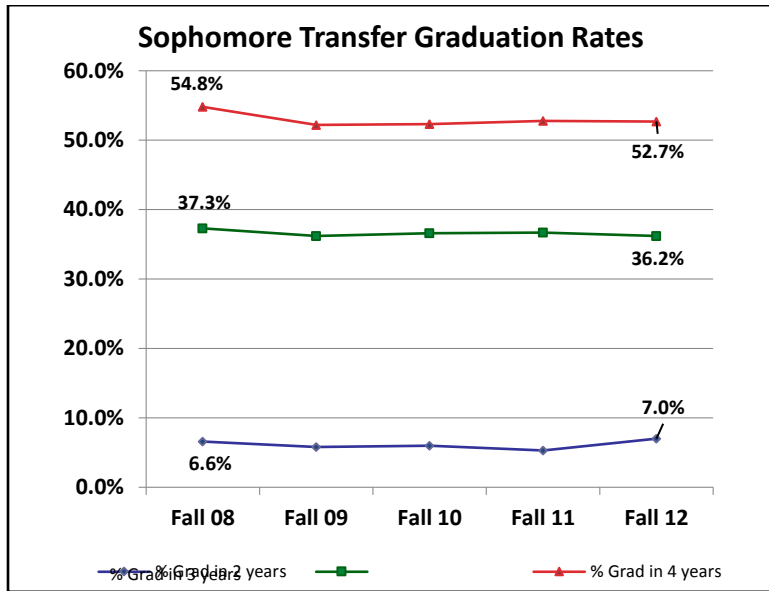


Success: SIUE has launched new 2+2 agreements with community colleges in the region to enhance the number of transfer students. Likewise, partnerships with SIU Carbondale as well as new corporate partnerships facilitate the institution's improvement in this area. SIUE continues to build an infrastructure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

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

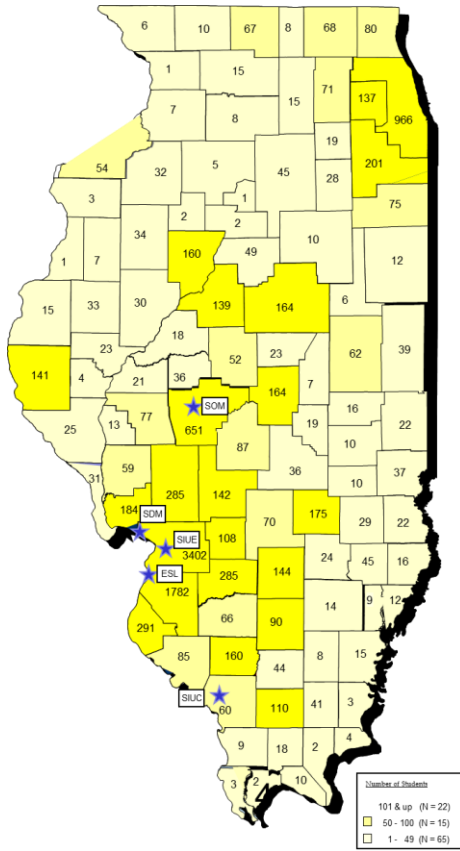


Source: SIUE FACT BOOK 2015-2016

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RECOMMENDATION 3: REDUCE GEOGRAPHIC DISPARITIES IN EDUCATIONAL ATTAINMENT.



Adams	141	Ford	6	Livingston	10	Randolph	85
Alexander	3	Franklin	44	Logan	52	Richland	45
Bond	108	Fulton	30	Macon	164	Rock Island	54
Boone	8	Gallatin	3	Macoupin	285	Saline	41
Brown	4	Greene	59	Madison	3,402	Sangamon	651
Bureau	5	Grundy	28	Marion	144	Schuyler	23
Calhoun	31	Hamilton	8	Marshall	2	Scott	13
Carrroll	1	Hancock	15	Mason	18	Shelby	36
Cass	21	Hardin	4	Massac	10	St Clair	1,782
Champaign	62	Henderson	1	McDonough	33	Stark	2
Christian	87	Henry	32	McHenry	68	Stephenson	10
Clark	37	Iroquois	12	McLean	164	Tazewell	139
Clay	24	Jackson	60	Menard	36	Union	9
Clinton	285	Jasper	29	Mercer	3	Vermilion	39
Coles	56	Jefferson	90	Monroe	291	Wabash	12
Cook	966	Jersey	184	Montgomery	142	Warren	7
Crawford	22	Jo Daviess	6	Morgan	77	Washington	66
Cumberland	10	Johnson	18	Moultrie	19	Wayne	14
DeKalb	15	Kane	71	Ogle	15	White	15
DeWitt	23	Kankakee	75	Peoria	160	Whiteside	7
Douglas	16	Kendall	19	Perry	26	Will	201
DuPage	137	Knox	34	Piatt	7	Williamson	110
Edgar	22	Lake	80	Pike	25	Winnebago	67
Edwards	9	LaSalle	45	Pope	2	Woodford	49
Effingham	175	Lawrence	16	Pulaski	2		
Fayette	70	Lee	8	Putnam	1	TOTAL	11,950

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 throughout the entire state and contributes to decreasing geographic disparities.

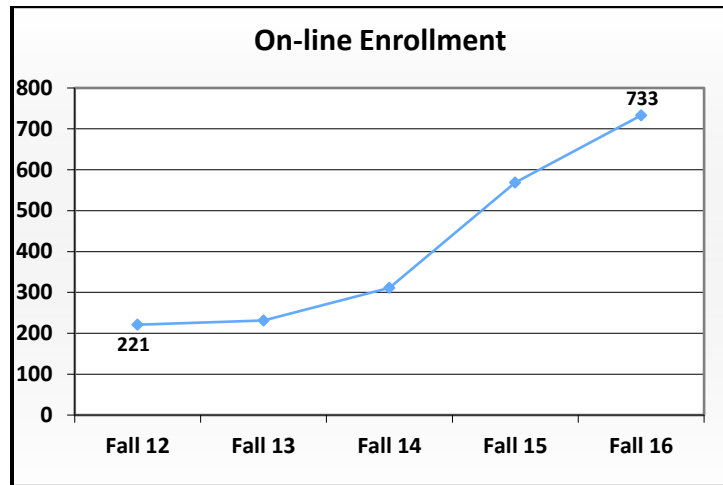
To extend SIUE’s reach, the University is examining ways to offer non-traditional credit courses and innovative programs. Whether through off-site, on-line, video, hybrid, or other non-traditional delivery modes, SIUE is increasing the capacity of the University to serve students throughout the state 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, 661 courses representing 10,712 enrollments in 2015, and 872 courses representing 15,873 enrollments in 2016;

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



SOURCE: SIUE INSTITUTIONAL RESEARCH

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

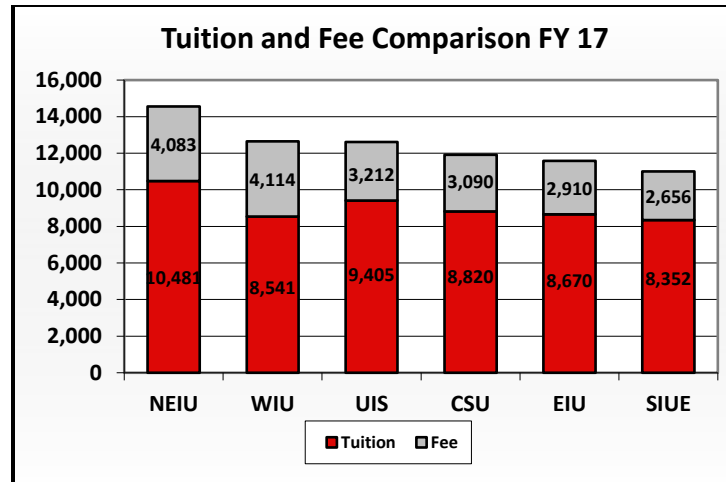
Challenge: Although SIUE's campus planning activity, New REALITY, raised awareness of the challenges of the changing landscape of higher education and emphasized the need for innovation, there is much work to be done. SIUE has not fully maximized the potential of prior-learning assessments, DANTESS, 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. Last year, SIUE surveyed adult learners at the institution with the assistance of the Council of Adult and Experiential Learning (CAEL) and is working with Faculty Senate to enhance prior learning assessments to better serve adult students. SIUE will need to review and consider multiple approaches to assist adult learners while maintaining the integrity of its core mission and historical strengths in the coming years. Success in these areas will help the University better serve non-traditional students, promote degree completion, and meet military/veteran students' needs.

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

RECOMMENDATION: MAKE ILLINOIS ONE OF THE FIVE MOST AFFORDABLE STATES IN THE COUNTRY TO GET A COLLEGE EDUCATION.

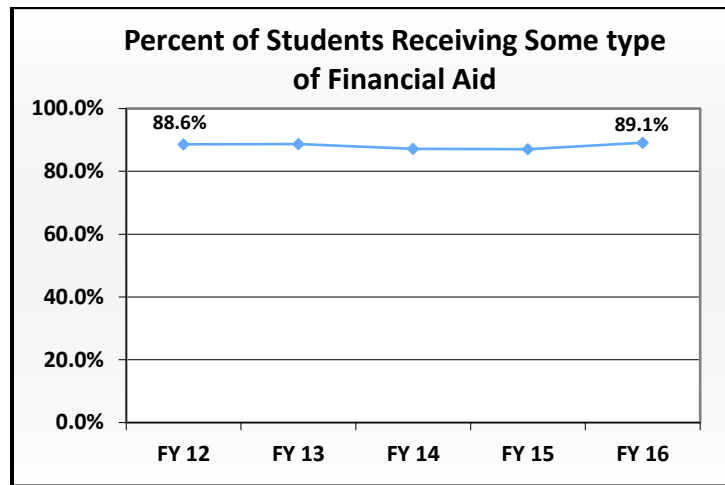


SOURCE: IBHE

Success: SIUE continues to offer students an affordable option for a public education in Illinois. The University’s mandatory tuition and fees remain among the lowest in the state. Although SIUE faces financial challenges given the declining state appropriation, it has remained student-centered. In fall 2016, more than 80% of student credit hours were taught by full-time faculty, and 51% of those faculty were tenured or on the tenure track. In FY 16, SIUE also offered institutional grants and scholarships to 5,028 students, a number that has increased steadily since FY 2009.

