



**Southern Illinois University System**  
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November 20, 2020

**Members of the Board Academic Matters Committee**

Ed Hightower, Chair  
Steven Gear  
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, December 3, 2020, via Zoom or YouTube immediately following the Executive Committee meeting. The agenda, minutes from the September 17, 2020 meeting, and electronic copies of the Performance Report, and Awards and Contracts Report can be viewed through the Board's portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Gireesh V. Gupchup", with a long horizontal stroke underneath.

Gireesh V. Gupchup  
Vice President for Academic Innovation, Planning, and Partnerships

GVG/pm

**Attachments**

c: Ed Curtis  
Steven Gear  
J. Phil Gilbert  
Jacob Graham  
John Simmons  
Roger Tedrick

Dan Mahony  
Austin Lane  
Randall G. Pembroke  
Jerry Kruse  
Other Interested Parties

Office of the President  
Stone Center - Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901  
Phone: 618/536-3331 • Fax: 618/536-3404

## AGENDA

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

Thursday, December 3, 2020  
Immediately following the Executive Committee meeting

Stone Center, Large Dining Room  
Southern Illinois University System Office  
Carbondale, Illinois  
live stream video at [siusystem.edu](http://siusystem.edu) via YouTube and through Zoom

1. Announcements
2. Approval of Minutes of the Meeting September 17, 2020
3. Information Report: *Performance Report*
4. Information Report: *Awards and Contracts*
5. Recommendation for Distinguished Service Award, SIUC  
[Dr. Harold Bardo] (Board Agenda Item J)
6. Recommendation for Distinguished Service Award, SIUC  
[Dr. Terrence J. Roberts] (Board Agenda Item K)
7. Recommendation for Distinguished Service Award, SIUC  
[Mr. Edward Sing Wong] (Board Agenda Item L)
8. Recommendation for Honorary Degree, SIUC  
[Mr. Harry L. Crisp II] (Board Agenda Item M)
9. Recommendation for Honorary Degree, SIUC  
[Dr. Ngozi Ezike] (Board Agenda Item N)
10. Recommendation for Honorary Degree, SIUC  
[Mrs. Pam Pfeffer] (Board Agenda Item O)

11. Presentation: *The Classroom of the Future: VR, Gamification, & “Serious Play”*

Presenters: Pinckney Benedict, Professor, Senior Fiction Writer  
Department of English, Creative Writing Program

Audrey Holmes, Graduate Student  
MFA candidate in Creative Writing (Fiction)

Anuj Pawar, Undergraduate-Junior Year  
Zoology Major (Animal Biology)

Lauren Stengel, Undergraduate-Senior Year  
English and Classics Double Major

12. Other Business

13. Adjournment

## **BOARD OF TRUSTEES**

### **SOUTHERN ILLINOIS UNIVERSITY**

#### **Minutes of the Academic Matters Committee Meeting**

September 17, 2020

The Academic Matters Committee met virtually at 12:38 p.m. on Thursday, September 17, 2020. Present were: Ed Hightower, Steven Gear and Subhash Sharma. Other Board members present were: Ed Curtis, J. Phil Gilbert, Jacob Graham, John Simmons, and Roger Tedrick. Trustee Amy Sholar was absent. Executive Officers present were: Senior Vice President Duane Stucky; Vice President Gireesh Gupchup; Chancellor Austin A. Lane SIUC, Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

#### **Announcements**

Dr. Gupchup provided three brief announcements: 1) Recently SIUC and the SoM obtained approval for the Doctor of Medical Science (DMSc) program which is the first of its programs in Illinois and only the sixth in the country approved for Physician Assistants. 2) IBHE has been focusing on COVID related issues and strategizing on how to maintain the quality educational experience for students to begin and complete their college degrees. They are also focusing on promoting access and success of underrepresented minority students, and 3) He is chairing a System wide Strategic Planning Committee who have been charged with identifying a “common why,” or “systemness.” Lakesha Butler of SIUE and John Pollitz of SIUC will co-facilitate discussions of the strategic planning committee as they develop the SIU System vision, mission, and goals. The Committee will create goals and goal committees will develop objectives and metrics that will track success.

#### **Approval of the Minutes of the July 9, 2020, Meeting**

Motion was made by Trustee Sharma to approve the minutes of the July 9, 2020, meeting. The motion was seconded by Trustee Hightower. Madam Secretary took a roll call vote with Trustees Ed Hightower, Steven Gear, and Subhash Sharma approving and the minutes were passed.



**Proposed Revisions to Board of Trustees Policies: Change to Export Control Policy [Amendment to 7 Policies of the Board N], (Board Agenda Item L)**

Dr. Gupchup provided a brief overview of the Export Control Policy. Trustee Hightower asked if there was a motion to approve. Motion was made by Trustee Sharma to approve Board Agenda Item L. The motion was duly seconded by Student Trustee Gear. Madam Secretary took a roll call vote with Trustees Ed Hightower, Steven Gear, and Subhash Sharma approving and the item passed.

**Informational Report: *Underrepresented Groups Report FY2019***

Dr. Gupchup gave a brief overview of the Underrepresented Groups Report and turned the floor over to Jaime Ball, Director of Equal Opportunity, Access and Title IX Coordination at SIUE; Todd Bryson, Associate Chancellor and Director of the Multicultural Resource Center at SIUC; and Wendi El-Amin, Associate Dean of Equity, Diversity, and Inclusion at the SIU School of Medicine to provide highlights from their reports.

Jaime Ball disclosed how current challenges with the global COVID pandemic combined with a reckoning on racial justice have given them a “formidable push” toward innovation in the way they serve their students and toward scrutinizing and reimagining the structures that have contributed to race-based harms within their community.

She went on to reveal what they are doing to address the challenges, and where they are headed with their enrollment, retention rate, and graduation rates of their diverse students as well as the recruitment of diverse faculty.

Some notable improvement initiatives mentioned were the creation of a Social Justice Scholarship to support the recruitment, retention, and graduation of black students, the hiring of an Associate Dean of Students for Diversity and Inclusion to better focus and coordinate services, strategic hiring initiatives, and the creation of a Vice Chancellor for Equity, Diversity and Inclusion position.

Todd Bryson shared that Southern Illinois University Carbondale (SIUC) is fully committed to diversity and inclusivity. A newly formed Task Force will be providing recommendations to the university to address “systemic racism” with the goal of making SIUC an anti-racism campus. He provided data on student enrollment and faculty and staff. He indicated the chancellor and provost were introduced to the Southern Regional Education Board in Atlanta that will help SIUC with their recruitment of underrepresented faculty.

He closed by providing some ways SIUC has already addressed some of the challenges i.e., Update to Student Code of Conduct to underscore the importance of all Salukis to respect inclusivity, revamping and reinvigorating the existing anti-bias training to faculty, staff and students participating on search committees, moving of the Student Multicultural Resource Center to report to the Associate Chancellor for Diversity, and the scheduling of events and activities for their annual Diversity Week.

Wendi El-Amin reported that SIU School of Medicine has developed an Equity ecosystem that includes six elements that are fundamental for success. They focus on education and curricular assessment, policies and procedures, research innovation, community and global health, academic enhancement, and medical pipelines.

The School of Medicine has a low attrition rate and a 97% completion rate of all students in a 10-year period. In the last five years, underrepresented medical students completion rate ranged from 89%-100%. The medical school is also in the 92% of medical schools nationally with a number of underrepresented medical students.

She went on to discuss the success they have with their medical pipelines, specifically their MedPrep program and the Physician Pipeline (P4) program which is in its eleventh year of working with the area school districts.

She followed with the need to improve on their recruitment and retention of underrepresented faculty and residents. Their anti-racism task force has four subcommittees that are working on addressing recruitment and retention. They are focusing on metrics, training, policies and procedures, organizational analysis and working on strategies that will increase the number of underrepresented students that are going into residency programs and also produce more minority faculty.

COVID has resulted in them using virtual platforms which will allow them to introduce more faculty nationally to the SIU School of medicine and potentially another format to recruit and bring more underrepresented students into their residency program.

In order for SIU School of Medicine to do their work, they need to place the same rigor, focus, and, most importantly, resources to address the issues of equity, diversity, and inclusion across every aspect of SIU. The COVID crisis and racism in America have underscored the importance of what they are doing and how financially under resourced they are to be able to focus on long-term range planning when their small staff and part-time faculty are overcommitted to contending with mitigating and daily trauma that is arising daily.

Dr. Hightower asked if there were any questions.

Chair Gilbert commented that he feels the campuses are moving in the right direction and appreciated their report.

Dr. Hightower agreed and added that his favorite terms “intentional act” and “Intentional effort” is exactly what the SIU system is doing under the leadership of President Mahony. He asked that going forward President Mahony would continue to update the Board on the efforts and progress the campuses are making to improve on the recruitment and retention of underrepresented faculty and students.

President Mahony responded that both chancellors are focusing on their key priorities and diversity is one of them. He said they would be able to offer a summary on the progress they are making.

Trustee Sharma appreciated the three reports from the campuses but specifically appreciated Chancellor Lanes reporting of faculty lines in Africana Studies since the department has been struggling for a few years.

**Informational Report: Program Quality Assurance Report FY2019**

Dr. Gupchup provided a brief overview of the Program Quality Assurance Report and recognized Drs. Lizette Chevalier and Elza Ibroscheva were available to answer any questions.

There were no questions.

**Presentation: Transitions to Telehealth and Continuity of Patient Care during Pandemic**

Dr. Gupchup introduced Professor Chris Herndon of the School of Pharmacy, and Jaime Henderson, Director of Speech-Language Hearing Center at Southern Illinois University Edwardsville. He turned the floor over to them.

Director Henderson began the presentation by highlighting how two clinical SIUE programs responded to remote learning and lockdown situations due to COVID-19. They were challenged with finding alternative clinical training methods for their graduate students who needed experiential learning experience as part of their program requirements. The community also relies on these programs to provide much needed healthcare.

Tele-health/Tele-practice was a viable option with fundamental components put in place to address what their students and community needed. They followed the rules and regulations in place at the state and national level for tele-health as well as considered best practice for patient outcome when planning for the new delivery of services. Zoom was the selected platform for the Speech-Language Hearing Center (SLHC).

In March, face-to-face sessions at the Speech-Language and Hearing Center were paused, but transitioned to Tele-practice during April and May with clients being seen in June. Clients were able to join a session with a clinical supervisor observing 100% of the time while a graduate student clinician engaged the client.

Director Henderson introduced McKenzie Burris a second-year graduate student in speech pathology who shared her experience with tele-practice.

Miss Burris needed the face-to-face experience with clients to practice her skills and clinical expertise. The tele-practice took some training and creativity but allowed her to have interaction with her client. The client adjusted well to the new format and the parent/s were relieved that their child's speech therapy could continue without further delays. The new format allowed more involvement of the parent who helped keep their child on task during the sessions.

Tele-health/Tele-practice helped her grow as a clinician and is a new platform to the field of speech-pathology. Miss Burris believes her experience with it provides her with a marketability that other professionals in her field may not have.

Director Henderson turned the floor over to Professor Herndon who spoke about what is being done in the School of Pharmacy. Currently he and a colleague provide care in a 60-provider care clinic in O'Fallon, Illinois. As with SLHC, they too had to quickly rethink how to provide care to patients and experiential learning to their students in lieu of the COVID pandemic. He introduced Meredith Huffman who completed her undergraduate coursework at SIUE and will be graduating in May with her doctor of Pharmacy and Masters in Business Administration.

Miss Huffman's fourth-year rotation was with Professor Herndon and his team at HSHS St. Elizabeth in O'Fallon, Illinois. The fourth-year pharmacy rotations are Advanced Pharmacy Practice Experiences (APPE) that exist of eight 5-week long clinical rotations at a variety of sites. The rotations allow the pharmacy students to apply their knowledge and skills they cultivated in three years to real world practice and further develop their professional competence and confidence.

Traditionally the rotations are completed on site, but COVID-19 impacted their direct patient care and clinical teaching. Due to the uncertainty and adversity to the increase of the spread of COVID, some sites retracted offers for student placement. In turn, this caused a major disruption to rotation schedules and required a significant amount of flexibility from the students and faculty. Despite the unforeseen circumstances, their Experiential Education Department Team worked tirelessly to place all the students and to ensure they stay on track to graduate on time.

Originally St. Louis was allowing on-site rotations, but COVID required a whole new platform for professional practice and education. Through tele-health students conducted consultations via phone calls or zoom sessions. This enhanced patient access as patients were able to discuss their concerns and talk with their provider despite not being in the office. Additionally, there was a decrease in "no-show" rates as patients could have appointments from the comfort of their homes and not risk public exposure.

In the middle of her rotation, she tested positive for COVID. Despite her being sick, she needed to complete her rotation hours to graduate. The rotation site was already successful in the use of tele-health so she was able to have uninterrupted rotation. Her symptoms were mild and a schedule was developed that considered her symptoms and recuperation. She was able to provide great patient care, stay active in lectures, conferences, complete projects, and topic discussions.

Despite the success of tele-health there are obstacles to the new method. The lack of face-to-face patient interaction can result in an incomplete overall assessment of patients. There are also the possibility of electronic glitches and poor internet connections that eliminates contact with patients. Also, for tele-health to be successful providers, students, and patients need to have an overall understanding of the programs required for telehealth and virtual learning.

They are successfully charting the new territory to provide the best learning experience and patient care necessary.

Dr. Hightower thanked Dr. Gupchup and presenters for informing the Board of the new platform that these services are being provided.

There were no questions from the Board.

### **Other Business**

Having no further business before it, the Academic Matters Committee adjourned at 1:17 p.m.



# Performance Report

Fiscal Year 2020

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Southern Illinois University System  
Carbondale  
School of Medicine  
Edwardsville

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Submitted by the  
Office of Academic Innovation, Planning and Partnerships  
to the  
Southern Illinois University Board of Trustees  
December 2020

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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. Most recently, the COVID-19 pandemic has had an impact on higher education that will last for some time. In a time of increased competition, new technological innovations, shifting priorities and demographics, constrained resources and renewed demands for accountability, SIU must position itself to meet these challenges, striving all the while to provide a level of excellence in its mission of teaching, research, and service.

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

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

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

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



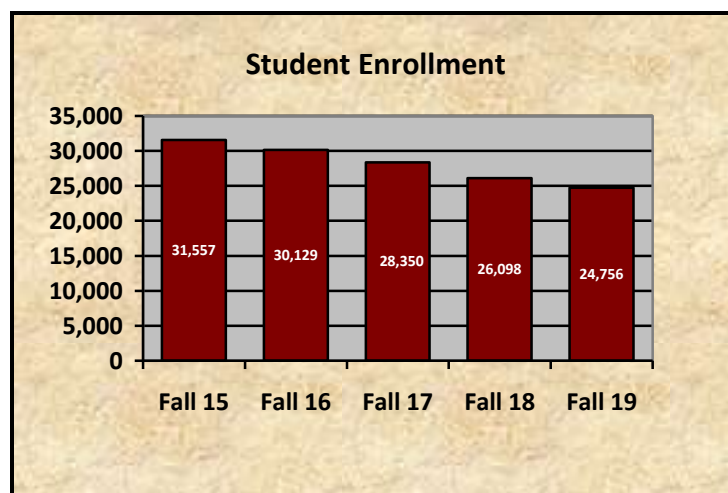
# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

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

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

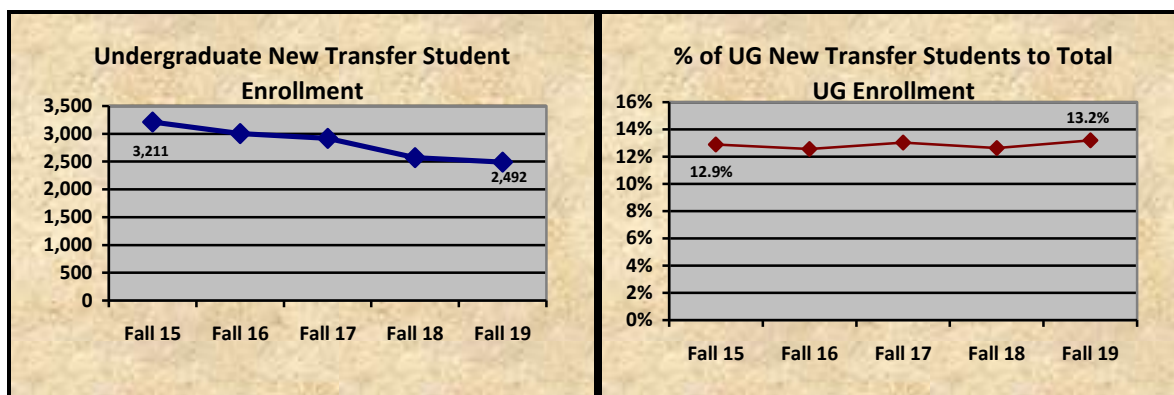
**RECOMMENDATION 2:** *Increase the number of adults, included GED recipients, reentering education, and completing a postsecondary credential.*

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



SOURCE: SIUC AND SIUE FACTBOOK 2019-2020

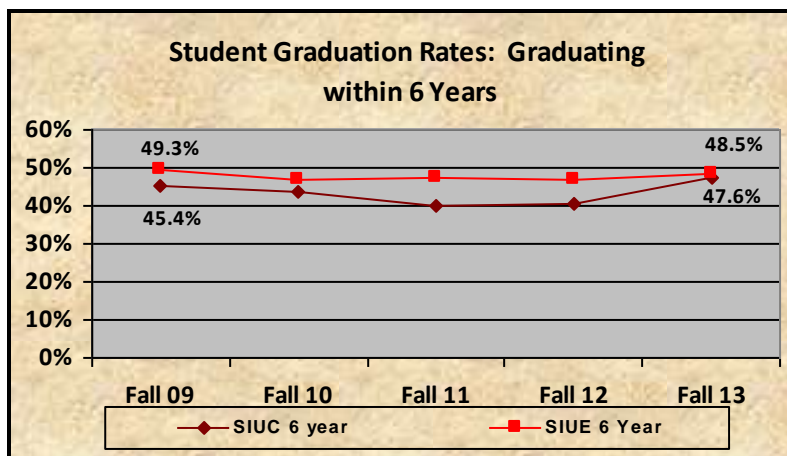
Between fall 2015 and fall 2019, SIU's total student enrollment decreased by 6,801 (21.6%).