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

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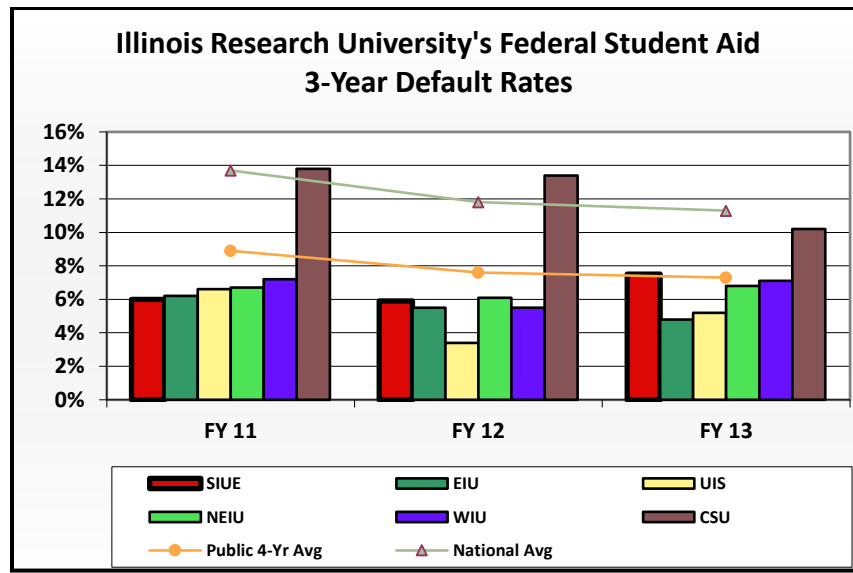


SOURCE: SIUE FACT BOOK 2015-16

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 2016, more than 89% of SIUE students received some type of financial aid. SIUE serves a diverse population of students and plays an important role in supporting recipients of federal Pell grants and subsidized student loans. Moreover, SIUE's comprehensive campaign has strengthened the endowment to enhance scholarship offerings. Likewise, in FY 2013-2014, the University significantly expanded institutional scholarship commitments which have been maintained through this year.

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

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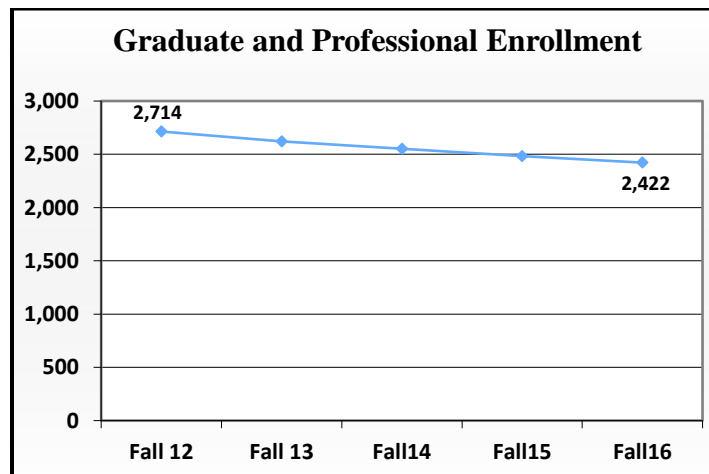


Success: SIUE’s default rate continues to fall below the national average.

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

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

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



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SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Professional Examination First-Time Pass Rates

School of Dental Medicine (SDM)

	Part I		Part II		Regional Clinical Licensing Examinations
	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate
2016	91%	94%	91%	91%	75.5%
2015	95.8%	96%	94.3%	92%	84.0%
2014	94.1%	95.9%	91.3%	92%	85.4%
2013	90%	93%	100%	93%	80.0%

School of Nursing National Council Licensure Examination (NCLEX)

Year	SIUE % Score	National Score
2016	75%	84%
2015	77%	85%
2014	75%	82%
2013	89%	83%

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

Year	NA	FNP
	SIUE % Score	SIUE % Score
2016	90%	100%
2015	100%	96%
2014	100%	100%
2013	88%	96%

School of Pharmacy (SOP)

	North American Pharmacist Licensure Examination		Multistate Pharmacy Jurisprudence Exam	
	SOP Pass Rate	National Pass Rate	SOP Pass Rate	National Pass Rate
2016	91.89%	85.86%	79.25%	84.74%
2015	97.26%	92.64%	94.00%	94.35%
2014	92.21%	94.88%	94.64%	95.17%
2013	94.87%	95.87%	96.21%	92.80%

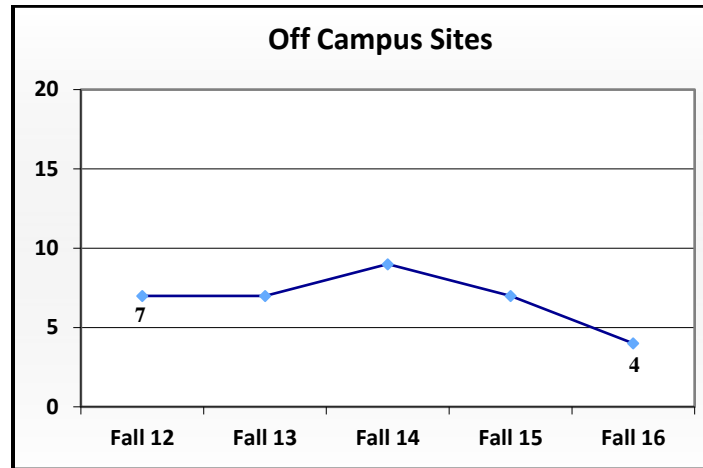
Success: SIUE continues to offer a wide array of academic programs that support critical needs in the region. Moreover, SIUE is growing academic partnerships with corporate partners to serve people seeking additional academic credentials and certifications. Students in Dental Medicine, Nursing, and Pharmacy 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.

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RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.



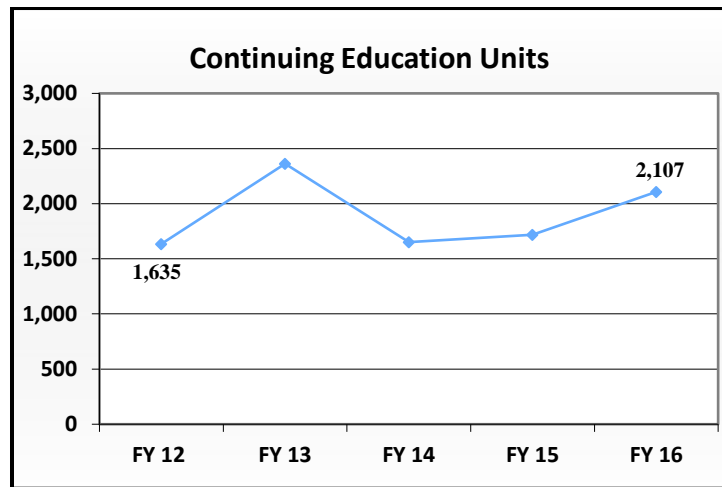
SOURCE: SIUE EDUCATIONAL OUTREACH DEPT.

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

Challenge: Many of SIUE's off-campus locations have been temporary locations attached to cohorts of graduate students interested in teacher education and educational leadership programs. Given changes in the environment and state regulations, these graduate programs have lost enrollments. In fall 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.

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SOURCE: SIUE EDUCATIONAL OUTREACH DEPT.

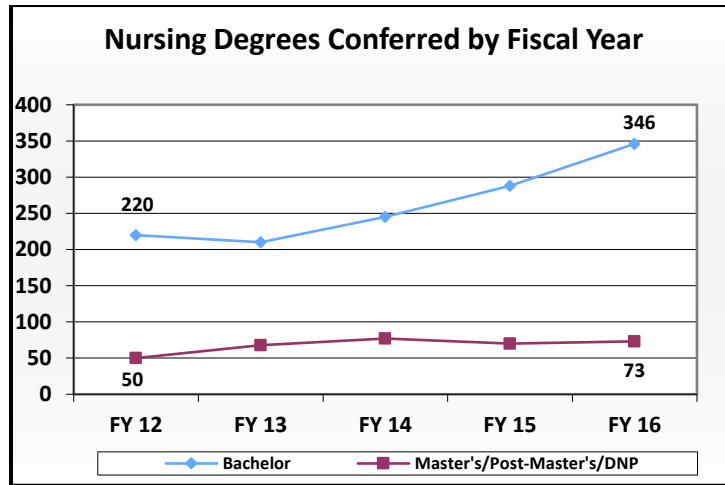
Success: The Office of Educational Outreach has maintained programming for adults in the region through continuing education and professional development programming. Currently, more than 2,100 units are offered.

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.

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

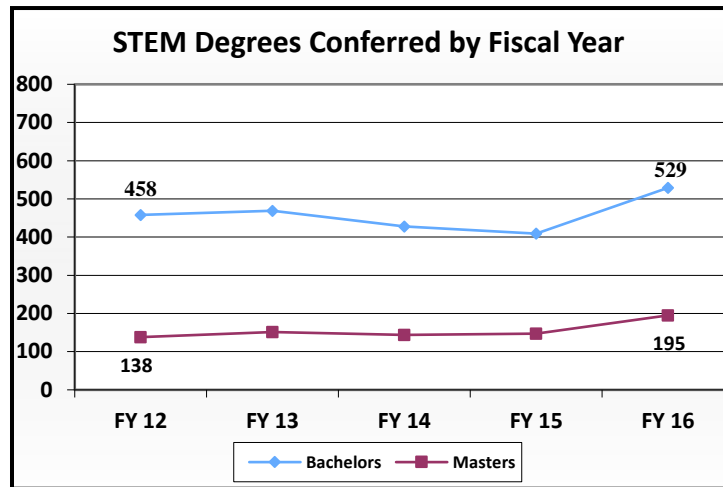


SOURCE: SIUE FACT BOOK ANNEX - IPEDS AND IBHE REPORTS

Success: SIUE offers a unique array of programs to meet the needs of the region. In FY 2016, 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 2012-2016; 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.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



SOURCE: SIUE FACT BOOK ANNEX - IPEDS AND IBHE REPORTS

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

Students in Pharmacy and Dental Medicine comprised 2% and 1%, respectively. The School of Dental Medicine graduated 51 students in 2016 and continues to demonstrate excellent student learning outcomes. Moreover, the School of Pharmacy graduated 78 students in 2016. A concurrent PharmD/MBA degree program has enrolled 4 cohorts of students. The first cohort graduated in fiscal year 2016.

The Master of Science in Healthcare Informatics moved fully online in fall 2016. The program enrolled 25 students in fall 2015, and 38 students in fall 2016. The Master of Science in Integrative Studies was approved by the Illinois Board of Higher Education in June 2015 and enrolled 10 students by fall 2016. 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 55 students in the undergraduate special education program. The graduate program in special education enrolled 26 students.