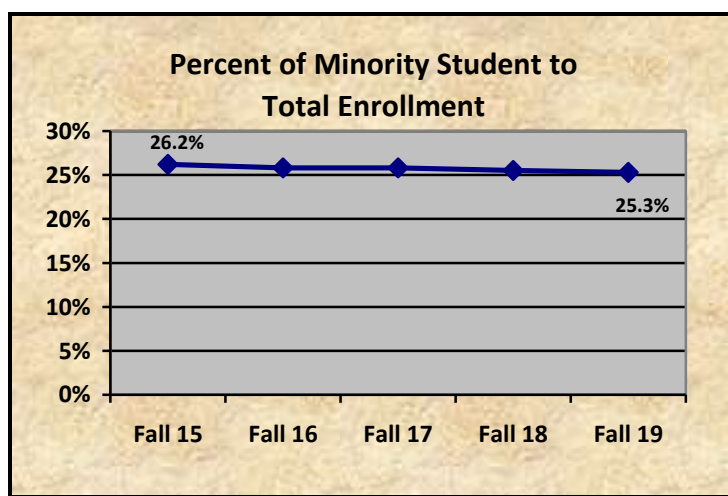
SOURCE: SIUC AND SIUE FACTBOOK 2019-2020

SIU's undergraduate new transfer student enrollment decreased by 719 students between fall 2015 and fall 2019. SIU's percentage of undergraduate new transfer students to total undergraduate enrollment decreased by 0.3% for the same time period.

# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

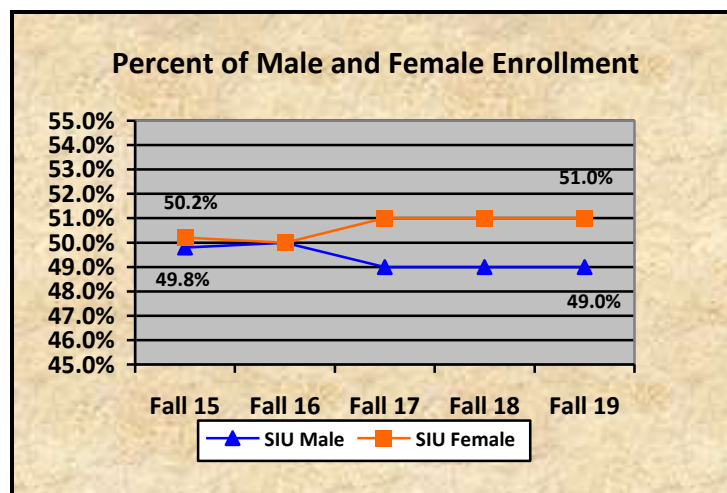


Between fall 2009 and fall 2013, the six-year graduation rate increased by 2.2% at SIUC and decreased by 0.8% at SIUE.



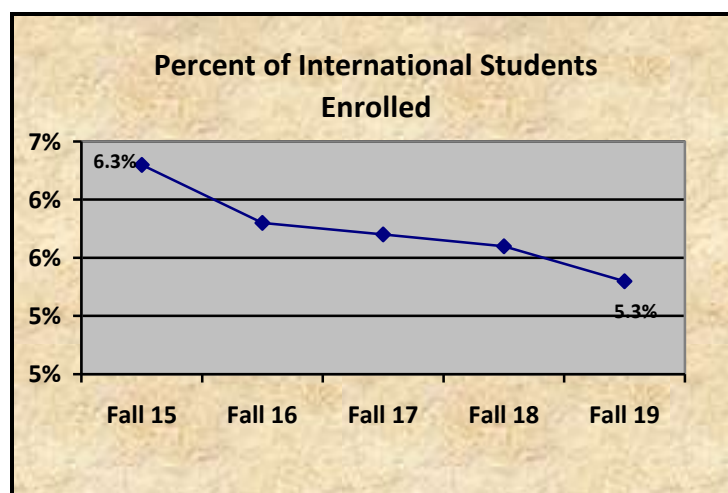
Despite an overall decrease in headcount, between fall 2015 and fall 2019, the percent of minority students to total enrollment only decreased by 0.9% for SIU.

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2019-2020

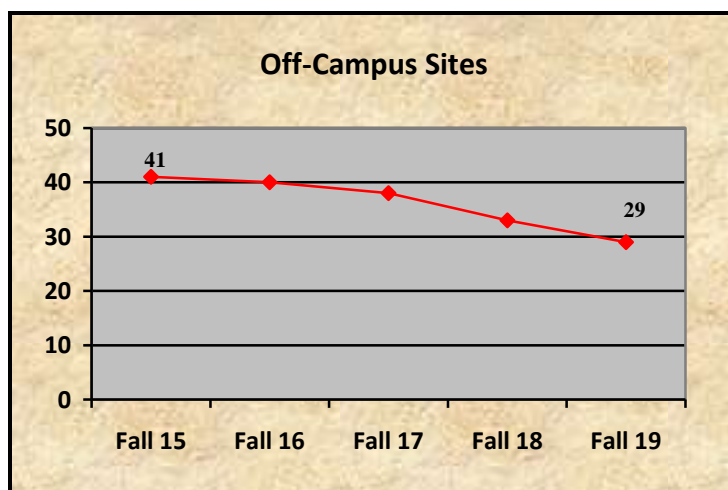
For the first time, in 2015, SIU's male-to-female enrollment ratio favored women. Fall 2019 female enrollment has increased by 0.8% from fall 2015.



SOURCE: SIUC AND SIUE FACTBOOK 2019-2020

SIU's international student enrollment has been relatively stable over the last five years, decreasing by 1.0% between fall 2015 and fall 2019.

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

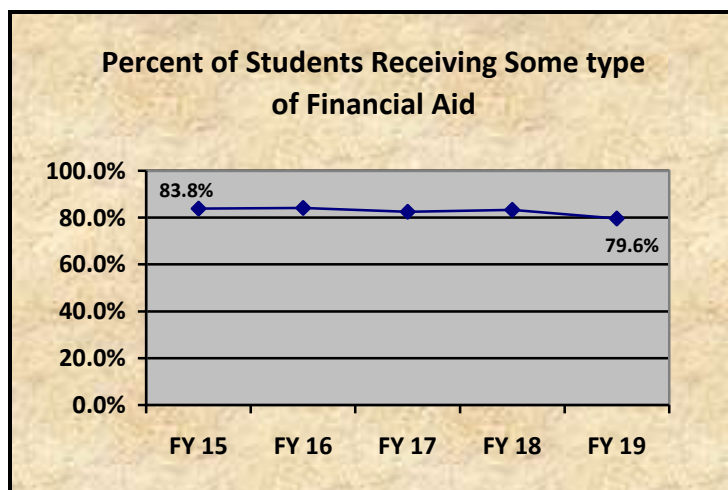


SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS AND SIUE EDUCATIONAL OUTREACH DEPT.

Reflecting expanded online offerings at SIU, its off-campus sites decreased by 12 between fall 2015 to fall 2019.

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

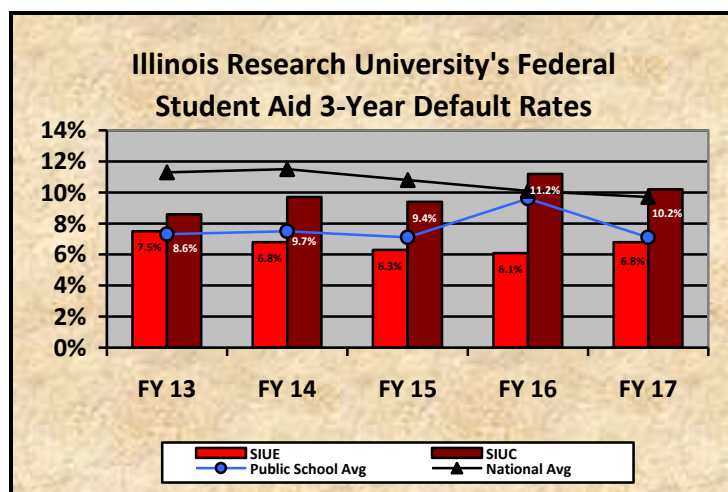
**RECOMMENDATION:** *Make Illinois one of the five most affordable states in the country to get a college education.*



SOURCE: IBHE FINANCIAL AID SURVEY

Between FY 2015 and FY 2019, around 80% of SIU students received some type of financial aid, with an overall decrease of 4.2%.

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE

SIUC's student aid three-year default rate has increased between FY 2013 and 2017 by 1.6%. SIUC is about 3.1% higher than the Illinois public school average and 0.5% higher than the national average.

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

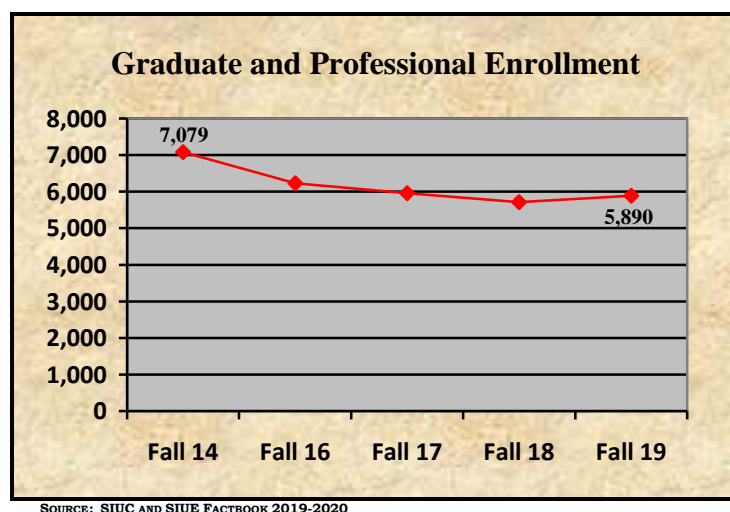
## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

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

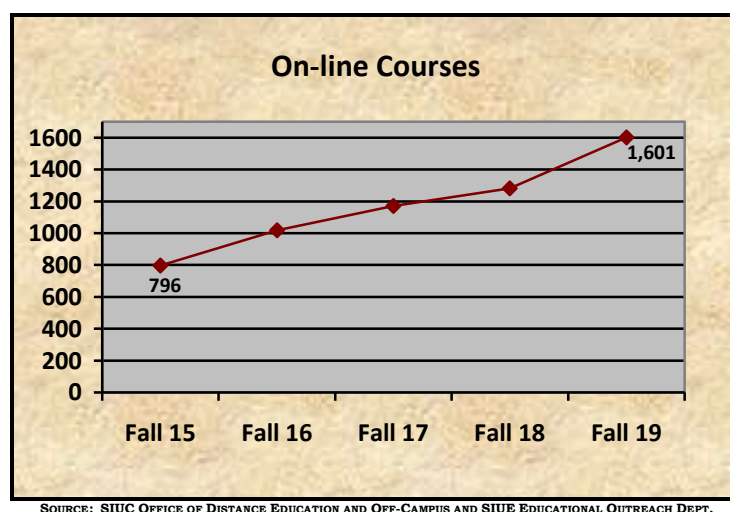
**RECOMMENDATION 1:** *Make Illinois one of the five most affordable states in the country to get a college education.*

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

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



In keeping with a national trend, SIU's graduate and professional enrollment decreased by approximately 17% (or 1,189 students) between fall 2015 and fall 2019.

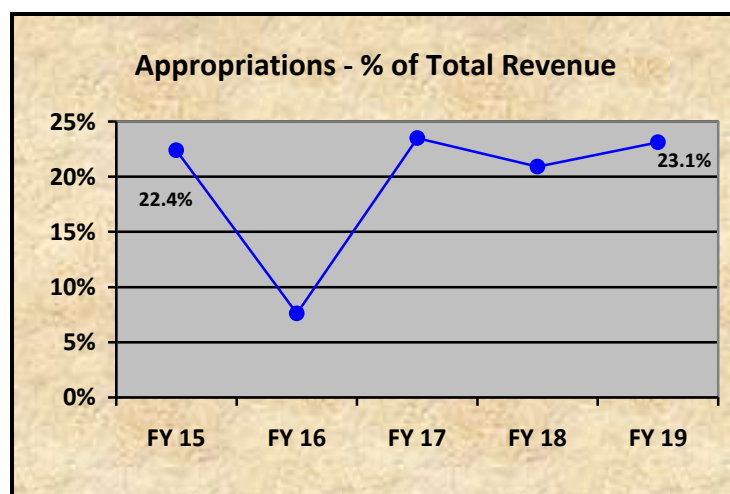


SIU's online courses have doubled between fall 2015 and fall 2019 by 805 courses.

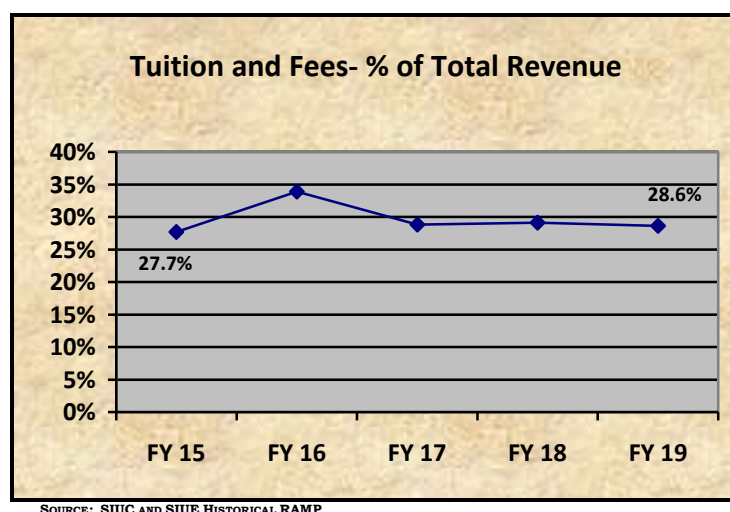
## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

### 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.*

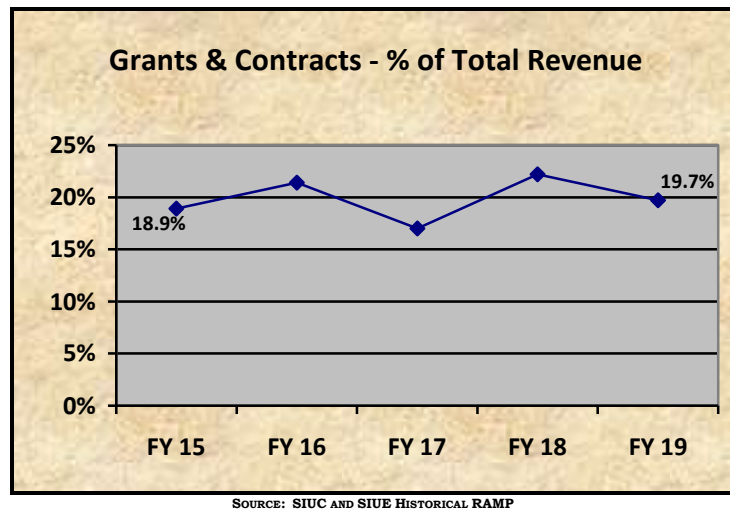


State appropriations for Illinois public higher education were decreased substantially in FY 16, resulting in significant cutbacks throughout the system. A decrease in state appropriations is particularly hurtful to SIUC, which relies heavily upon state support as part of its total budget. This trend is consistent with a national policy issue regarding states' underfunding of public higher education. In FY 19 state appropriations were a little more to the percentage they were in FY 15, an increase of 0.7%.