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

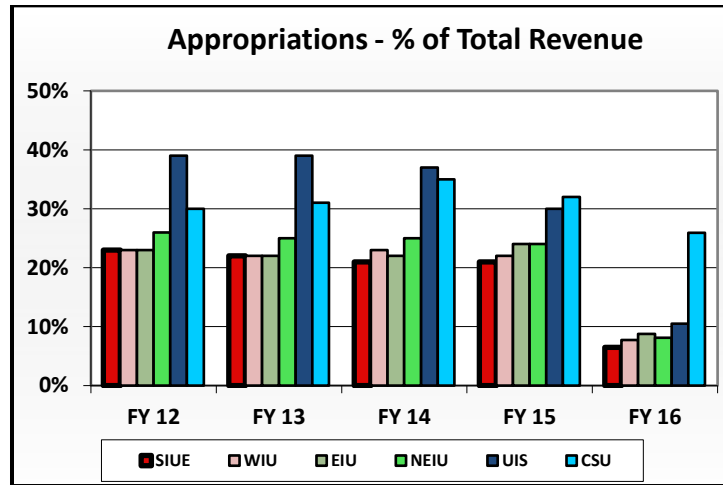
Challenge: SIUE is committed to increasing the number of formal community college partnerships for 2+2 programming and curricular alignment. Currently, the University has expanded development of 2+2 agreements, especially within the School of Engineering, and is well on pace to greatly surpass the 2018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

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

RECOMMENDATION: BOOST ILLINOIS INTO THE RANKS OF THE FIVE STATES WITH THE FASTEST GROWING ECONOMIES.



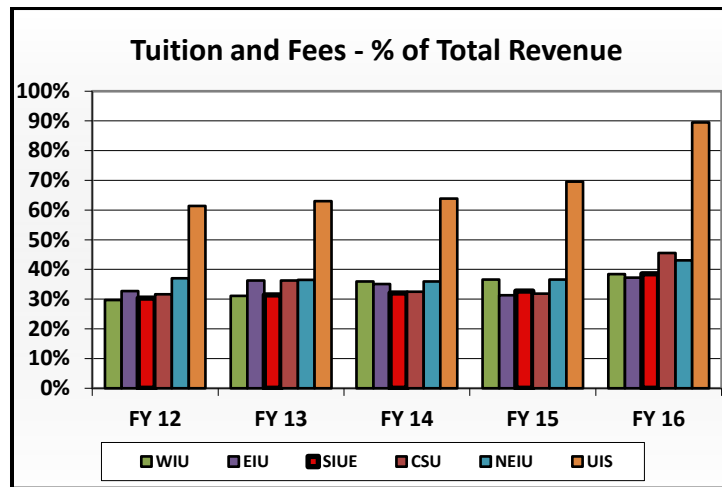
SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

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

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

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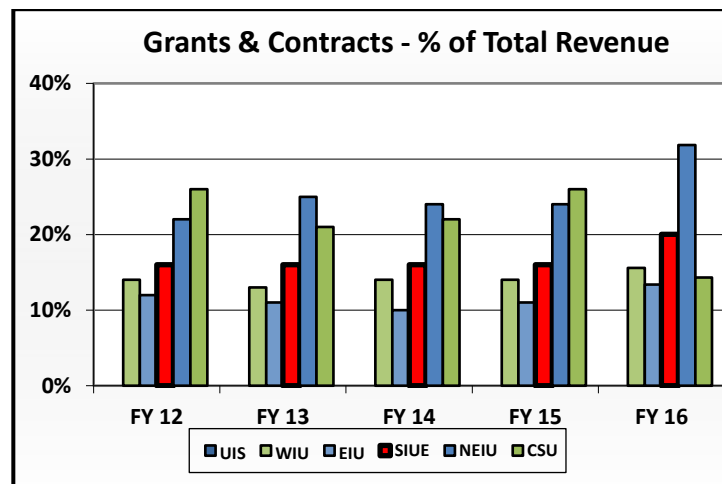
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

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

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

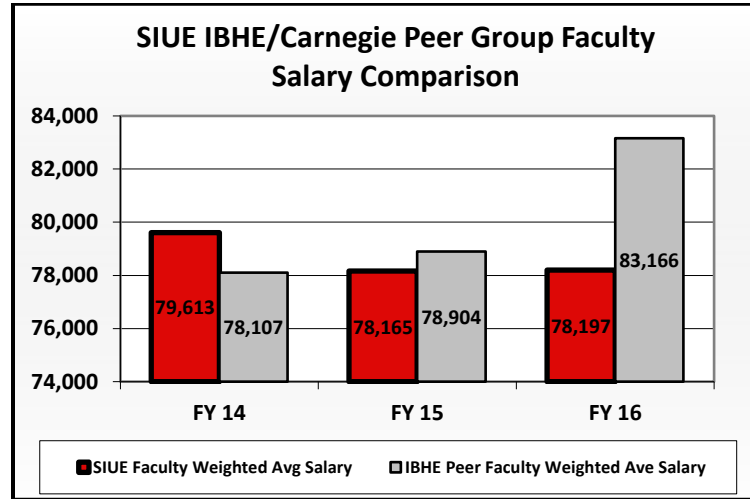


SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

Success: In fiscal year 2016, SIUE received over \$45 million in grants and contracts for research, teaching, and public service, and student support initiatives from funding organizations such as National Institutes of Health, National Science Foundation, Department of Health and Human Services, and United States Environmental Protection Agency. With these efforts, SIUE has been in the middle of the pack among state peers in terms of grants and contracts as a percentage of total revenue. The University ranks first among all Emerging Research Institutions in the Midwest for research expenditures, according to the National Science Foundation. Despite increasing competition for grants and contracts, SIUE has remained in a largely stable position.

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Challenge: Maintaining grant and contract revenue helps fulfill SIUE’s academic vision, contributes to the intellectual vibrancy of the campus and serves the public good. The kinds of research and innovation that come through these awards would not be possible without external funding. SIUE’s strategic plan calls for grants and contracts to be maintained at over \$43 million in awards annually 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.

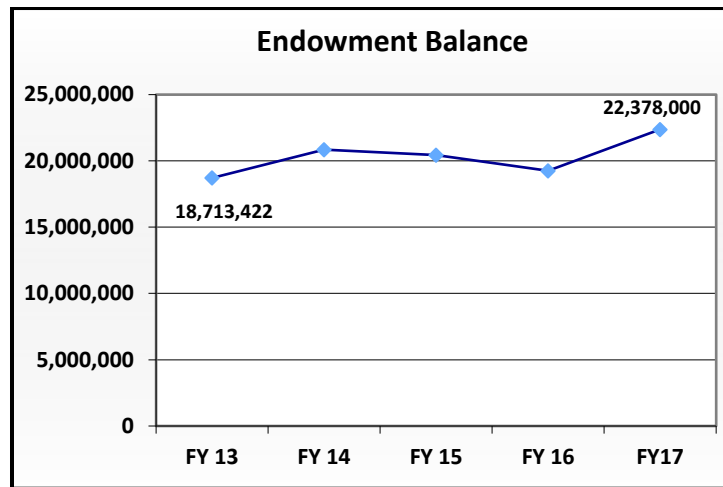


SOURCE: FY 2016 COMPARATIVE SALARY STUDY

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

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

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SOURCE: SIUE FOUNDATION

Success: SIUE hired a new Vice Chancellor for Advancement in FY 2014. The re-energized office, along with a comprehensive campaign for the University, increased the endowment to its highest ever at more than \$22 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.

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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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.

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

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

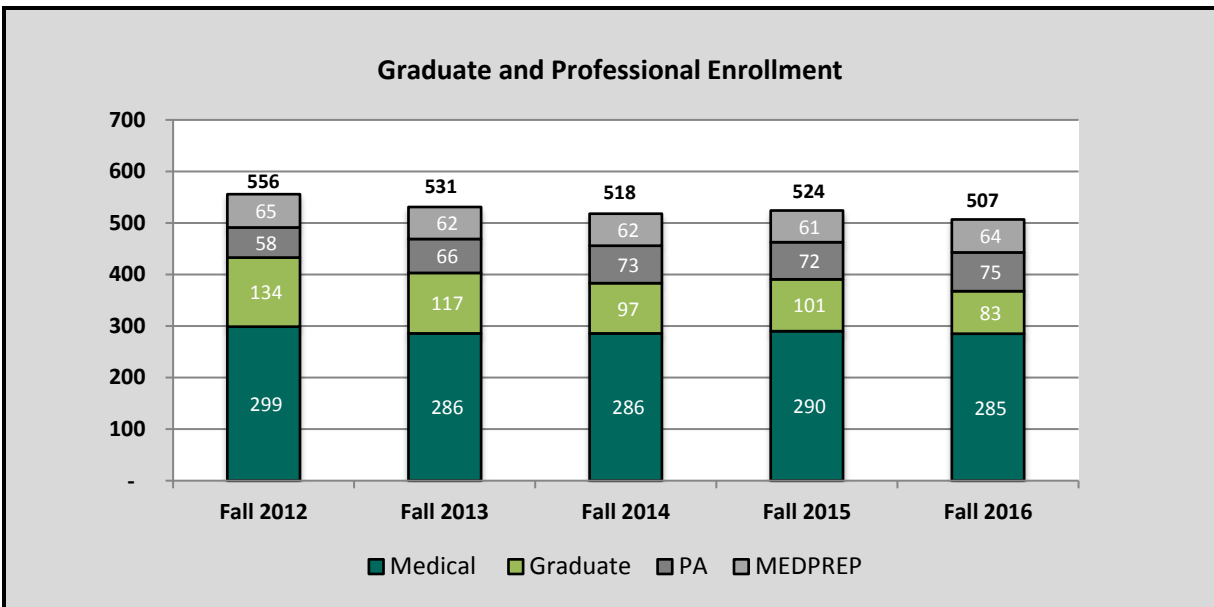
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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