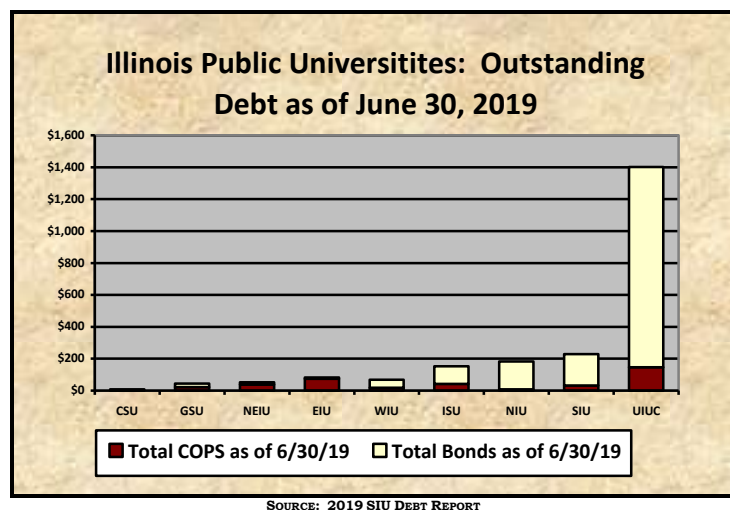


SIU's tuition and fees – as a percentage of total revenue - increased only by 0.9% between FY 2015 and FY 2019 as a direct consequence of diminished state support. In turn, this puts much greater pressure on both campuses to generate a large freshmen class.

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



The percentage of SIU's grants and contracts – as a percentage of total revenue – increased by 0.8% between FY 15 and FY 19.



### **FY20 Debt Issues Listed Below:**

Southern Illinois University issued Series 2020A Certificate of Participation for \$4,575,000 on May 6, 2020. University of Illinois issued Series 2019A Revenue Bonds for \$41,935,000 on October 25, 2019.



# **PERFORMANCE REPORT**

## **SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

### **STRATEGIC MISSION:**

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

### **SUMMARY STATEMENT:**

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

Diversity is an integral part of our legacy, dating to the inaugural class of 143 that included two African American students. Today, minority students make up approximately 28 percent of our total enrollment. SIU Carbondale continues to rank among the nation's top colleges and universities in the number of degrees awarded to students in ethnic and racial minority groups.

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

In spring 2020, the campus responded to the COVID-19 pandemic by moving all courses to on-line, reducing campus activities to essential personnel, and implementing communication strategies to protect the entire University community. The strategy was successful in addressing the threat and meeting state guidelines. In the face of this challenge, the Fall 2020 enrollment has positive trends worth noting. The University has seen an increase in the first-time college students (31.2%). Our freshman-to-sophomore retention rate has increased to 80.6%, the highest in 20 years, and higher than the national average retention rate of 73.5% reported by the National Student Clearinghouse Research Center report for all institutions from 2009 to 2017. Total enrollment has declined 2.8%, but the campus is trending in the right direction, noting previous declines of 8 to 12 percent.

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

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

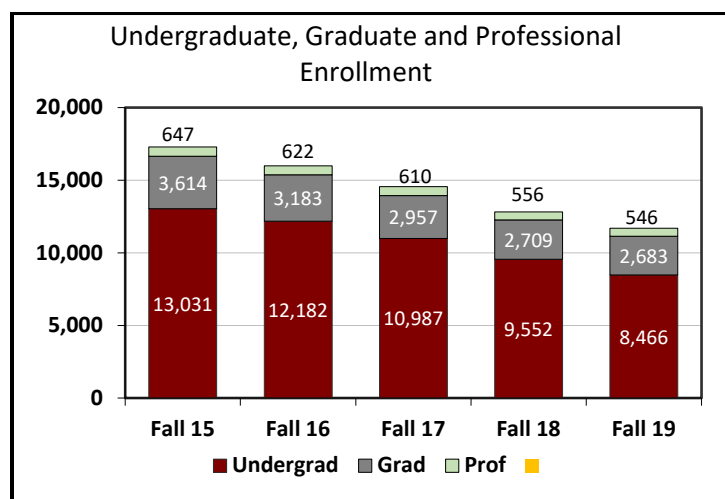
# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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

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

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



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 09/23/2020

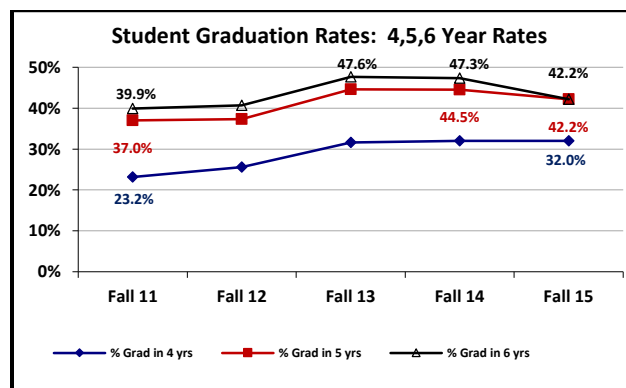
**SUCCESS:** In Fall 2014, the University recruited its largest class of first-time, full-time students in more than 20 years: 2,775. With continued focus on each new first-year class, the University's overall goal is to grow enrollment by realigning current programs and adding new ones that appeal to today's students. Recently, the University has set a target enrollment of 15,000 students by 2025. This goal is an ideal size for SIU Carbondale to remain a comprehensive university that provides a personalized educational experience. SIU Carbondale is in the planning stages for recruiting the fall 2021 class with new marketing materials and recruitment strategies. Although not reflected in this data, there have been successes in fall 2020.

**CHALLENGE:** The University is redoubling its efforts to recruit freshman classes comparable to Fall 2014 and to retain each cohort of new students. Recruitment efforts include promoting the University's brand as a research institution whose first-rate faculty provide distinctive opportunities for inquiring students. With the effective leveraging of financial aid, SIU Carbondale is better positioned to improve the yield on admitted students. Similarly, the coordinated support of first-year students, with its close oversight of academic advisement and the required success course, UNIV 101, has meant better retention rates into the second year. Our retention rate for new students from Fall 2017 cohort was 72.1%, the highest we have had in recent years. In 2018 the retention improved to 75.1%, followed by 80.6% for our 2019 cohort. This is especially noteworthy when recognizing that the average retention rate for first-year

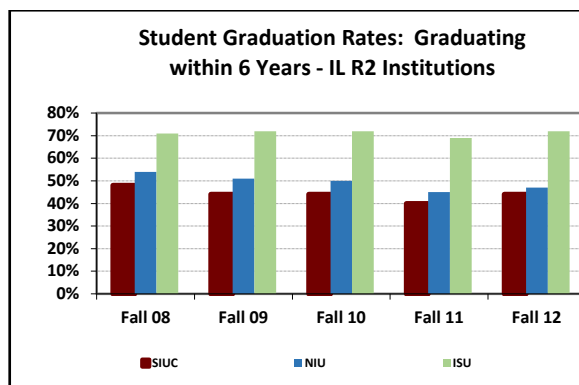
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students for the cohort in 2011 was 61%. In 2018, our sophomore class was larger than our 2017 first time-full time students. A similar trend occurred in Fall 2019. Meanwhile, the University has targeted additional recruitment opportunities for out-of-state and international students. The HLC Quality Initiative, initiated in spring 2018, focused on identifying the barriers for first-generation students through the analysis of data. The insight provided by this intensive study helped define future strategies and contributed to the establishment of a center for first generation students, the First Saluki Center. The Center earned national recognition as a First-Gen Forward Campus which is an initiative of NASPA-Student Affairs Administrators in Higher Education and the Suder Foundation.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 09/23/2020



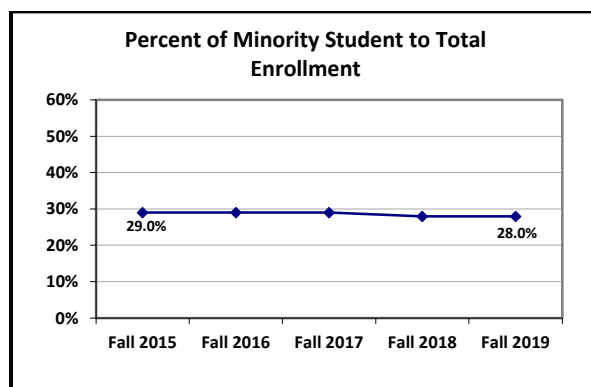
SOURCE: IPEDS DATA CENTER ACCESSED 09/24/2020

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

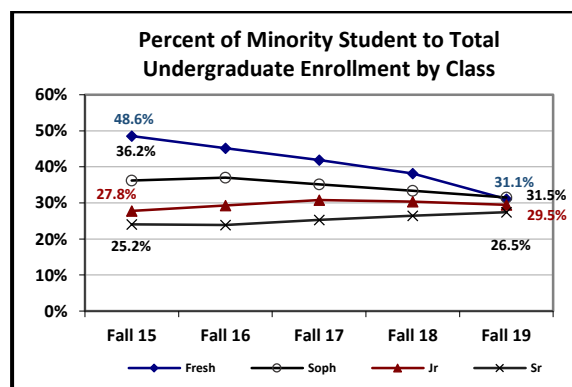
**CHALLENGE:** Graduation rates consistent with IBHE performance-based metrics and Complete College America targets remain a challenge for all institutions sharing SIU Carbondale's undergraduate commitment to access. Based on the data of our peer in-state institutions (R2 Carnegie), we consistently have the lowest graduation rates. Our state peer research institution, University of Illinois Urbana-Champaign, has a six-year graduate rate of 85% (IPEDS Data).

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SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 09/24/2020



SOURCE: SIUC INSTITUTIONAL RESEARCH 09/30/2020

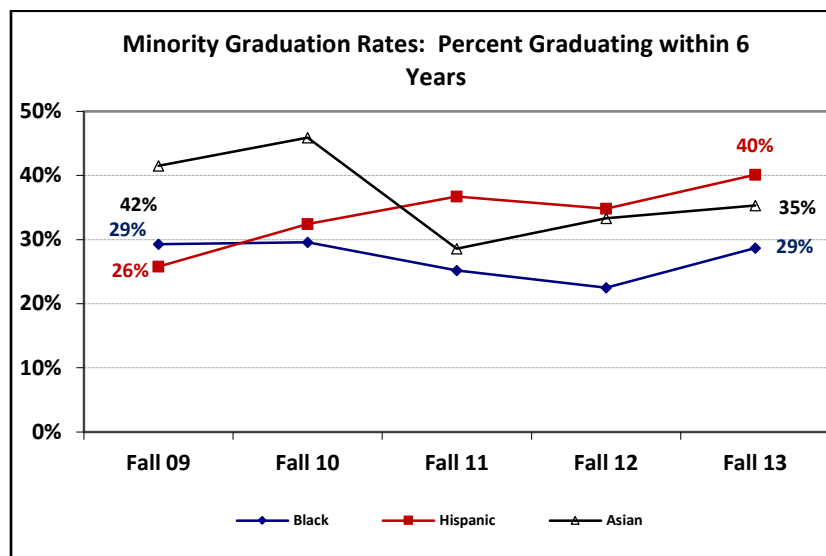
**SUCCESS:** In keeping with its mission of access, SIU Carbondale is committed to efforts to recruit and retain students from under-represented groups in all class cohorts. From 2016 to 2019, we showed an increase in the percent of minority students among students with senior standing, and have been steady with respect to junior standing. With recently implemented changes, SIU Carbondale is committed to increasing the underclass minority population as well.

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

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

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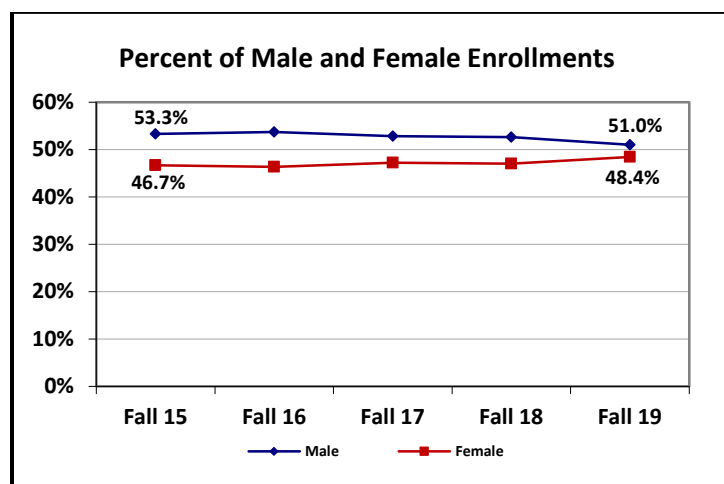
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SOURCE: SIUC 2019-20 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA 09/30/2020

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

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



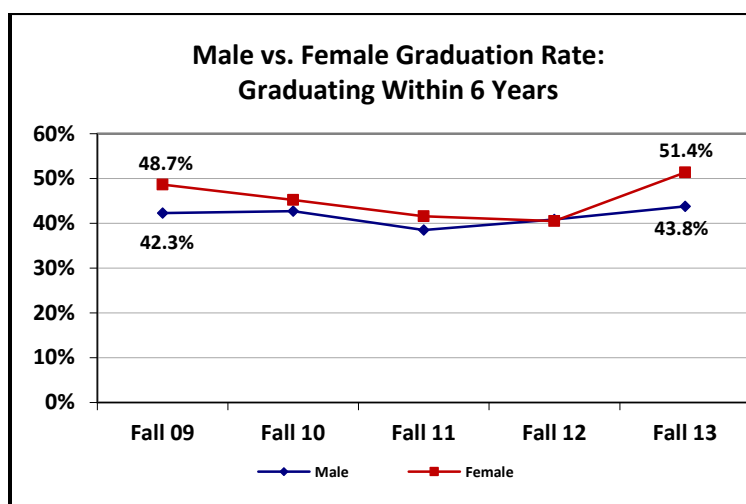
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 09/24/2020

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

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



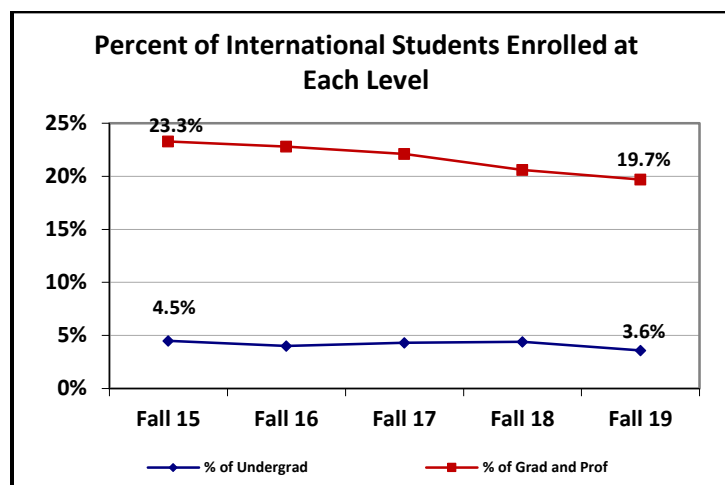
SOURCE: SIUC 2019-20 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA 09/30/2020

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

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



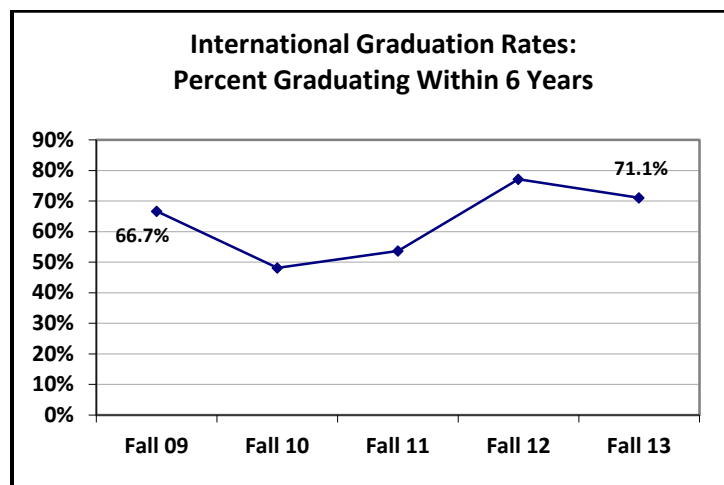
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 09/24/2020

**SUCCESS:** Active international recruitment of students has benefited the enrollment in STEM fields like computer science and electrical and computer engineering. In the past four years (2016-2019), the number of international students has declined, but the % of the total enrollment has been between 8-8.6%. The enrollment in 2016 was 1,357. In 2019, the enrollment was 917, originating in 99 countries. The peak over the last five years was in 2014 (1,821). The largest contributing countries in 2019 were China (199), Saudi Arabia (147), India (92), Nepal (72), Bangladesh (29), Nigeria (28), Iran (24), and Sri Lanka (23). With this influx of students from around the world, the University community is considerably richer in its ethnic diversity.

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

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SOURCE: SIUC 2019-20 CSRDE RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA 09/30/2020

**SUCCESS:** The international six-year graduation rate ranges between 71 and 77 percent. This is higher than those for our domestic students, which is less than 43 percent. As such, these numbers place internationals among our most successful graduates.

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

### High-Impact Educational Practices

Activities FY 2019	Number of Courses/Experiences	Number of Students
Internships for academic credit	106	1,454
Undergraduate research	71	304
Living Learning Communities	27	2,203
Study Abroad	8	54
Service Learning	12	282

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



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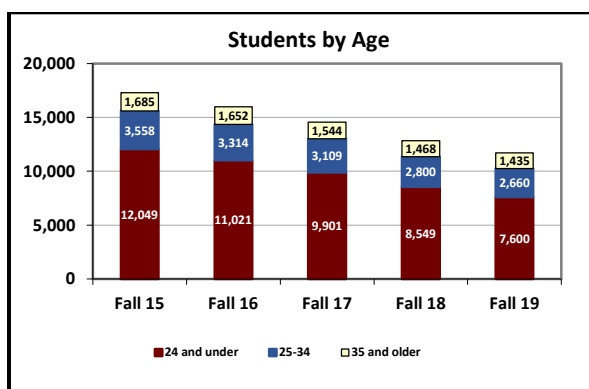
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studies and the University Honors Program, among others), Study Abroad, and Service Learning (arranged by the Center for Service Learning and Volunteerism).

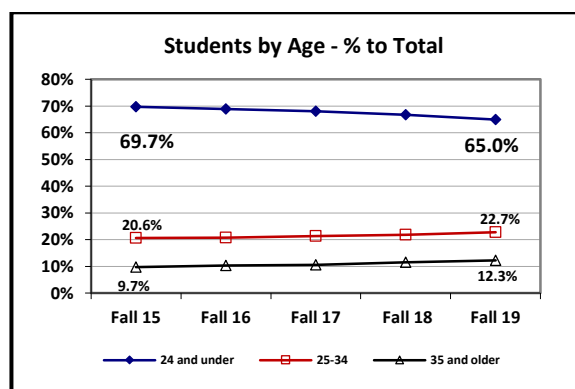
**CHALLENGE:** The principal goal is to expand upon these opportunities in light of budgetary constraints. Fortunately, these practices are already an established part of most academic programs, which require their majors to participate actively in these curricular and co-curricular activities. Science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

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

SIU Carbondale has long prided itself on serving non-traditional students. The Office of Non-Traditional Student Services, for example, indicates that its students have higher grade point averages (3.42 on a four-point scale) and higher first-year retention rates (99 percent), second-year rates (81 percent), and third-year rates (73 percent) than the average for the University. The Office of Veterans Services also provides invaluable support.



SOURCE: SIUC INSTITUTIONAL RESEARCH 09/30/2020



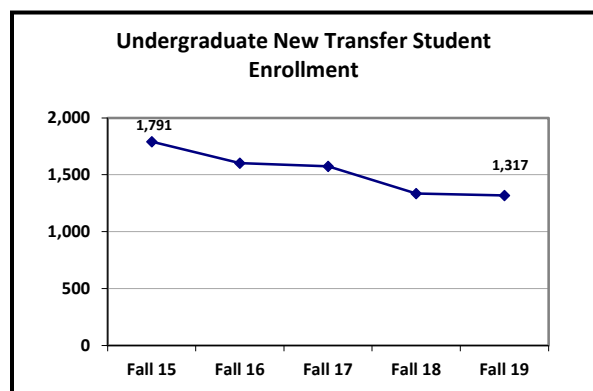
SOURCE: SIUC INSTITUTIONAL RESEARCH 09/30/2020

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

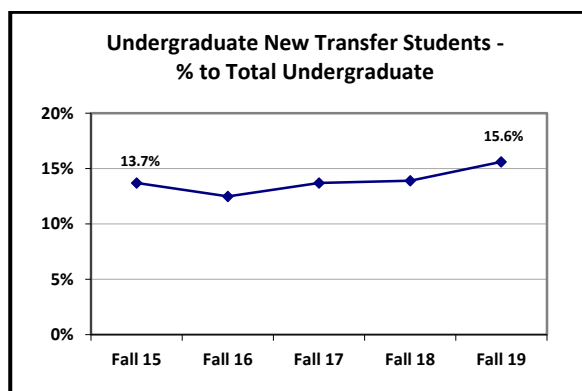
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**CHALLENGE:** Targeting more effective attention to the eldest student cohort makes good sense in the face of a slowly improving economy. Many heads of families need to retrain for better paying jobs. To this end, SIU Carbondale has developed a variety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



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 09/24/2020



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 09/24/2020

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

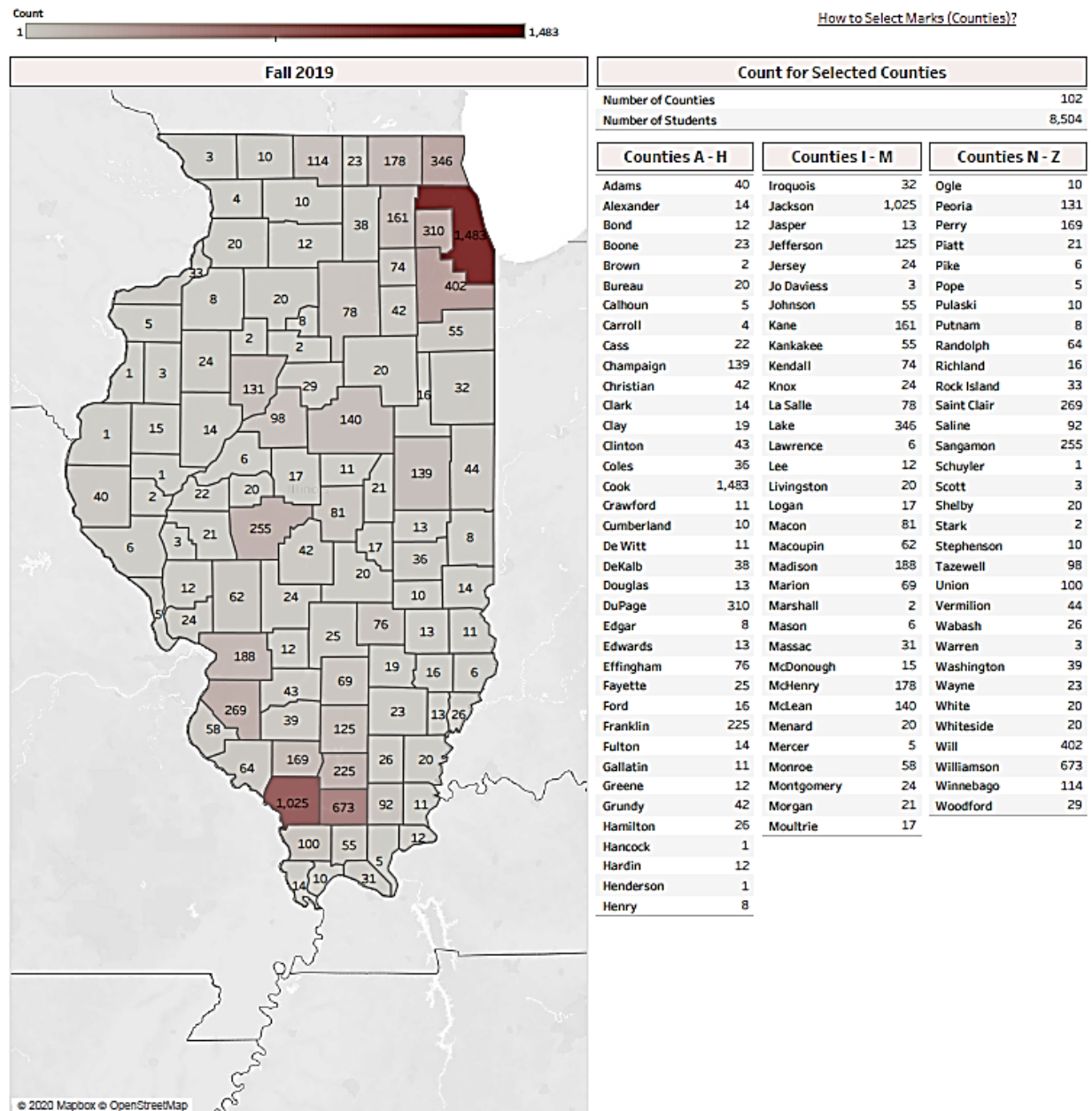
**CHALLENGE:** SIU Carbondale's focused recruitment of first-time, full-time students may have diminished the absolute number and relative proportion of transfer students, who remain critical to the degree completion rates of the University overall. However, the principal source of the fall-off in transfer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

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

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



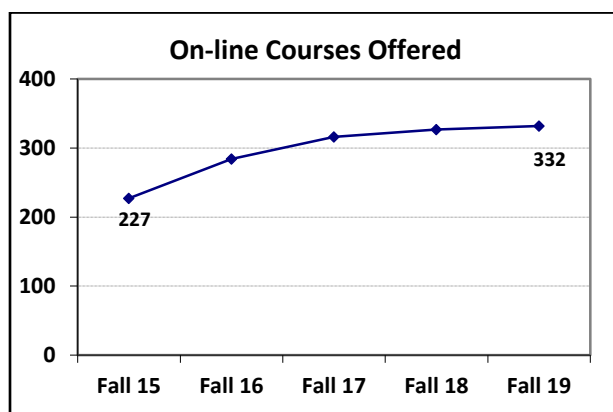
SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 09/24/2020

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

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



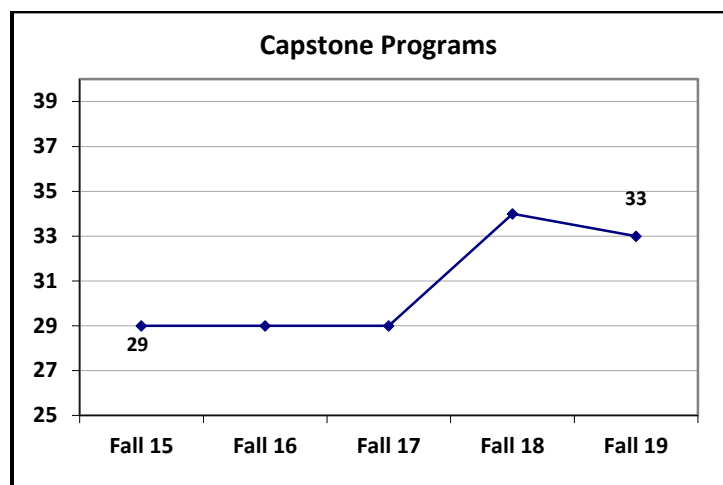
SOURCE: SIUC EXTENDED CAMPUS 09/30/2020

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

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

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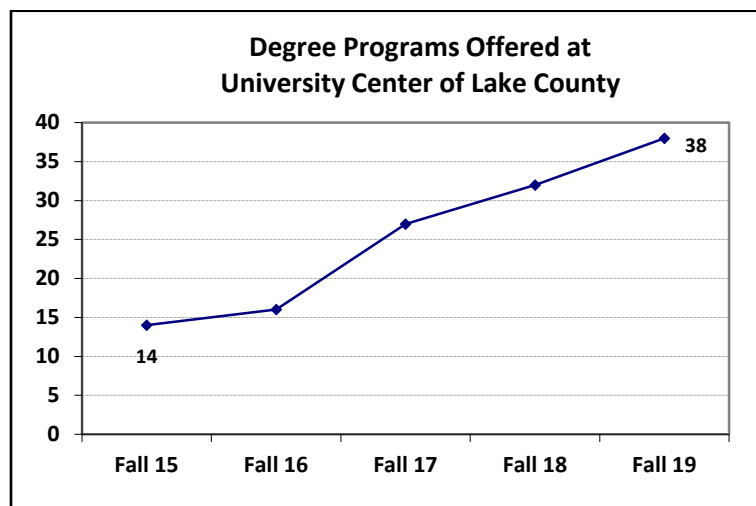
SOURCE: SIUC EXTENDED CAMPUS 09/30/2020

**SUCCESS:** Capstone programs have increased due to the rapid development of on-line programs, which serve the same para-professional student market. The University has remained particularly attentive to such niches for specific degree programs where there is good enrollment potential. For more than forty years, beginning with the former College of Technical Careers, SIU Carbondale has offered capstone programs aimed at enrolling non-traditional students with associate of applied sciences degrees. There are currently 33 capstone options (as of Fall 2019) including industrial management and applied engineering, information technologies, and workforce education and development.

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

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SOURCE: UNIVERSITY CENTER OF LAKE COUNTY WEBSITE 09/30/2020

**SUCCESS:** An increase in SIU Carbondale programs at University Center at Lake County over the past five years reflects a commitment to this growing off-campus opportunity. The Colleges of Agricultural Life and Physical Sciences, Health and Human Sciences, Business and Analytics and Engineering as well as the School of Education, are actively involved. Thirty-eight degree programs are marketed by UCLC. Of these, four undergraduate programs are offered at UCLC, which also markets one program offering at Naval Station Great Lakes.

**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.

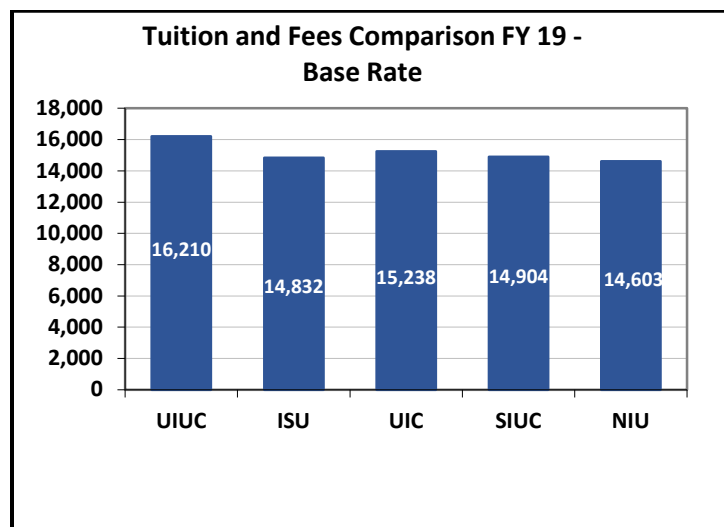
#### **GOAL 2: ENSURE COLLEGE AFFORDABILITY FOR STUDENTS, FAMILIES, AND TAXPAYERS**

**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 will now be charged the resident (in-state) tuition rate. Additional alternate tuition rate (ATR) opportunities are also available through the Legacy ATR, the High Achievers ATR (for international undergraduate students, the Veterans/Military VTR, the Active Duty Military ATR, and the Alumni/Post Graduate ATR (<http://tuition.siuc.edu/alternatetuitionrate.html>)).