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

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



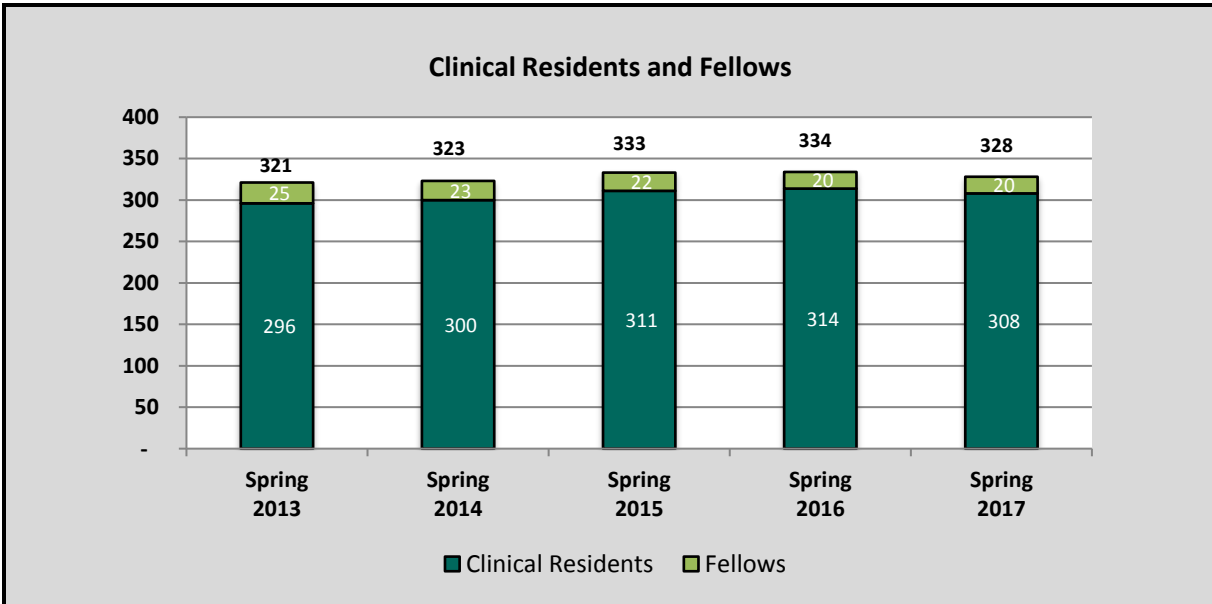
SOURCE: SIUC FACTBOOK 2016-2017 AND MEDPREP

SUCCESS: SIU School of Medicine’s enrollment patterns have been stable for the past five years. Enrollment of medical students in the undergraduate medical education program (program leading to the MD degree) is capped at 288 (72 per class year) and varies only slightly year to year due to a small number of medical students on or returning from leave or repeating a school year. Applications to the MD program remain strong, averaging 17.8 applicants for every position in the matriculating class over the last five years. The medical school offers graduate science programs for masters and doctoral students in pharmacology, physiology, and (in cooperation with the SIUC College of Science) molecular biology, microbiology, and biochemistry. These graduate science programs have maintained their enrollments; annual fluctuations in enrollment are due largely to spikes in graduation numbers. Over the past five years, the Physician Assistant program has averaged over 13 applicants for each open position and for fall 2016, 22 applications were received for each available opening. Enrollment of MEDPREP students was also stable during this period.

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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

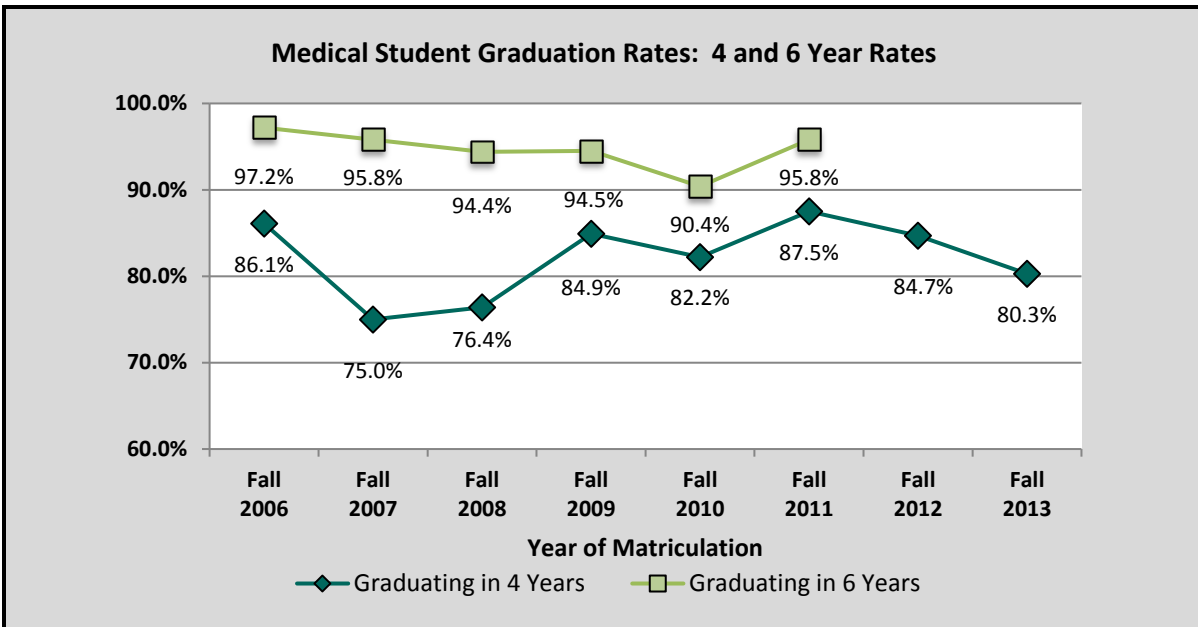


SOURCE: SIU SCHOOL OF MEDICINE LCME ANNUAL MEDICAL SCHOOL QUESTIONNAIRE PART II, YEARS NOTED. ACGME-ACCREDITED PROGRAMS ONLY

SUCCESS: Graduate medical education (GME) is formal medical education pursued after the student graduates with the medical degree; it includes clinical residencies, fellowships, and medical internships. GME is provided cooperatively by teaching hospitals and medical schools. SIU School of Medicine, with its affiliated teaching hospitals, provides graduate medical education in seventeen clinical residencies and ten fellowships. The number of clinical residents and fellows averaged 328 during the most recent five-year period.

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

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



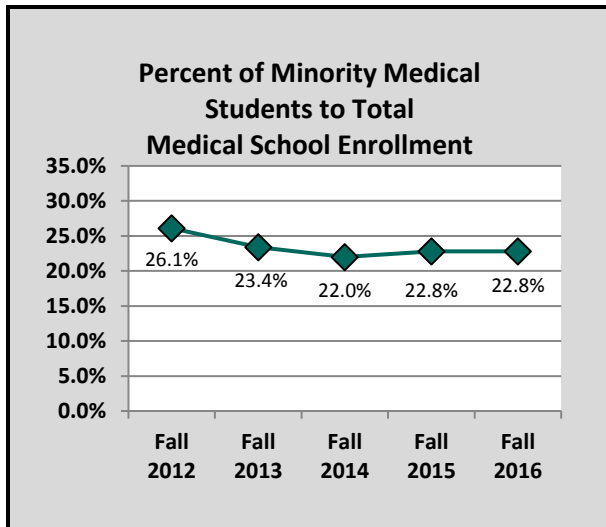
SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, FALL 2017

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, 82.1% of MD students completed their degrees in four years and 94.7% graduated in six years. (Because SIU’s medical students usually are not allowed to extend their coursework beyond the fifth year, the five-year graduation rates are nearly equivalent to those displayed above for the six- year rate.)

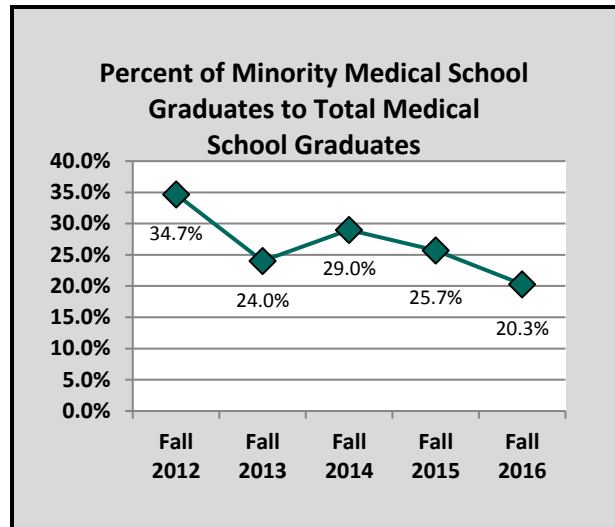
Four-year graduation rates declined for those classes matriculating in 2007 and 2008 due to a temporary increase in the number of medical students remediating courses. This measure rebounded for the matriculating class of 2009.

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

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, FALL 2017



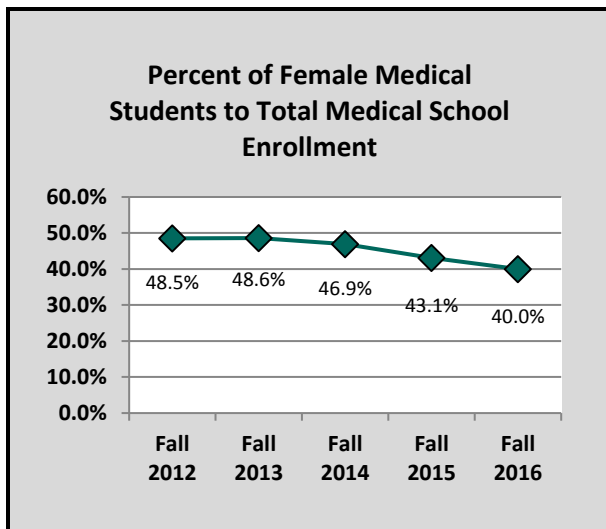
SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2017

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 23.4% for the most recent five-year period displayed above. When compared to other US medical schools, SIU’s medical school rated at the 94th percentile in percent of graduates who are from Black or African-American backgrounds and at the 88th percentile for percent of graduates from Native-American backgrounds (data for graduates from 2010-2015). These data suggest SIU School of Medicine’s success in enrolling and graduating an ethnically and racially diverse student body.

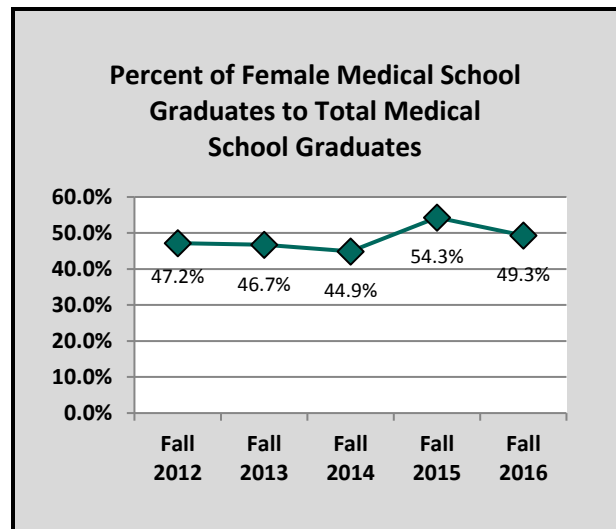
CHALLENGE: While SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program, trends and conditions at both the national and regional levels present continuing challenges. Nationally, the number of minority students applying to and enrolling in medical schools 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.