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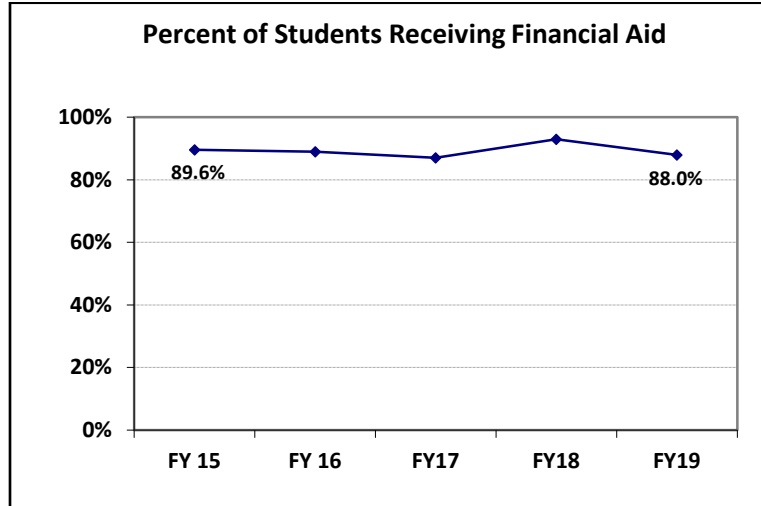
SOURCE: OFFICE OF THE PRESIDENT, SIU DASHBOARD ACCESSED 09/24/2020

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

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

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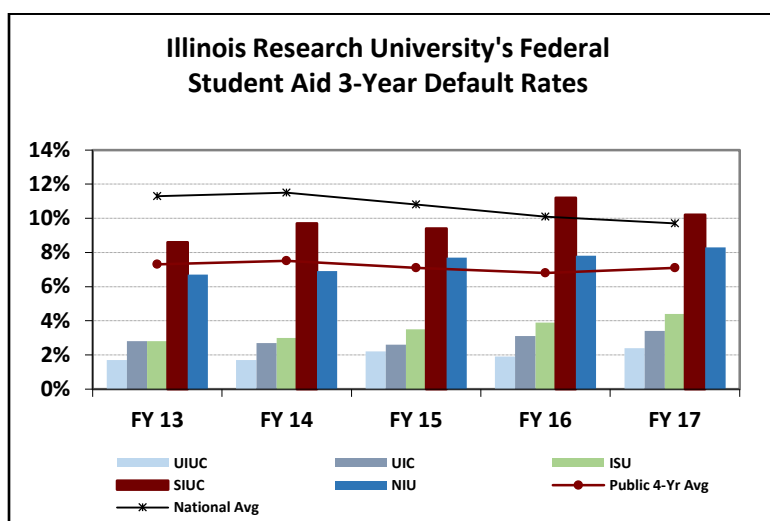
SOURCE: IPEDS (ACCESSED 09/24/2020), SIUC OFFICE OF FINANCIAL AID

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

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



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SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE (ACCESSED ON 10/26/2020)

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

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

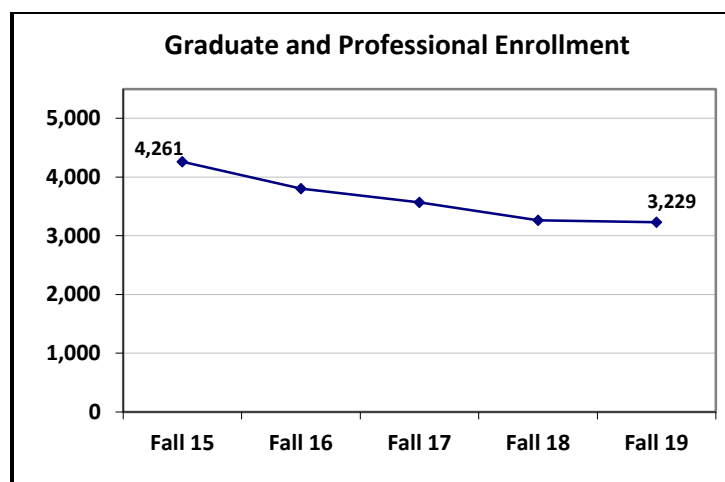
### ***GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY***

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

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

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SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 09/24/2020

**SUCCESS:** In 2016, part-time enrollment was 9% of the total enrollment. This has remained relatively constant. A decrease was seen for 2017 and 2018 (7.9% and 7.5% respectively). However, in 2019 the total part-time enrollment increased 4%, which represents 8.6% of the total enrollment. International students represent 20 percent of graduate students. Efforts to recruit internationally are important to our mission as a research university.

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

### Professional Examination Pass Rates

#### College of Health and Human Sciences - Architecture

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	No longer reported	55%	55%
2018	No longer reported	68%	58%
2017	No longer reported	59%	61%
2016	155/89	57%	64%
2015	141/84	59%	65%

#### College of Health and Human Sciences - Aviation

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	37/36	98%	75%
2018	42/41	98%	75%
2017	49/49	100%	76%
2016	40/38	95%	76%
2015	41/40	98%	75%

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

### College of Health and Human Sciences – Mortuary Science

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	<b>17/9</b>	<b>53%</b>	<b>65%</b>
2018	<b>13/10</b>	<b>76%</b>	<b>71%</b>
2017	<b>28/20</b>	<b>71%</b>	<b>78%</b>
2016	<b>22/19</b>	<b>86%</b>	<b>79%</b>
2015	<b>12/8</b>	<b>67%</b>	<b>77%</b>

### College of Health and Human Sciences – Radiologic Science

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	<b>128/123</b>	<b>96%</b>	<b>79%</b>
2018	<b>120/115</b>	<b>96%</b>	<b>79%</b>
2017	<b>96/87</b>	<b>91%</b>	<b>80%</b>
2016	<b>105/98</b>	<b>93%</b>	<b>77%</b>
2015	<b>74/70</b>	<b>95%</b>	<b>77%</b>

### College of Health and Human Sciences – Physical Therapy Assistant

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	<b>23/19</b>	<b>91.6%</b>	<b>unavailable</b>
2018	<b>24/22</b>	<b>91.7%</b>	<b>92%</b>
2017	<b>23/21</b>	<b>91.3%</b>	<b>85%</b>
2016	<b>26/26</b>	<b>100%</b>	<b>93%</b>
2015	<b>27/18</b>	<b>67%</b>	<b>93%</b>

### College of Health and Human Sciences – Dental Hygiene

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	<b>29/29</b>	<b>100%</b>	<b>94%</b>
2018	<b>32/32</b>	<b>100%</b>	<b>95%</b>
2017	<b>32/32</b>	<b>100%</b>	<b>91%</b>
2016	<b>32/32</b>	<b>100%</b>	<b>92%</b>
2015	<b>31/28</b>	<b>90%</b>	<b>84%</b>

### College of Engineering – Civil Engineering

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2019	<b>21/14</b>	<b>67%</b>	<b>69%</b>
2018	<b>22/17</b>	<b>77%</b>	<b>69%</b>
2017	<b>25/13</b>	<b>52%</b>	<b>69%</b>
2016	<b>21/13</b>	<b>62%</b>	<b>69%</b>
2015	<b>19/11</b>	<b>58%</b>	<b>69%</b>

(Reporting Spring Exam)

## **PERFORMANCE REPORT**

### **SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

#### **School of Law - Illinois Bar Exam**

Year	SIUC Takers/Passed	Percentage Passed	State Average
2019	<b>37/22</b>	<b>60%</b>	<b>79%</b>
2018	<b>57/35</b>	<b>61%</b>	<b>70%</b>
2017	<b>70/45</b>	<b>64%</b>	<b>69%</b>
2016	<b>67/39</b>	<b>58%</b>	<b>69%</b>
2015	<b>65/44</b>	<b>68%</b>	<b>74%</b>

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

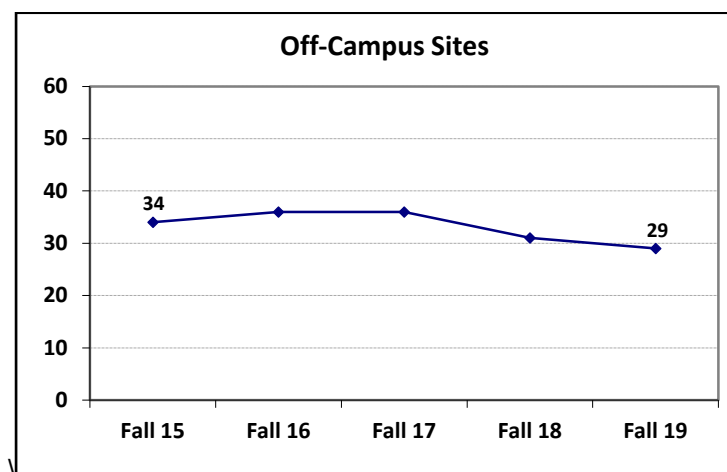
**CHALLENGE:** In most fields, SIU Carbondale's pass rates are close to or exceed the national pass rates. Since these data are a direct measure in assessment, programs that have licensure exams incorporate the results in strategies for measuring student learning outcomes and continuous improvement.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

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

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

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



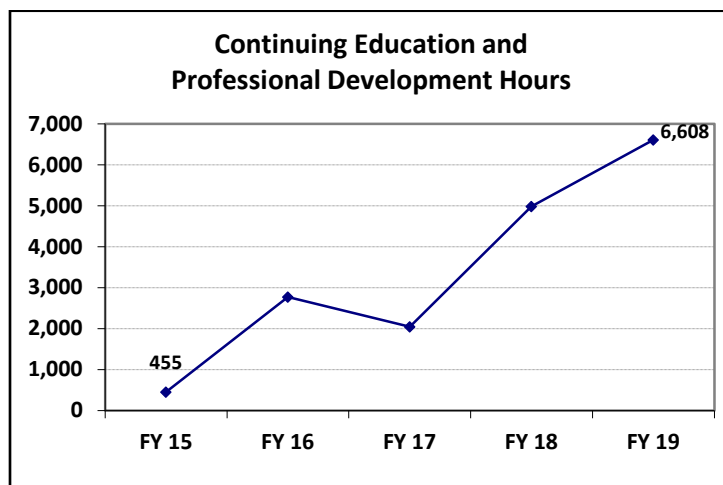
SOURCE: SIUC EXTENDED CAMPUS 09/30/2020

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

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

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC CONFERENCE AND SCHEDULING SERVICES 09/29/20

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

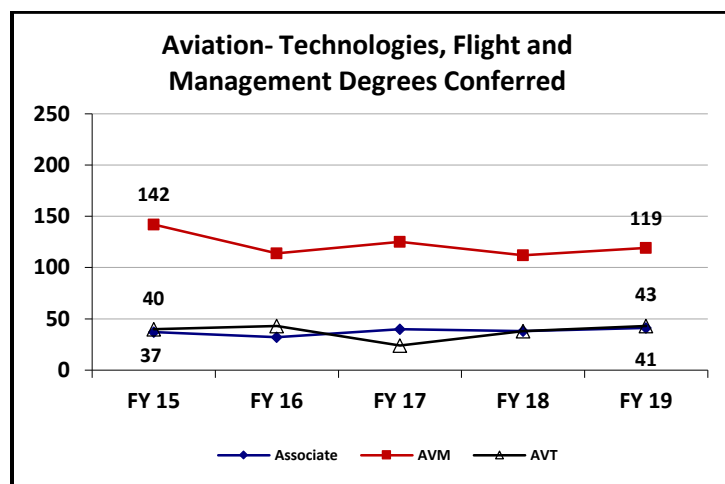
**CHALLENGE:** The number of hours students enrolled in continuing education and professional development are increasing, which demonstrates the demand. It is important to note the interest in courses that encourage lifelong learning, and thus recognize the need for specific employment-based credentialing.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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

In the past two years, the University has added a number of new degree programs. Notable among these are the BS in Nursing, a Doctorate in Occupational Therapy, a Doctorate in Physical Therapy, a BS in Business Analytics, an MS in Strategic Analytics, and an MS in Cybersecurity and Cyber Systems, all in fields of critical skills shortages.



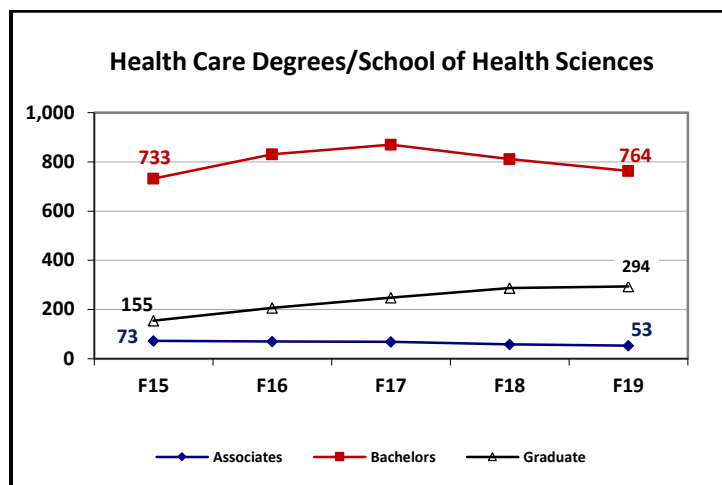
SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 9/20/19

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

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

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



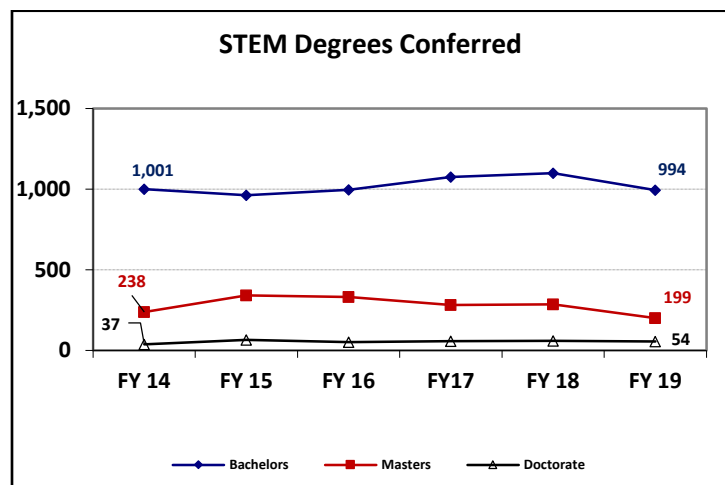
SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 9/24/2020

**SUCCESS:** Baccalaureate enrollments in the School of Health Sciences are holding steady. These degrees include dental hygiene, radiological sciences, mortuary science, health care management, communication science disorders, and rehabilitation. The market for students enrolled in at the associate's level (physical therapy assistance) is flat, whereas the graduate programs in health care administration, health care informatics, medical dosimetry and radiological science are increasing, reflecting steady demand for these specialty areas in the past five years. At least half of the increased student interest is due to online modality offered for some of the required courses.

**CHALLENGE:** Success in graduate programs includes the new master's degrees in healthcare administration (MHA) and healthcare informatics (MHI). Both of these degrees use a hybrid-on-line delivery approach. Student interest in the MHA and MHI is national in scope. This is due to the fact that students prefer the advantage of on-line teaching technologies. Since the launch of the MHI in 2017, the enrollment has increased from 4 to 20. Similar trends are anticipated for the recently approved Doctorate in Occupational Therapy and the Doctorate in Physical Therapy.



## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



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

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

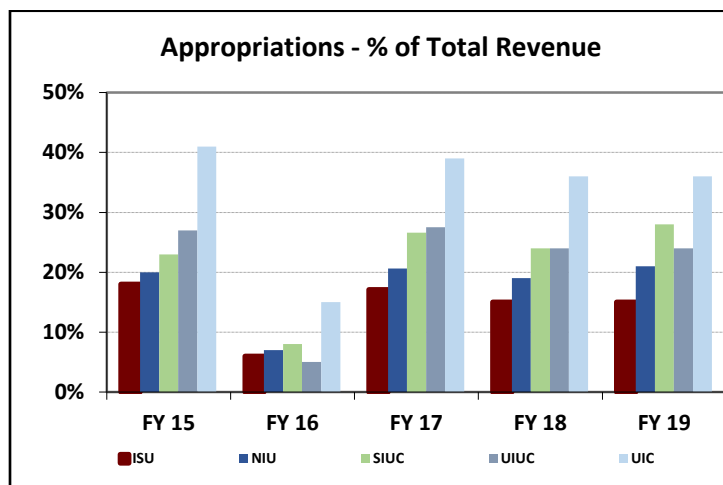
### **GOAL 4: BETTER INTEGRATE ILLINOIS' EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS**

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

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

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



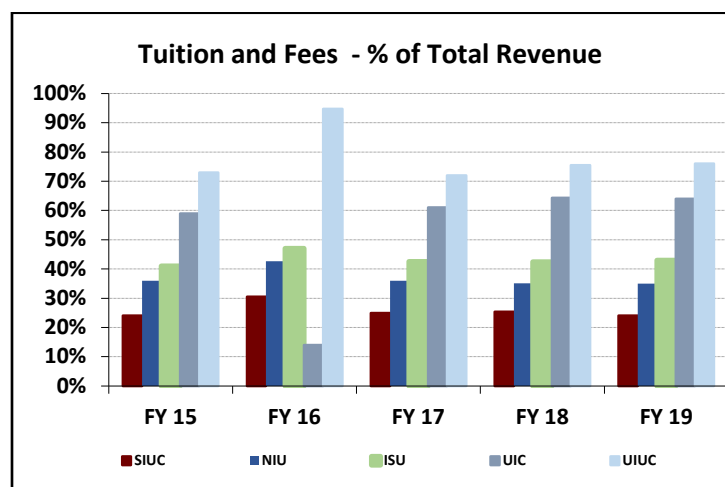
SOURCE: OFFICE OF THE PRESIDENT, SIU 10/06/2020

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

**CHALLENGE:** We anticipate continued uncertainty about state support for the University to continue as Illinois grapples with its budget woes. Potential unfunded mandates, like tuition waivers for veterans, are likely to include the University's contribution to the nearly bankrupt State Universities Retirement System. While personal and corporate tax rates were increased, the state budget is not balanced and still includes a significant backlog of unpaid bills, putting continued pressure on state allocations to higher public education. Finally, as performance metrics are further developed, the University will need to compete with other state institutions for a larger share of its budget affected by measurable outcomes of increasing state concern.