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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



SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, FALL 2017



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2017

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 45.4% at SIU. This is comparable to all US medical schools where women comprise 47.0% of the nation's medical school enrollment during this same time period. Women as a share of total enrollment have increased dramatically in the decades since the founding of SIU School of Medicine in 1970. SIU School of Medicine ranks near the 85th percentile of all medical schools for the percentage of its faculty who are women and women also serve in a number of Department Chair and Associate Dean positions. This reinforces and supports the school's priority to encourage and develop female physicians for practice.

CHALLENGE: In 2016, applications to all US medical schools reached a new high of 53,042, of which nearly half (48.6%) were women. In addition, the percentage of females enrolled in US medical schools reach 47.7% in that same year. While the enrollment percentage of women at SIU School of Medicine was 40% in fall 2016, it is expected that this percentage will return to higher levels consistent with earlier years. SIU's medical school has several advantages in attracting female medical students, including effective pipeline programs such as MEDPREP, an innovative and flexible curriculum, and a strong reputation in primary care and service to medically underserved populations.

PERFORMANCE REPORT

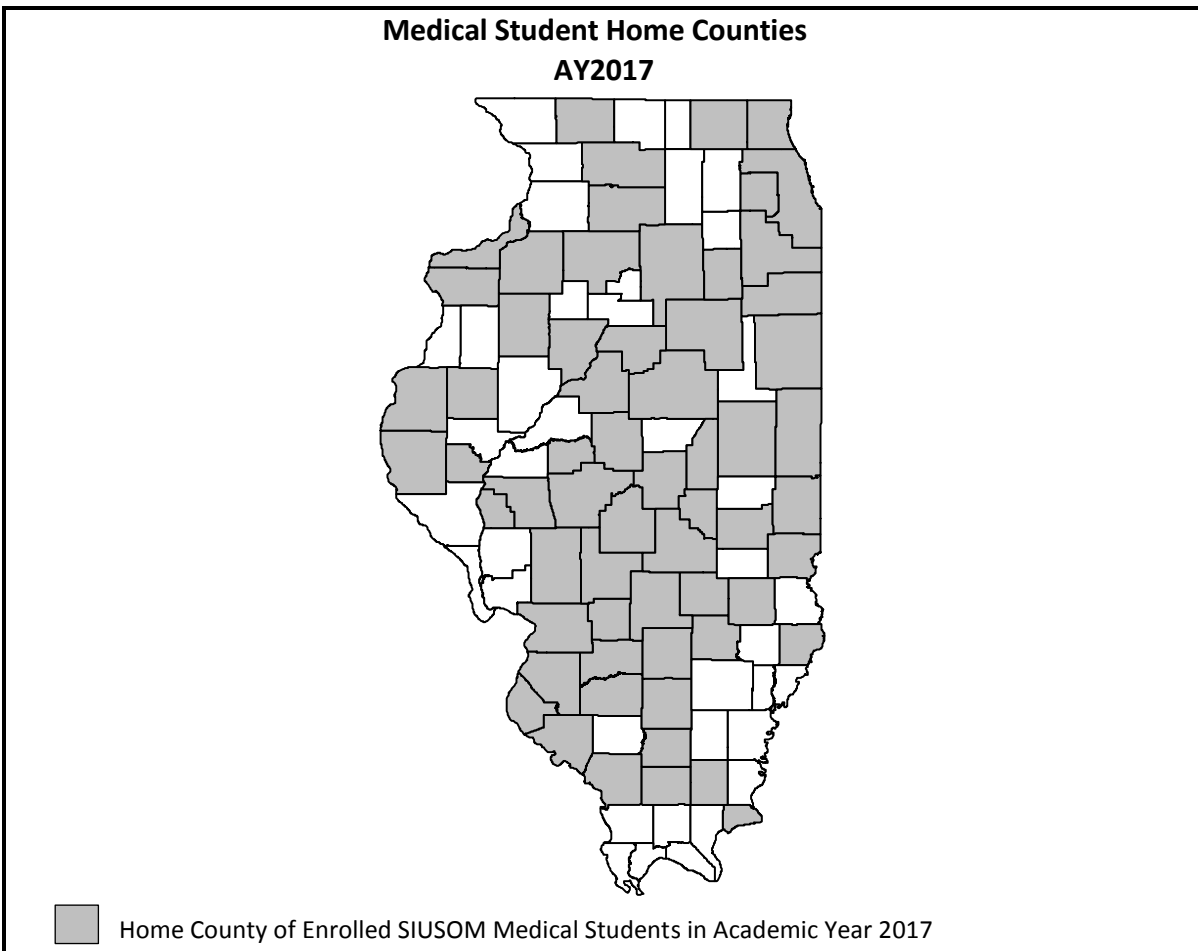
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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.



SOURCE: FALL 2016 ENROLLMENT QUESTIONNAIRE, SIUSOM STUDENT AFFAIRS

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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

SUCCESS: SIU School of Medicine has been successful in matriculating medical students from throughout the region. This provides these students with the opportunity to attend medical school as well as encourages them to remain and practice in the region. SIU's medical students come from rural areas, small towns, and cities in Illinois. In FY2017, 94% of the medical students were from downstate Illinois and 41% came from rural counties. Students came from 62 of Illinois' 102 counties. Over one-half (56%) of the class matriculating in academic year 2016/2017 came from communities of 25,000 or fewer citizens.

CHALLENGE: Recruiting medical students from these geographical areas is one factor contributing to the school's success in preparing its graduates for practice in rural and medically underserved areas. The medical school must continue to prioritize recruitment of medical students from the region as one key strategy in providing the physician workforce needed for central and southern Illinois. SIU ranks near the 90th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, near the 40th percentile of graduates practicing in underserved areas, and near the 70th percentile of graduates practicing in-state (2017 AAMC Missions Management Tool listing graduates from 2002 to 2006).

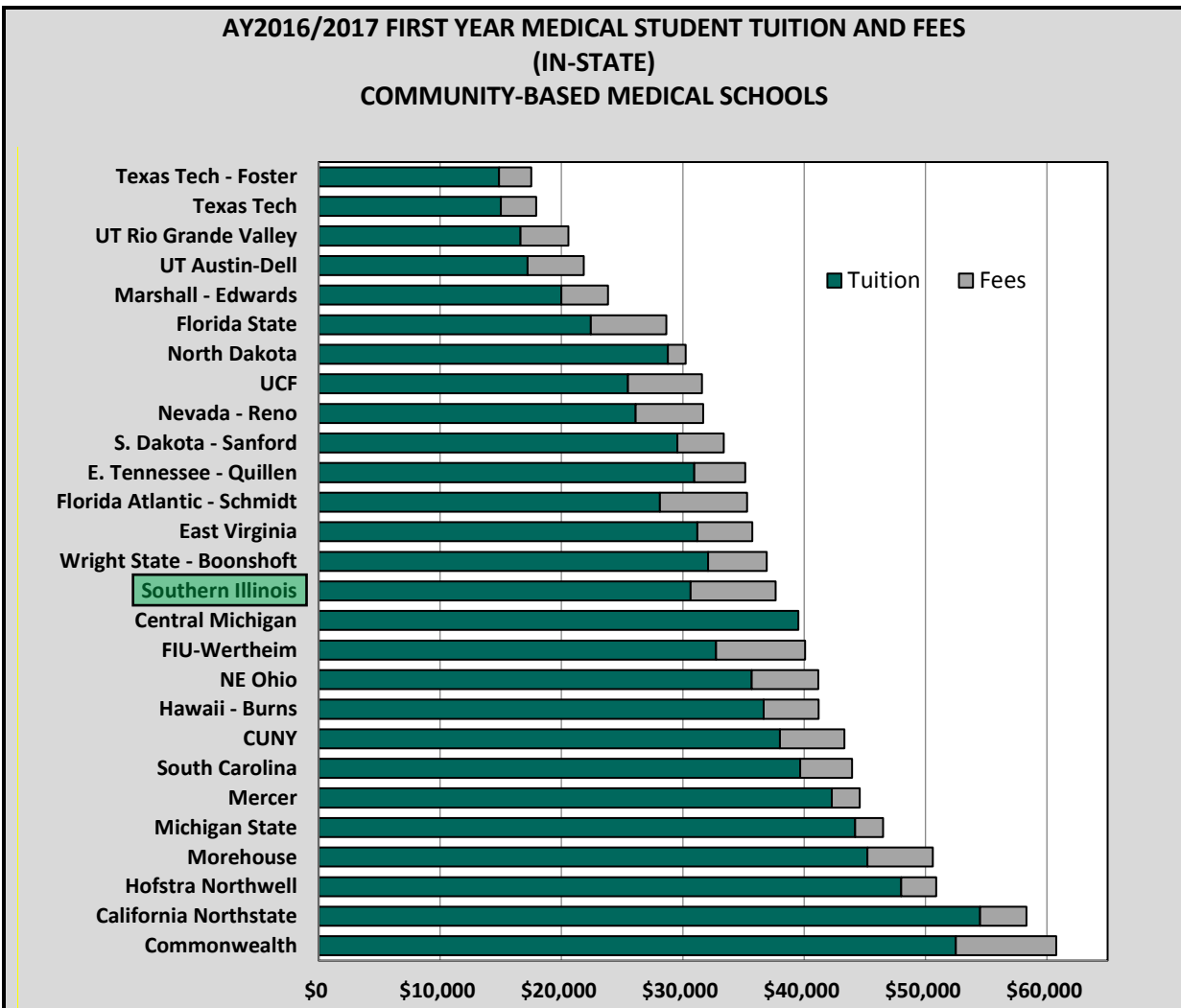
PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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.