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



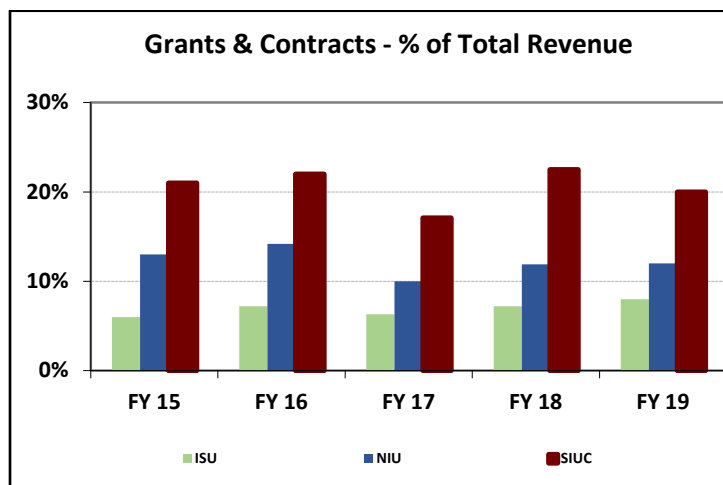
SOURCE: OFFICE OF THE PRESIDENT, SIU 10/06/2020

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

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

# PERFORMANCE REPORT

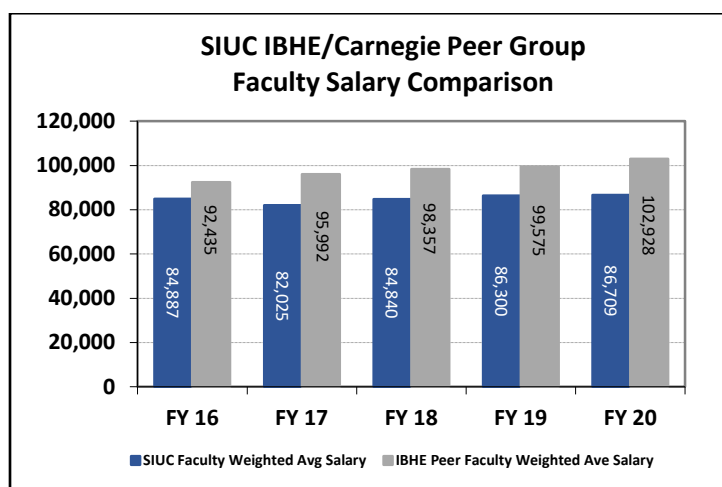
## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: OFFICE OF THE PRESIDENT, SIU 10/06/2020

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

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



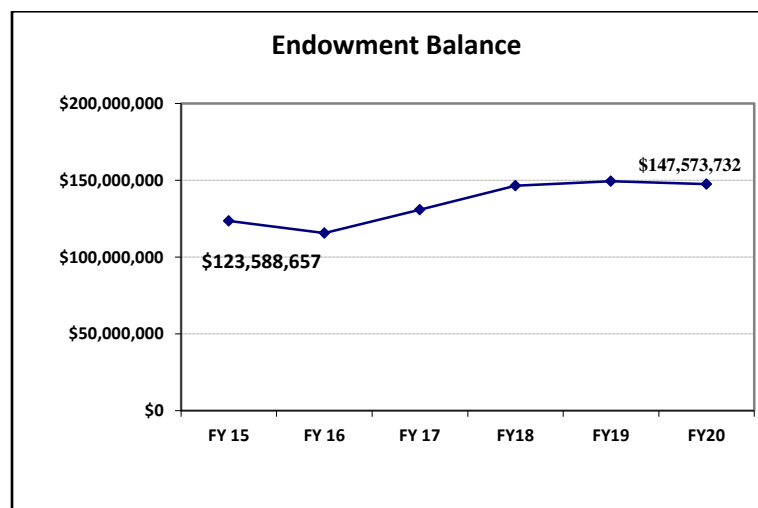
SOURCE: OFFICE OF THE PRESIDENT, SIU 10/06/2020

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

**SUCCESS:** From a statewide perspective, the University's salary costs are very efficient. By hiring younger, untenured faculty for research positions and non-tenure-track faculty for instruction, SIU Carbondale has been able to afford a lower per-capita salary profile for its academic programs. Similarly, some departments are sharing appointments to offset the costs of hiring new faculty. Moreover, graduate programs such as psychology are taking advantage of expertise of colleagues in other academic units to assume responsibility for teaching research methods and statistics.

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



SOURCE: SIU FOUNDATION 09/30/2020

**SUCCESS:** In January 2020 the “Forever SIU Campaign” was extended to June 2024 with a goal of \$200 million and the focus is comprehensive University wide. As of June 30, 2020, SIU Carbondale and the SIU Foundation have raised more than \$106.3 million during “Forever SIU: The Campaign for Southern Illinois University Carbondale” fundraising initiative. For the past five years, the SIU Foundation's endowment has seen a respectable increase, averaging 3.7 percent annual growth in assets. The Foundation Investment Committee continues to apply a strategy focused on long-term, sustained growth with below average risk and volatility. The goal is to provide steady financial support. Endowment funds are invested for long-term growth, and returns from those investments are essential to sustaining academic quality. The foundation's endowment now totals nearly \$147.6 million.

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

# **PERFORMANCE REPORT**

## **SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE**

### **MISSION STATEMENT:**

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

### **FOCUS STATEMENT:**

Better health for all.

### **VALUES OF THE SIU SCHOOL OF MEDICINE:**

#### **Discovery**

We are committed to an environment of discovery in which innovation, scientific inquiry, application of knowledge and creative professional achievement flourish. Our innovation, research and science aim to improve health and well-being.

#### **Excellence**

We are committed to excellence and continuous improvement in all we do. We value rigorous assessment of outcomes and performance. We seek positions of leadership and influence to fulfill our mission and achieve our strategic goals.

#### **Collaboration**

We collaborate and partner with the community. We partner with health systems, teaching hospitals, healthcare professionals, educational institutions, public health agencies, governmental agencies, private industry and others who seek to improve the health, healthcare and healthcare education.

#### **Equity**

We strive to be a just, fair, unbiased, and anti-racist organization. We are committed to diversity in all elements of our workforce, and to an environment of inclusion for all. We will continuously evaluate our policies, procedures and practices to minimize all forms of overt, implicit and historically propagated systemic bias. We strive for equity in our relationships, hiring practices, teaching, research, access to care, delivery of care and partnerships.

#### **Compassion**

We create compassionate and healing environments for all. Love for our communities and respect for the individual are reflected in our programs and patient care. Our compassion will be driven by honesty, integrity and equity in our actions.

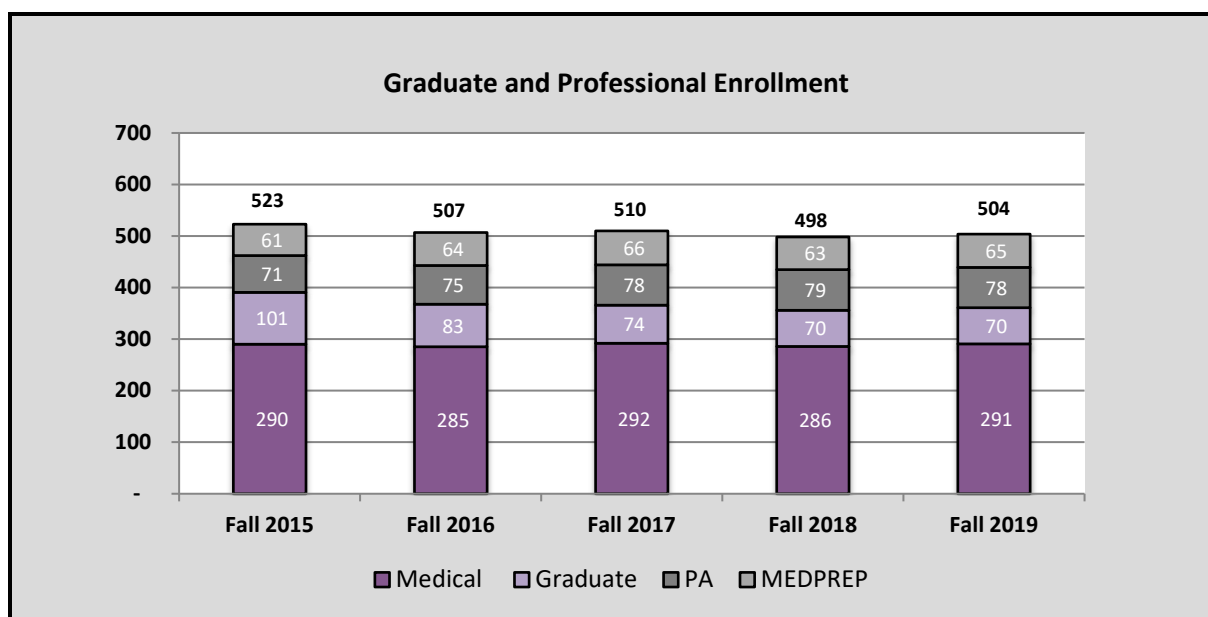
# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

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

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



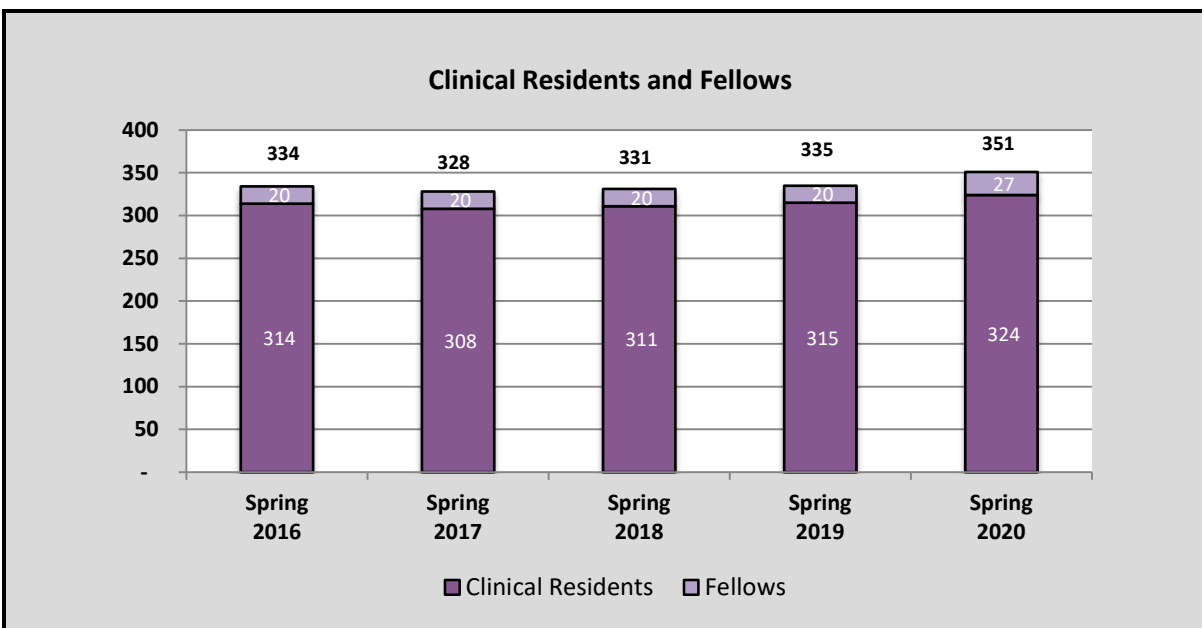
SOURCE: SIUC INTERACTIVE FACTBOOK AND MEDPREP

**SUCCESS:** SIU School of Medicine's enrollment patterns have been stable for the past five years. Through FY20, enrollment of medical students in the undergraduate medical education program (program leading to the MD degree) was capped at 288 (72 per class year) and varied 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 17.4 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 23.4 applicants for each open position and for fall 2019, thirty applications were received for each available opening. Enrollment of MEDPREP students was also stable during this period.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

**CHALLENGE:** Enrollment in the medical school's programs is expected to remain strong. Matriculation to the PA program is expected to continue at current levels due to enrollment caps while enrollment in the medical program is expected to increase by eight students per year over the next four years due to the addition of the Lincoln Scholars Program. MEDPREP enrollment is expected to also continue at current rates, while the graduate science program enrollments may grow modestly over the near term.



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

**SUCCESS:** Graduate medical education (GME) is formal medical education pursued after the student graduates with the medical degree; it includes clinical residencies, fellowships, and medical internships. GME is provided cooperatively by teaching hospitals and medical schools. SIU School of Medicine, with its affiliated teaching hospitals, provides graduate medical education in seventeen clinical residencies and eleven fellowships. The number of clinical residents and fellows averaged 336 during the most recent five-year period.

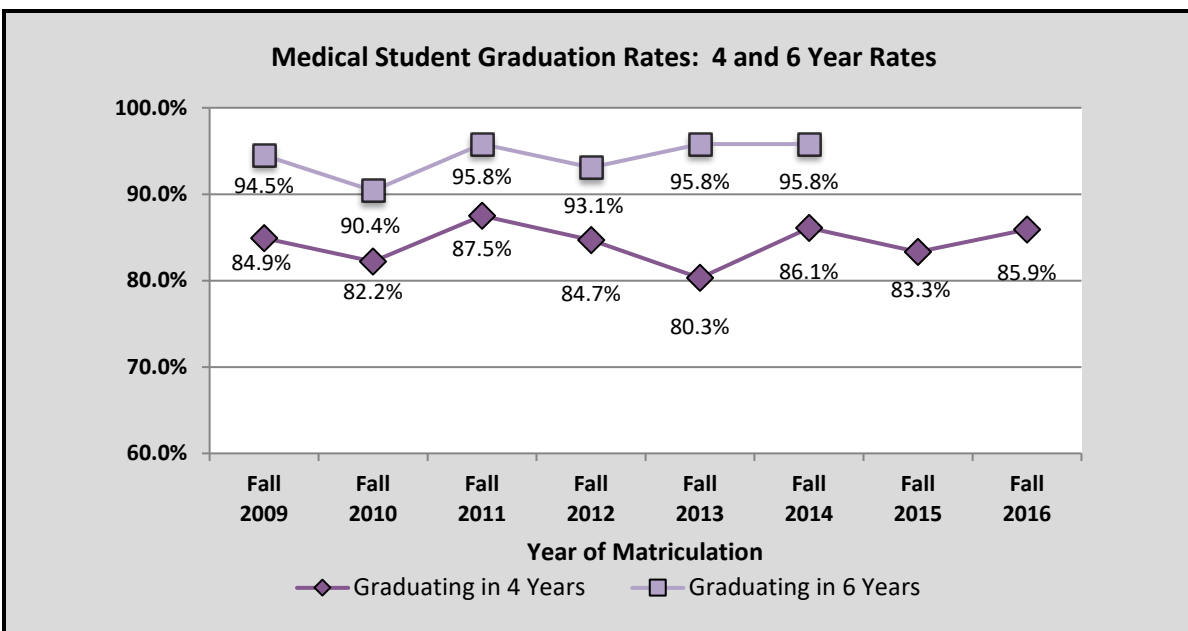
**CHALLENGE:** Clinical residencies and fellowships are funded by the government (largely federal funds through Medicare) and the leading hospitals. While there are proposals to reform and increase government funding of GME, government funding is fixed and growth in the number of clinical residencies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



## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

Founded in 1970, SIU School of Medicine marked its 50<sup>th</sup> anniversary this past year and graduated its 3,000<sup>th</sup> medical student in Spring 2020. Over this same time period, around 3,000 physicians have graduated from the school's residency programs and fellowships.



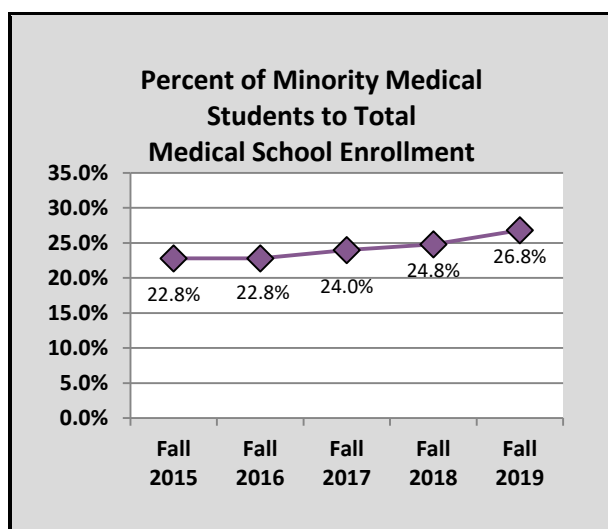
SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, JULY 2020

**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, 84% of MD students completed their degrees in four years and 94% graduated in six years. (Because SIU's medical students usually are not allowed to extend their coursework beyond the fifth year, the five-year graduation rates are nearly equivalent to those displayed above for the six-year rate.)