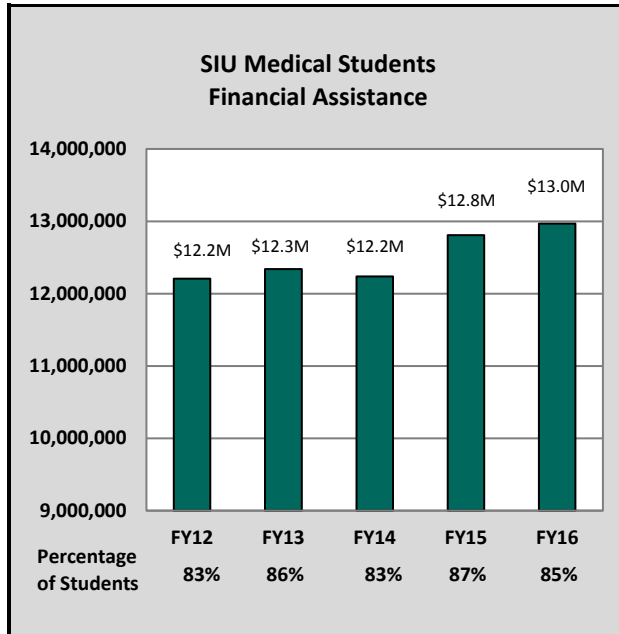
SIU School of Medicine is committed to promoting value in tuition and providing additional funding for student scholarships. The school strives to maintain affordability in its tuition, increase its funding of medical school scholarships, and provide other services and benefits of value to medical students,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



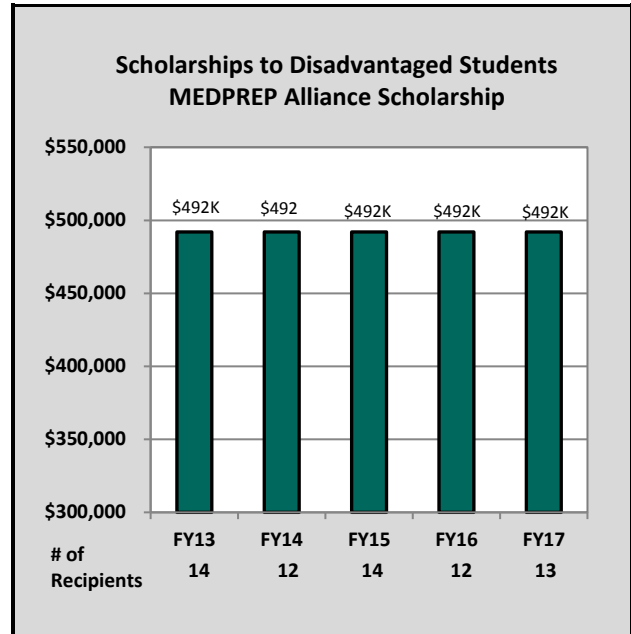
SUCCESS: SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 6.2% of the school’s FY2017 operating budget (including SIU HealthCare funds).

PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2017



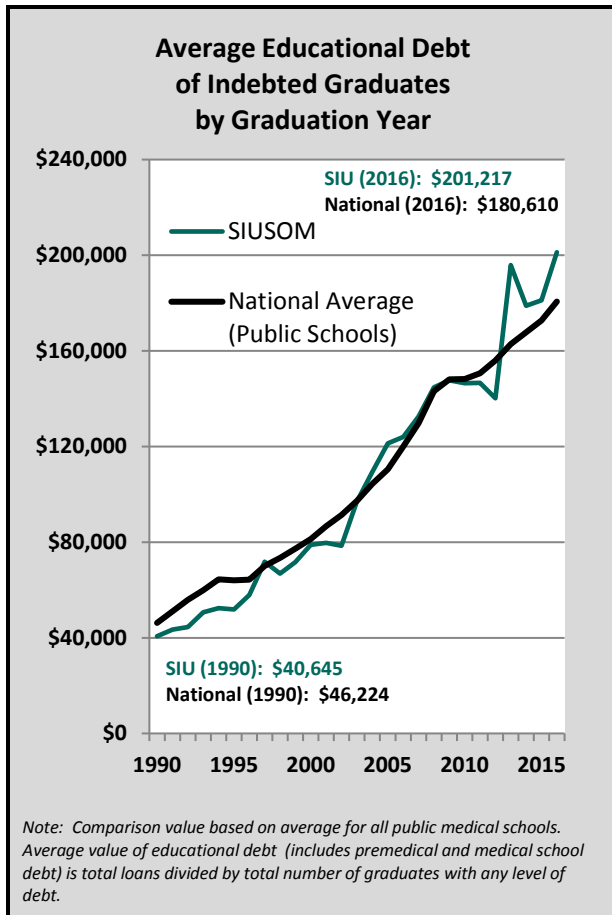
SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS AND OFFICE OF MANAGEMENT AND BUDGET, FALL 2017

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.

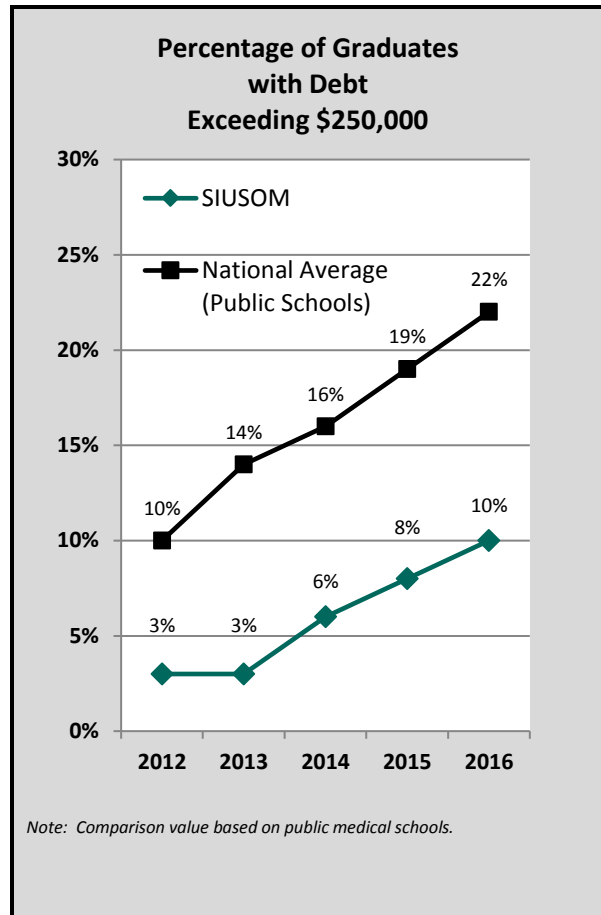
CHALLENGE: The School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school's Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and short-term 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.

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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2016



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, FALL 2016

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 FY2016, the average educational debt (including premedical school debt) was \$201,217. This is consistent with trends at other public medical schools. Over ten percent of the 2016 graduating class incurred total educational debt in excess of \$250,000, a percentage that has more than tripled in the last three years. While this level trails the national average, the amount of debt being carried by SIU’s medical school graduates remains a continuing concern.

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

PERFORMANCE REPORT

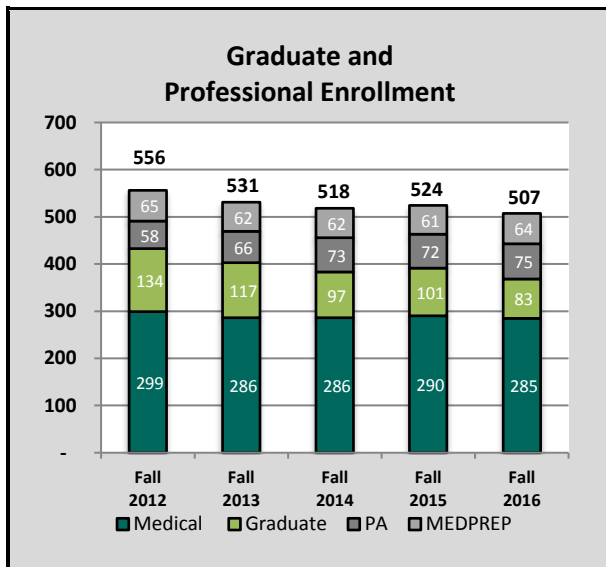
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

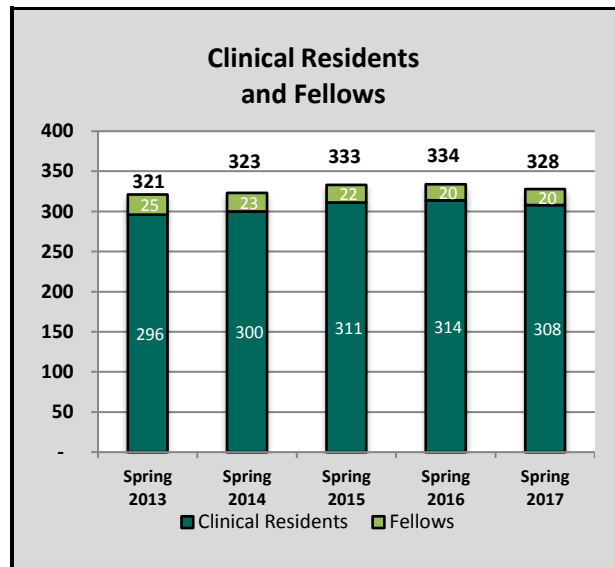
Excellence in professional and graduate education as well as leadership in research, scholarly, and creative activities is integral to the mission of SIU School of Medicine. The medical school has effectively adapted its curricula and programs to better meet the needs of students and the community.

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

SIU School of Medicine educates future physicians, new and established practicing physicians, physician assistants, and graduate science students. In academic year 2017, SIU School of Medicine implemented a major academic change to its Year 3 medical curriculum that increased student involvement in direct patient care; expanded time spent with teaching physicians, coaches, and mentors; and provided additional time and resources to assist students in choosing a medical residency/career. These changes are intended to improve the patient care and clinical reasoning skills of SIU medical program graduates. After its first year of implementation (AY 16 – 17), initial evaluations indicate that these new curriculum changes are meeting or exceeding expected measures of success to date.



SOURCE: SIUC FACTBOOK 2016-2017 AND MEDPREP



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

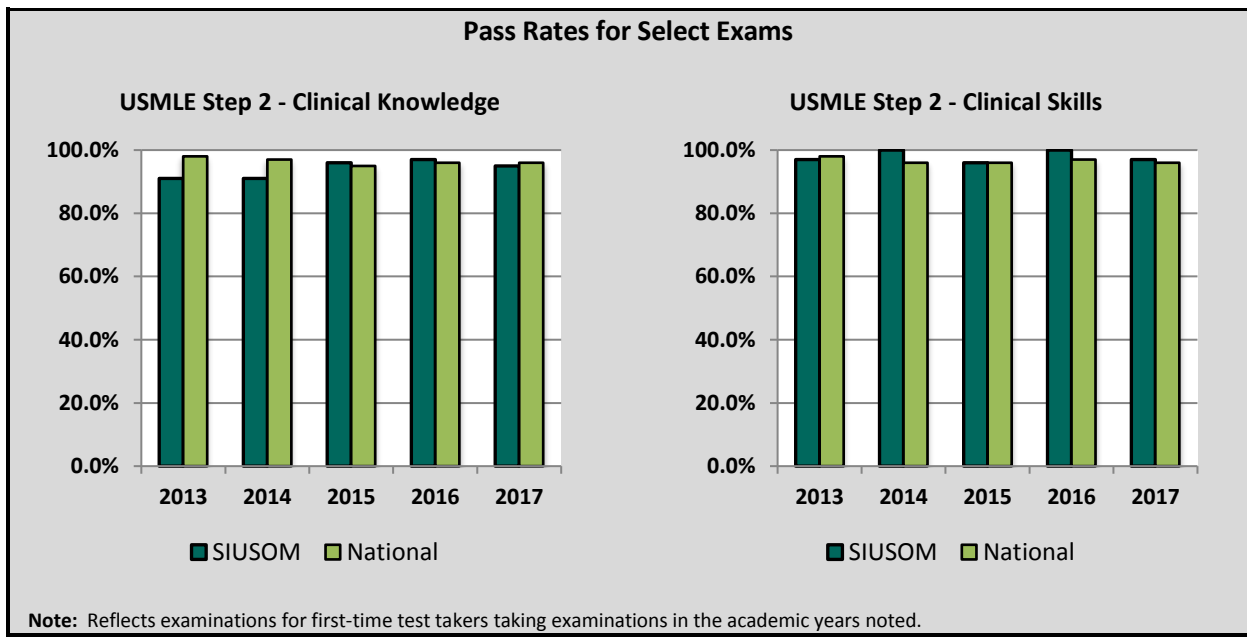
SUCCESS: SIU School of Medicine has been successful in preparing undergraduate medical (MD) students, clinical residents and fellows, and physician assistants for medical practice as well as preparing graduate science students for careers in academia or private industry. MD graduates of SIU’s medical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

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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. In 2017, the Physician Assistant Program was granted Continuing Accreditation Status for the maximum of ten years. Graduate science programs are in full compliance with program review requirements of the Illinois Board of Higher Education. 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 exams assesses a physician's ability to apply medical and scientific knowledge (Step 2 – Clinical Knowledge) and to demonstrate fundamental patient-centered skills (Step 2 – Clinical Skills). Medical students take the Step 2 – Clinical Knowledge test at the end of their third year of medical school and Step 2 – Clinical Skills test in their fourth year.

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

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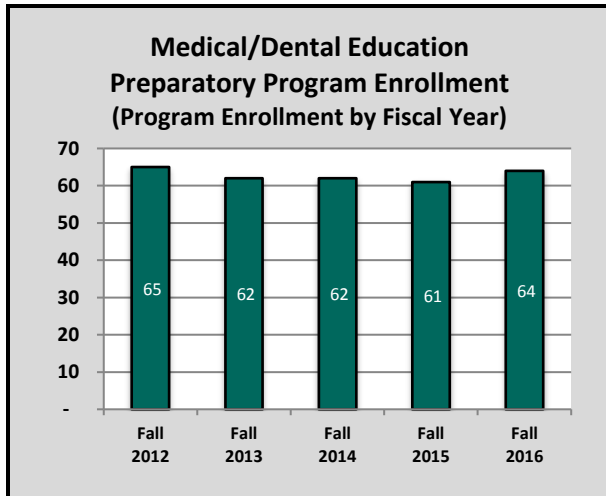
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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.

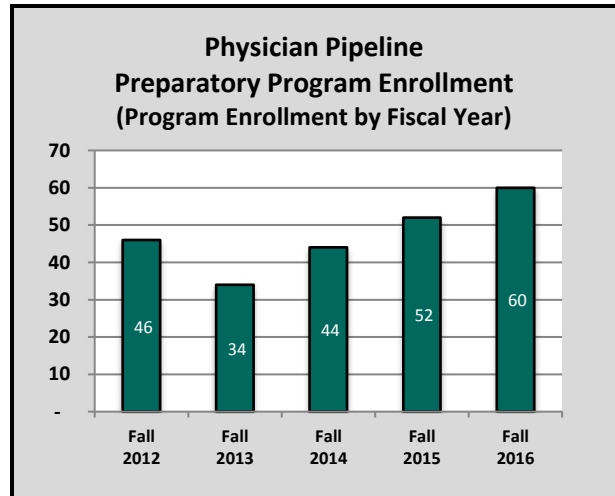
RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.

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



SOURCE: MEDPREP, FALL 2017



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF DIVERSITY AND INCLUSION, FALL 2017

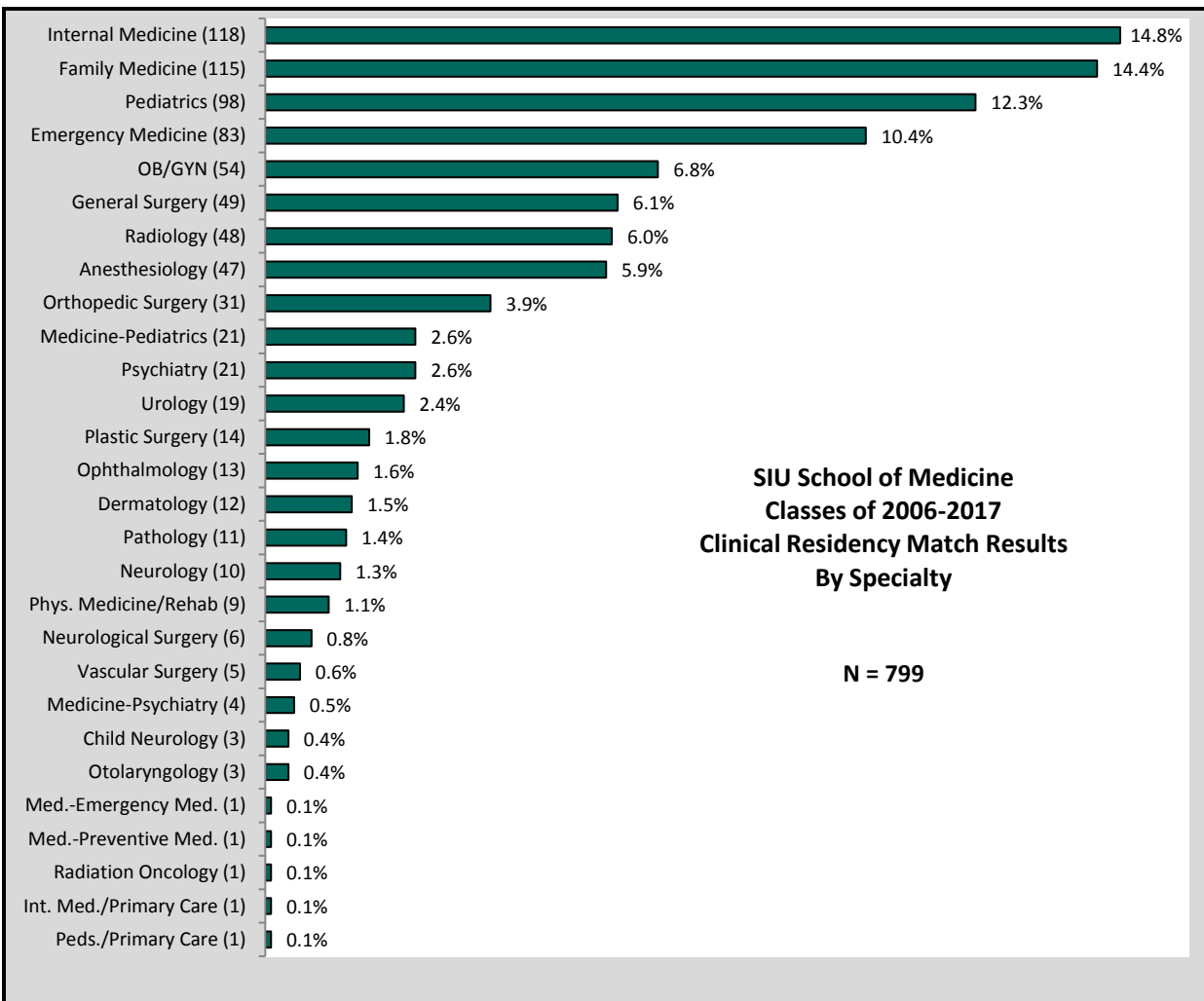
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SUCCESS: SIU School of Medicine’s educational pipeline programs are providing significant benefits to students interested in becoming physicians. Since the program’s founding in 1972, 1,553 students have participated in MEDPREP. In the recent five-year period, the program had a 94% completion rate and 84% of these students entered medical or dental school, other health professions school, or health-related graduate programs upon completion of MEDPREP studies. The first P⁴ class (Class of 2013) began the program in fall 2009 and consisted of 22 students. These individuals were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students has been accepted each year. In total, 52 individuals have completed the program, of which 42 are currently enrolled in college. From the Class of 2013, one student has been accepted to SIU SOM for the class beginning in Fall 2018 and another is currently enrolled in the MEDPREP program.

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

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



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, MARCH 2017. EXCLUDES PRELIMINARY, TRANSITIONAL, AND SPECIAL FELLOWSHIPS (E.G., RESEARCH FELLOWSHIPS)

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

SUCCESS: Graduates from SIU's MD program have been successful in obtaining highly competitive clinical residencies to continue their medical training. In the twelve-year period (2006-2017) displayed in the chart on the previous page, SIU's MD graduates entered residencies in 28 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.