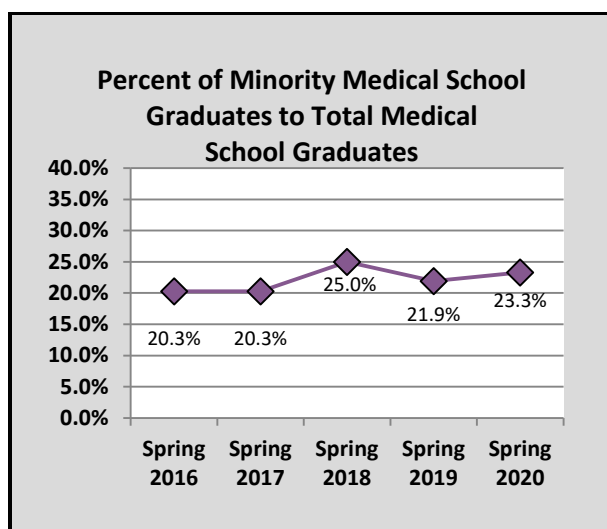
**CHALLENGE:** SIU School of Medicine's goal is to graduate in four years all medical students who enter the MD program. In some cases, students encounter difficulty in completing their studies on time and may opt or be required to remediate some or all of an academic year. In other cases, economic, 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, JULY 2020



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, AUGUST 2020

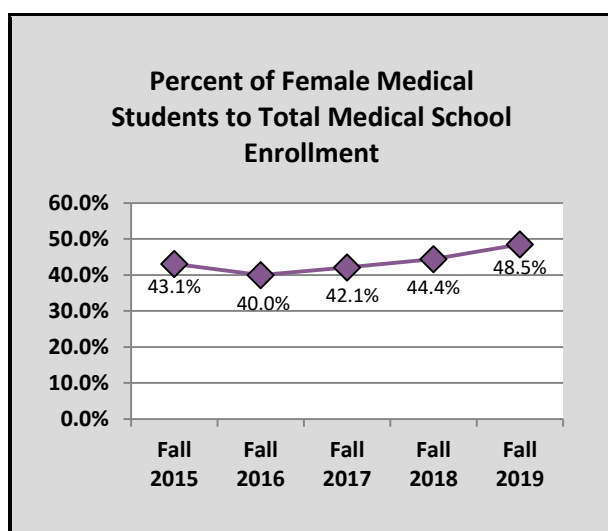
**SUCCESS:** SIU School of Medicine is committed to educating a physician workforce particularly well suited to addressing the health needs of the citizens of central and southern Illinois as well as to advancing diversity within the medical profession nationally. US Census data estimates for central and southern Illinois are that ethnic and racial minorities (all minorities) comprise 12.4% of the region's population. In comparison, minority students (all categories) as a percentage of total medical school enrollments at SIU averaged 24% for the most recent five-year period displayed above. When compared to other US medical schools, SIU's medical school rated over the 90th percentile in percent of graduates who are from Black or African-American backgrounds (data for graduates from 2013-2018). 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.

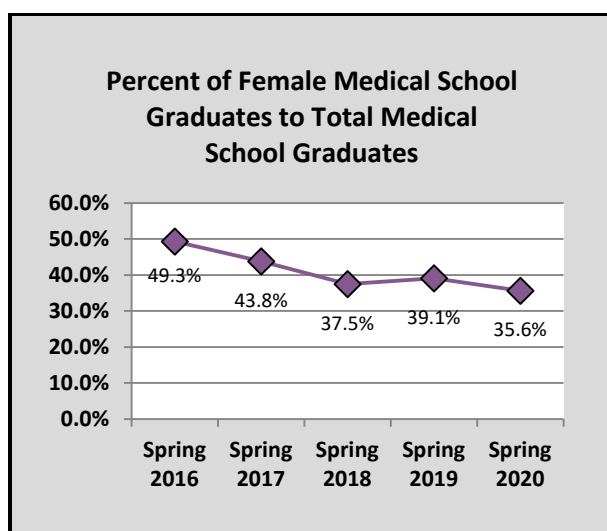
## PERFORMANCE REPORT

### 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 at the 70th 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, JULY 2020



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, AUGUST 2020

**SUCCESS:** Enrollment of women in SIU's MD program has remained stable over the most recent five-year period. During these years, enrollment for this group averaged 43.6% at SIU. This is comparable to all US medical schools where women comprise 48.6% of the nation's medical school enrollment during this same time period. Women as a share of total enrollment have increased dramatically in the decades since the founding of SIU School of Medicine in 1970. SIU School of Medicine ranks over the 70th percentile of all medical schools for the percentage of its faculty who are women and women also serve in a number of Department Chair and Associate Dean positions. This reinforces and supports the school's priority to encourage and develop female physicians for practice.

**CHALLENGE:** For the 2019-2020 academic year, there were over 53,000 applications to all US medical schools, of which over half (52.2%) were women. In addition, the percentage of females enrolled in US medical schools reach 50.5% in that same year. While the enrollment of women at SIU School of Medicine dropped to 40.0% in Fall 2016, the percentage of women medical students has increased steadily since then and for the Year 1 class beginning in Fall 2019, 57% were female medical students. 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

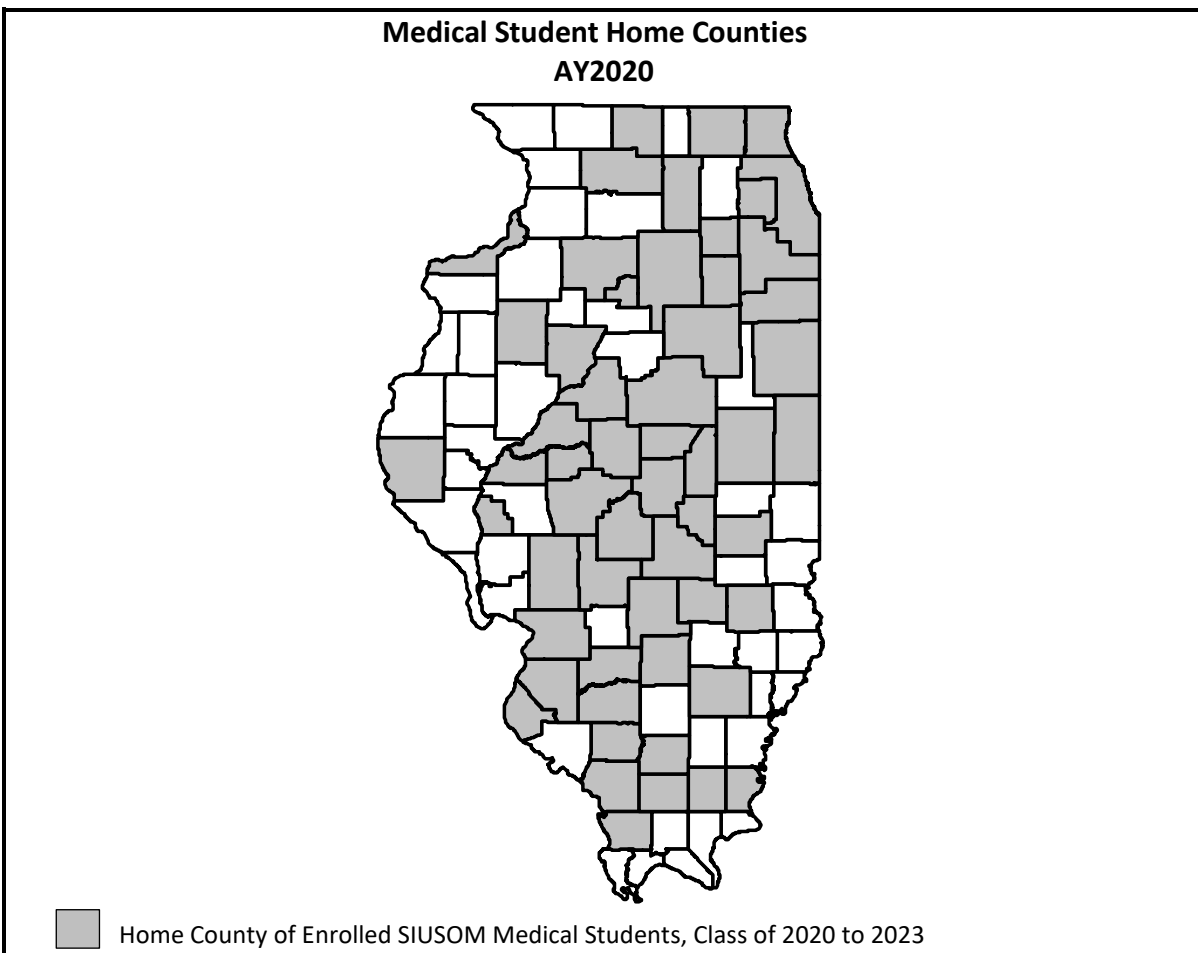
### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

**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 2019 ENROLLMENT QUESTIONNAIRE, SIUSOM STUDENT AFFAIRS

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

**SUCCESS:** SIU School of Medicine has been successful in matriculating medical students from throughout the region. This provides these students with the opportunity to attend medical school as well as encourages them to remain and practice in the region. SIU's medical students come from rural areas, small towns, and cities in Illinois. In FY2020, medical students came from 56 of Illinois' 102 counties and of these students, 93% were from downstate Illinois and 40% came from rural counties. Almost half (48.6%) of the class matriculating in academic year 2019/2020 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 60th percentile of graduates practicing in underserved areas, and over the 50 percentile of graduates practicing in-state (2020 AAMC Missions Management Tool listing graduates from 2005 to 2009).

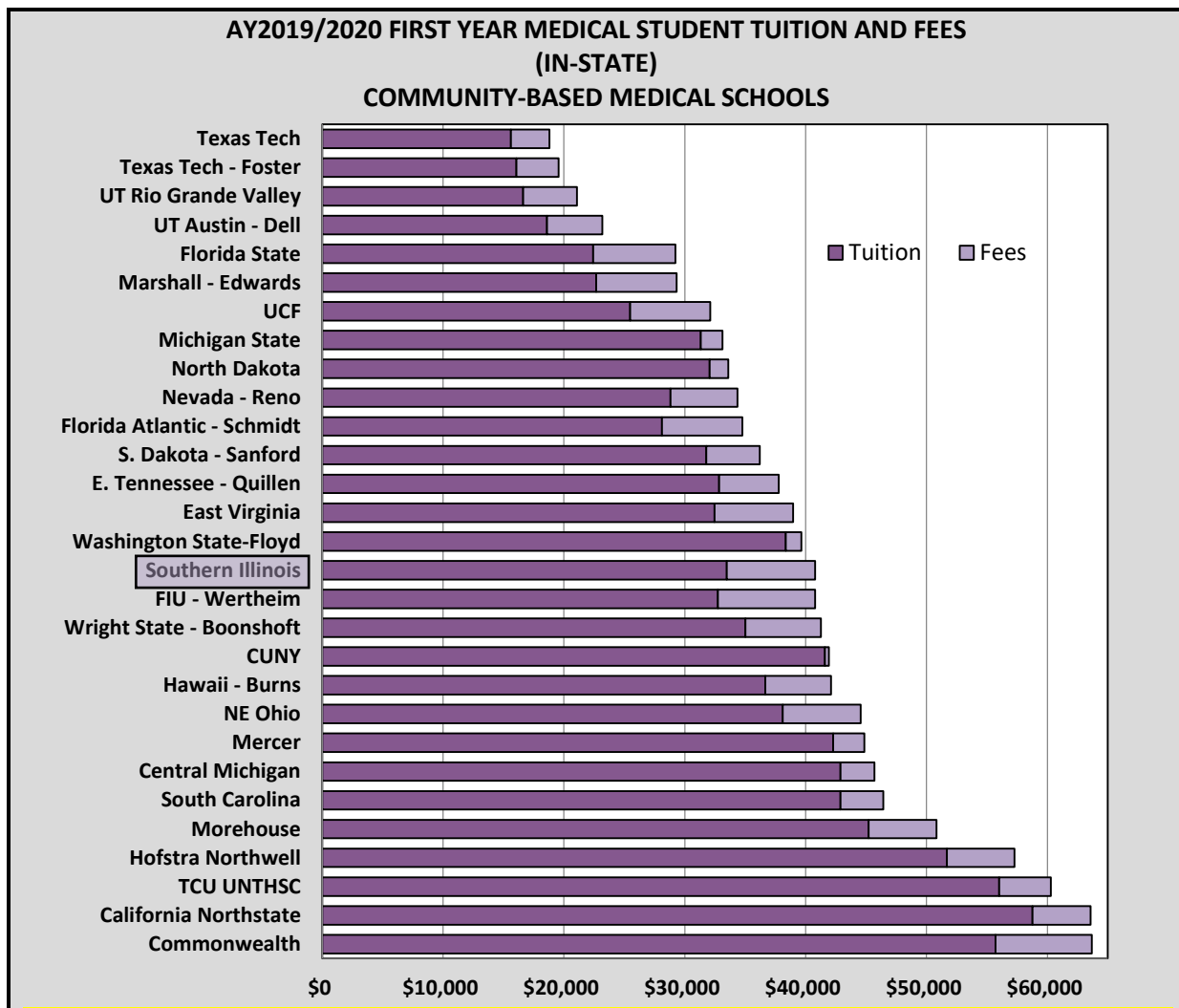
# PERFORMANCE REPORT

## 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.

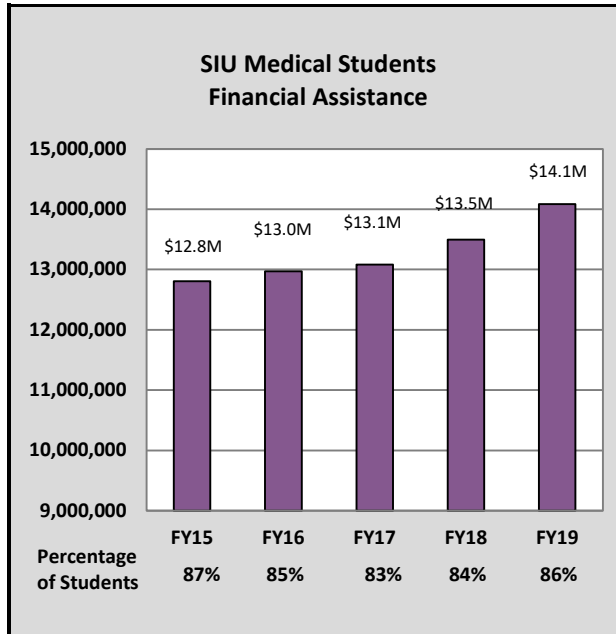


**SUCCESS:** SIU's medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU's medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 6.7% of the school's FY2020 operating budget (excluding SIU Medicine funds).