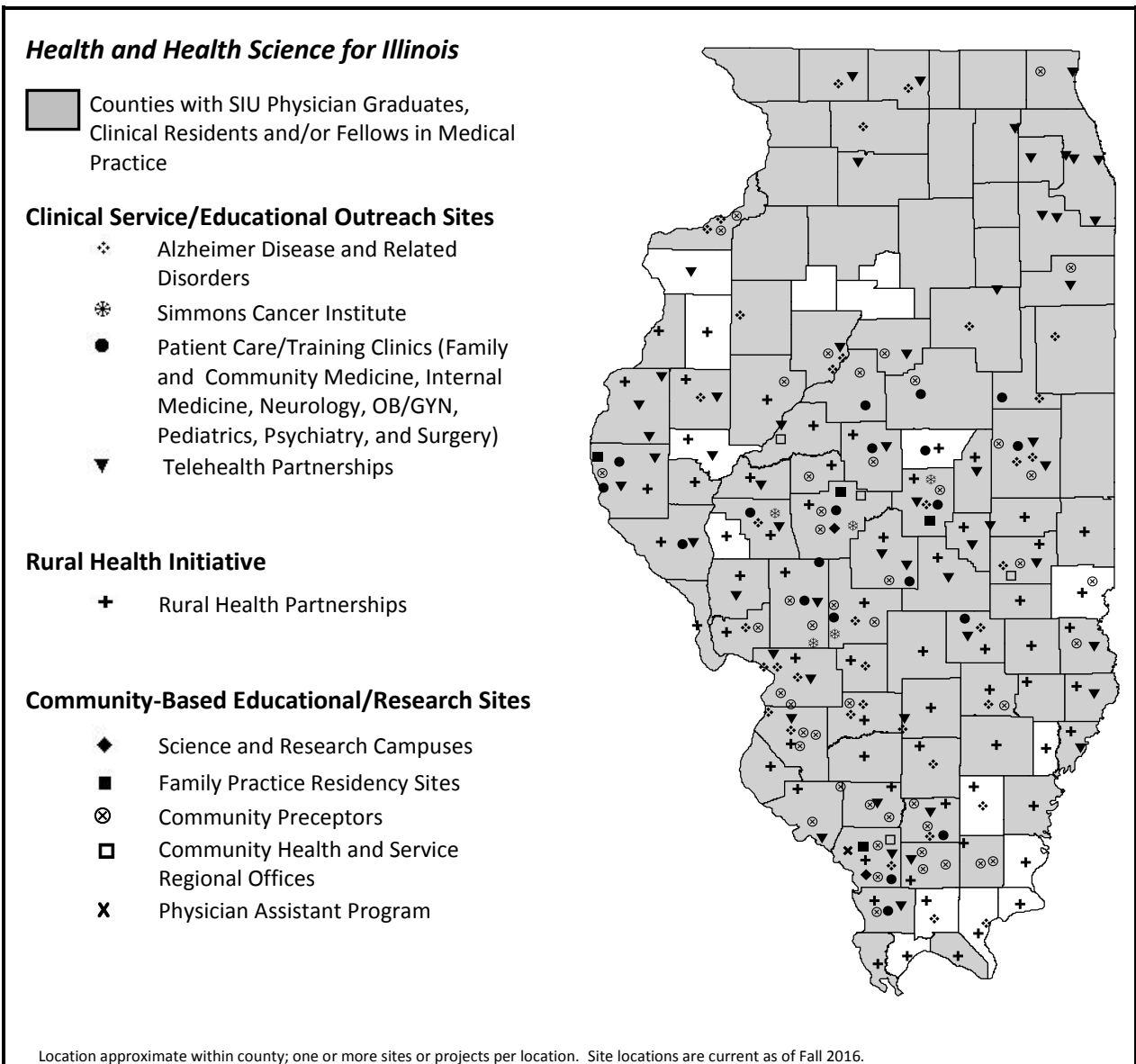
PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

RECOMMENDATION: BOOST ILLINOIS INTO THE RANKS OF THE FIVE STATES WITH THE FASTEST GROWING ECONOMIES.

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

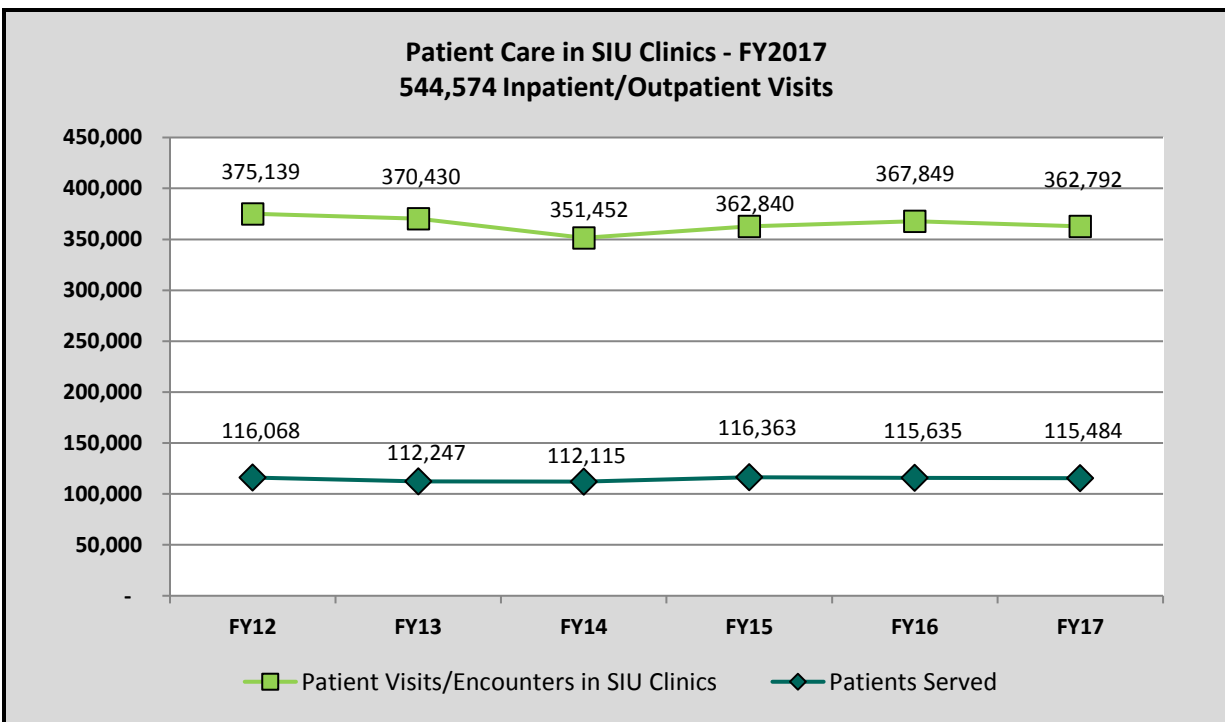


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SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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 86 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 FY2017, nearly 240 full-time faculty physicians

PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

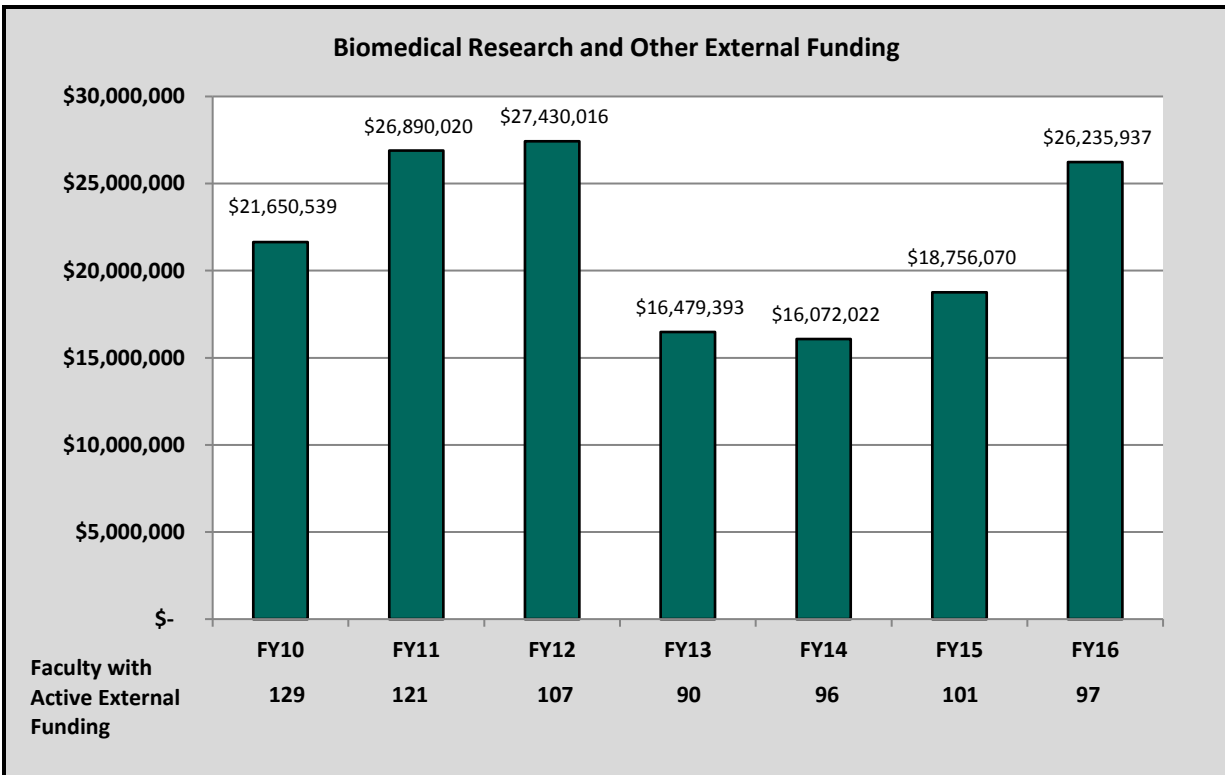
worked in ten clinical disciplines: anesthesiology, family/community medicine, internal medicine, neurology, obstetrics and gynecology, pathology, pediatrics, psychiatry, radiology, and surgery. Physician assistants, audiologists, and other non-physician health care providers and clinical staff number over 300 to assist SIU's physicians. During this year, SIU physicians provided services to 115,484 patients during 362,792 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided 544,574 patient visits this year. SIU HealthCare is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

In this past year, the Center of Family Medicine completed an expansion of its Springfield clinic that doubled its space, increasing the number of exam rooms by 70% to a total of 62 exam rooms and six counseling rooms. This growth increases the school's ability to deliver health care to the citizens of Illinois, particularly those from a largely low-income population in central Illinois, and provides additional space for training family medicine residents. Also this year, this center received a citation-free certification from the US Department of Health and Human Services Administration (HHS) in support of its recognition as a Federally Qualified Health Center (FQHC). In spring 2017, the school's Department of Family and Community Medicine (FCM), with support from other hospital and community partners, became a national Nurse-Family Partnership (NFP) site, the first such site in central Illinois. FCM was also recognized by the American Diabetes Association (ADA) for its diabetes self-management program.

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.

PERFORMANCE REPORT

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF THE ASSOCIATE DEAN FOR RESEARCH AND FACULTY AFFAIRS, SEPTEMBER 2017

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 FY2016, external funding for active awards exceeded \$26 million, with 97 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. New FY17 federal awards supported continuing research in the areas of aging, cancer, and hearing loss. Additionally, more than 440 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 continues to expand its population health initiatives and research in order to address health disparities in the central and southern Illinois region. One example is the “Primary Care Training and Enhancement” program which is funded through a five-year, \$2 million grant from the US Department of Health and Human Services Administration. Through this program, learners at SIU SOM (physician assistant students, medical students, and resident physicians) will be trained in population health methods such as preventative screening, critical thinking, and team skills that will help them better care for the communities they serve.

CHALLENGE: While the amount of new research funding has made a steady increase since FY2014, the number of active researchers has not grown significantly. The school must continue its efforts to aggressively pursue additional research funding and to attract new faculty members with active research programs.