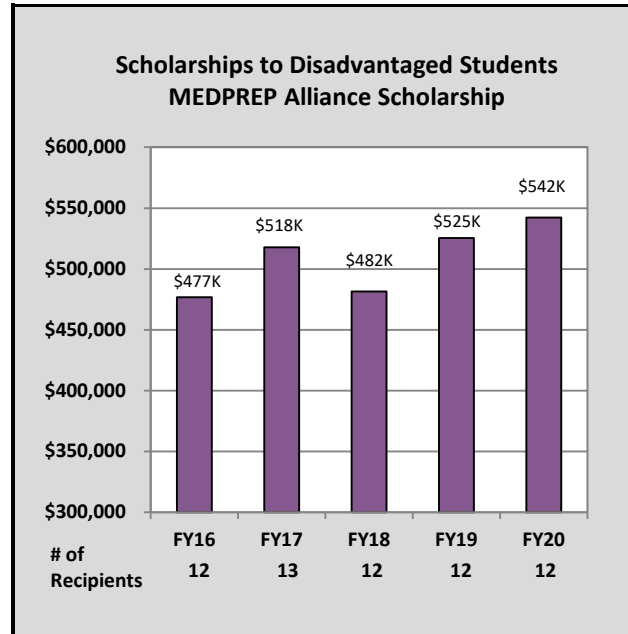
## PERFORMANCE REPORT

### 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 2020

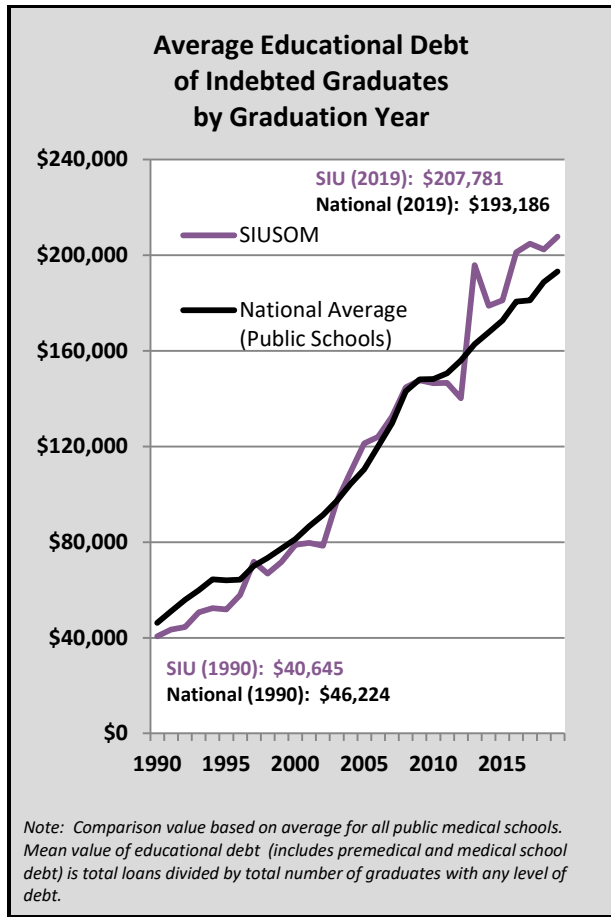


SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS AND OFFICE OF MANAGEMENT AND BUDGET, FALL 2019

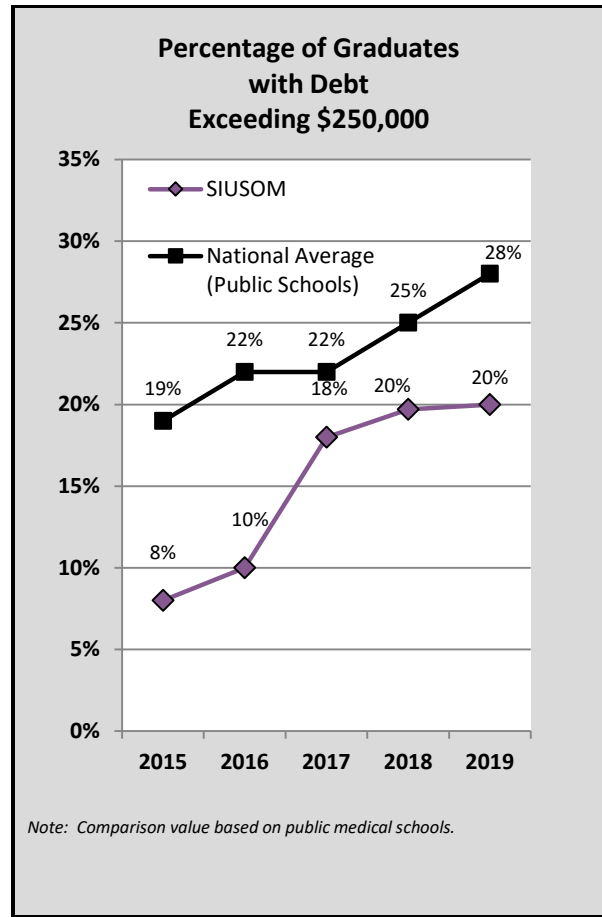
**SUCCESS:** SIU School of Medicine assists medical students by awarding financial aid to help pay for their medical education. Because scholarship funds are limited, most financial need is met by combining various loan and scholarship programs. Over the most recent five-year period, 85% of SIU's medical students received financial assistance. SIU School of Medicine provides scholarships for graduates of the school's Medical/Dental Education Preparatory Program (MEDPREP) and other students from disadvantaged backgrounds to attend SIU's medical school and study in the MD program. Student awards through the MEDPREP Alliance Scholarship have increased steadily and averaged over \$500,000 per year over the past several years.

**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.

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, SPRING 2020



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, SPRING 2020

**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 FY2019 the average educational debt (including premedical school debt) was \$207,781. This is consistent with trends at other public medical schools. Twenty percent of the 2019 graduating class incurred total educational debt in excess of \$250,000, a percentage that has more than doubled since 2015. 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

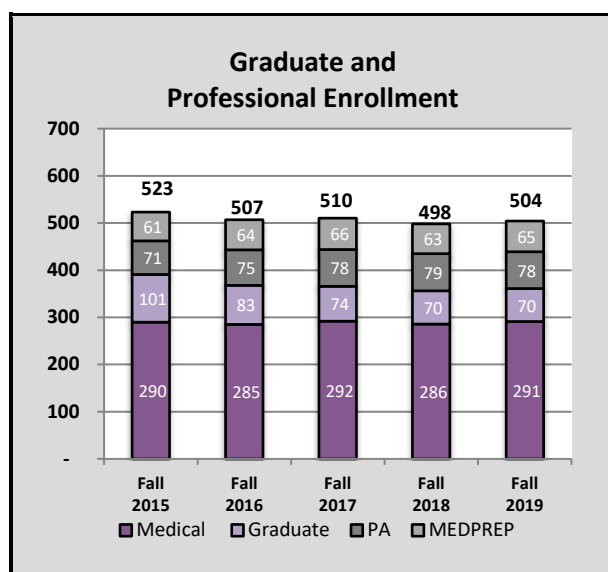
### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

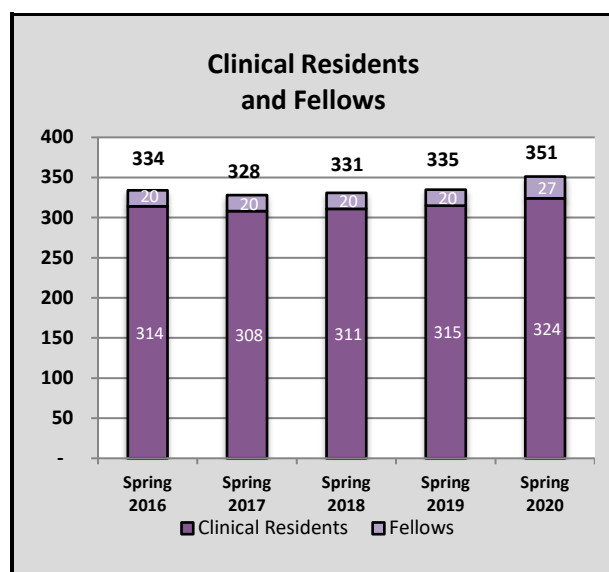
Excellence in professional and graduate education as well as leadership in research, scholarly, and creative activities is integral to the mission of SIU School of Medicine. The medical school has effectively adapted its curricula and programs to better meet the needs of students and the community.

**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 June 2020, the first class of seven students enrolled in the School of Medicine's newly implemented Lincoln Scholars Program (LSP), a program designed to produce primary care physicians well prepared for rural practice in southern Illinois. Unlike current medical students who complete Year 1 in Carbondale and Years 2 to 4 in Springfield, LSP students remain in Carbondale for all four years of their medical school experience. Learning issues and graduation objectives of the LSP match the current program, however the LSP track features additional curricular components, including extended experiences in rural locations, a rural health skills lab, summer experiences in rural hospitals, assignment to a "rural" mentor, basics of health policy with an emphasis on rural issues, and a team learning environment with SIU PA students, other SIU health care students, (nursing, clinical pharmacy and behavioral health). When fully implemented, this program will increase class size by eight medical students per year.



SOURCE: SIUC FACTBOOK AND MEDPREP



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

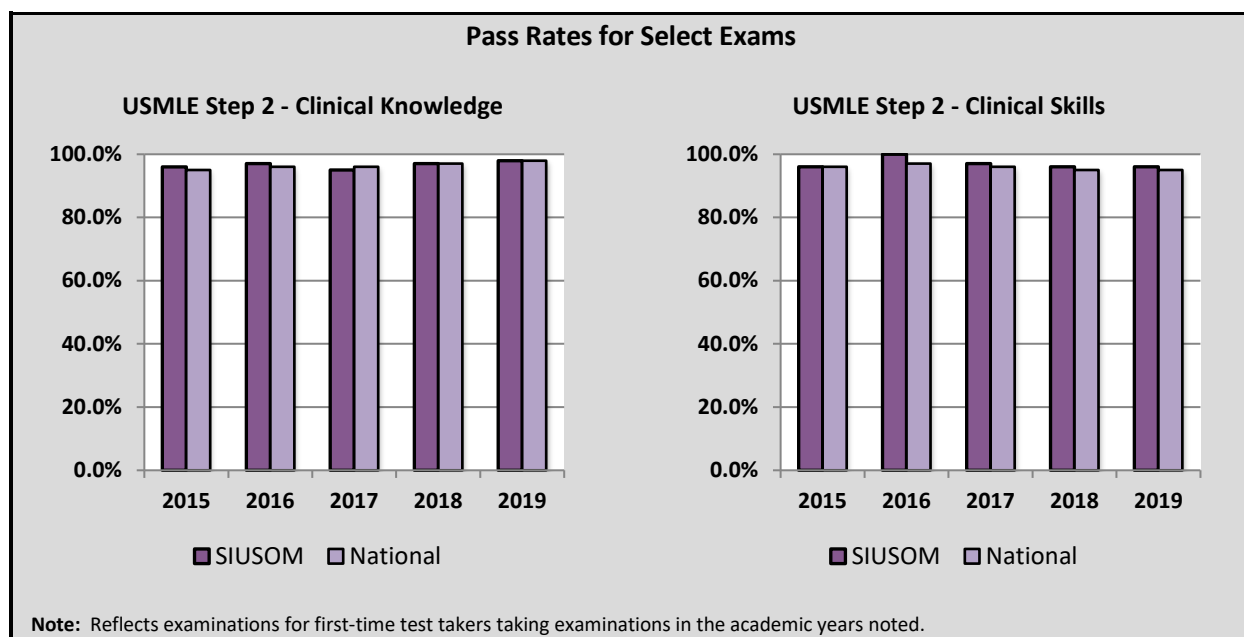
**SUCCESS:** SIU School of Medicine has been successful in preparing undergraduate medical (MD) students, clinical residents and fellows, and physician assistants for medical practice as well as preparing graduate science students for careers in academia or private industry. MD graduates of SIU's medical 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

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

PhD programs train scientists in pharmacology, physiology, and molecular biology, microbiology, and biochemistry, fields with direct application in the burgeoning biomedical industry. All medical education programs are accredited by their national accrediting agencies (Liaison Committee on Medical Education (LCME), Accreditation Council on Graduate Medical Education, Accreditation Council on Continuing Medical Education, and the Accreditation Commission on Education for the Physician Assistant); in 2015, SIU School of Medicine became the only medical school to receive a second consecutive full eight-year LCME accreditation with no citations. In 2017, the Physician Assistant Program was granted Continuing Accreditation Status for the maximum of ten years. Graduate science programs are in full compliance with program review requirements of the Illinois Board of Higher Education.

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



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

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

## PERFORMANCE REPORT

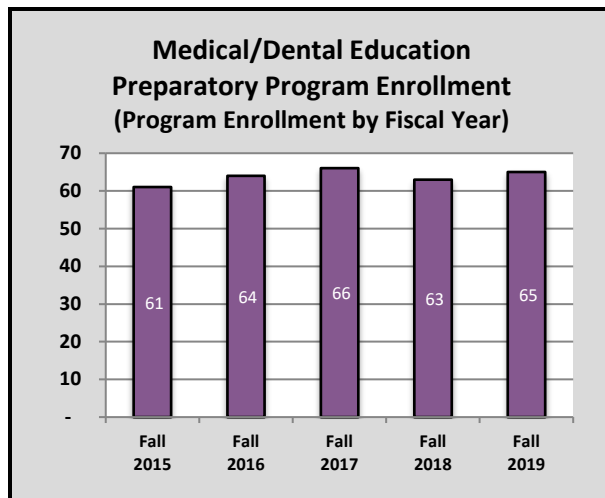
### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

**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.

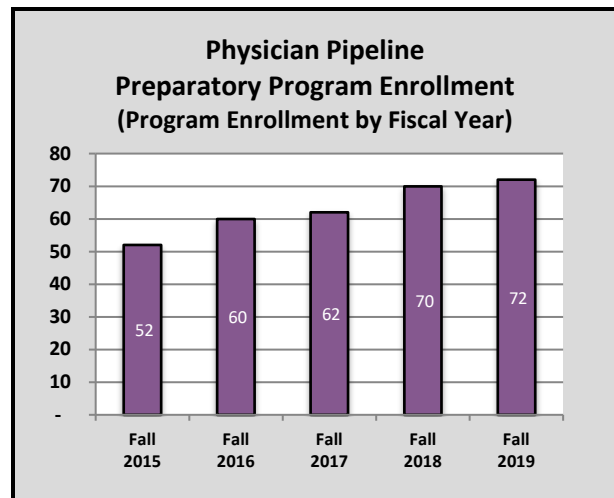
#### **RECOMMENDATION 2: IMPROVE TRANSITIONS ALL ALONG THE EDUCATION PIPELINE.**

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 (P<sup>4</sup>) in 2009. P<sup>4</sup> is a multi-year, after-school program designed to encourage high school students in the Springfield area who are interested in becoming physicians. P<sup>4</sup> 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, SEPTEMBER 2020



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF EQUITY DIVERSITY AND INCLUSION, SEPTEMBER 2020

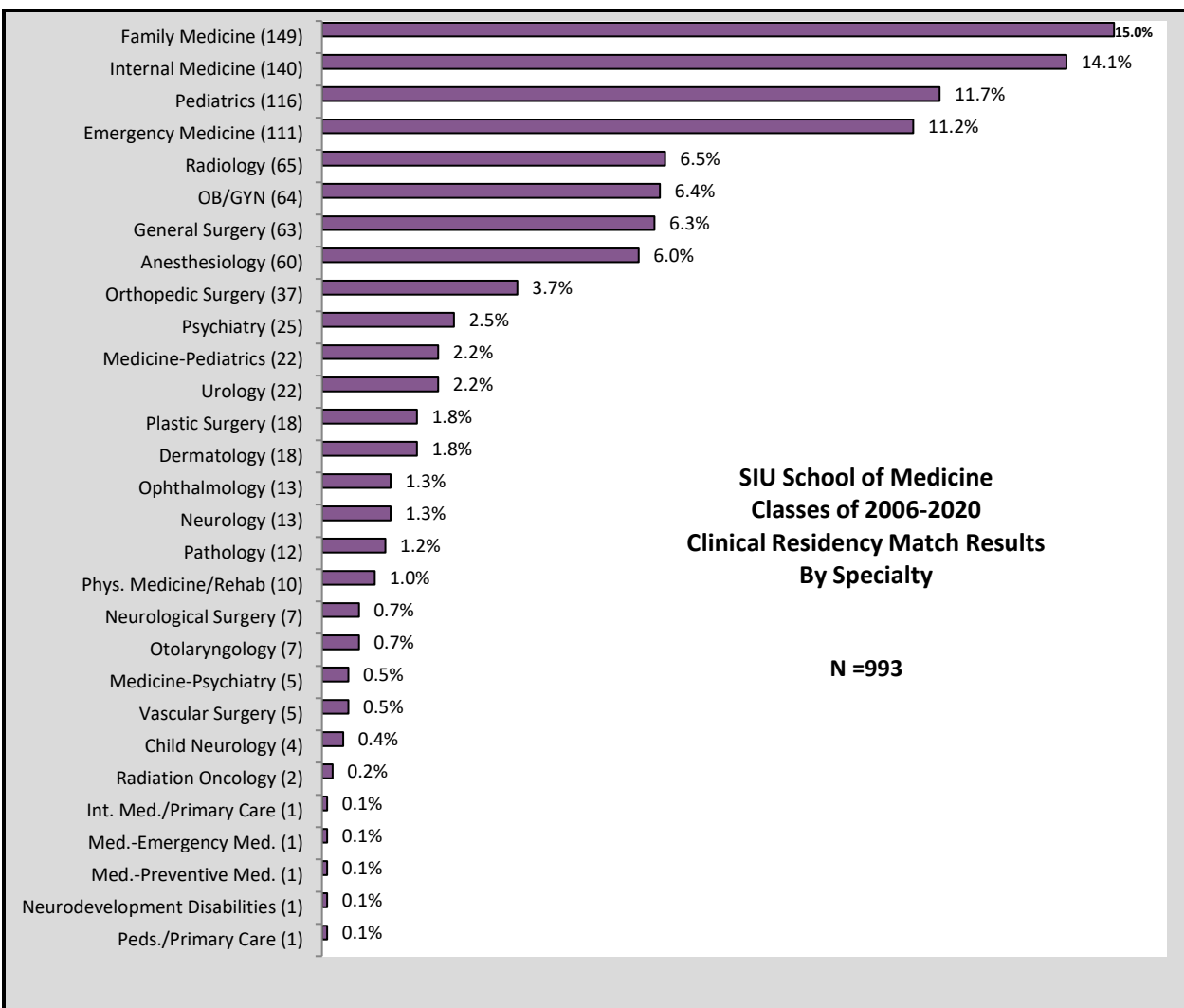
## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

**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, 1,644 students have participated in MEDPREP. In the most recent five-year period, the program had a 92% 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 P<sup>4</sup> class (Class of 2013) began the program in fall 2009 and consisted of 22 students. These individuals were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students has been accepted each year and in total 75 students have completed the program. Three graduates of the P<sup>4</sup> program are currently pursuing their medical degree at SIU School of Medicine.

**CHALLENGE:** As with other medical school educational programs, the MEDPREP and P<sup>4</sup> 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 2020. EXCLUDES PRELIMINARY, TRANSITIONAL, AND SPECIAL FELLOWSHIPS (E.G., RESEARCH FELLOWSHIPS)

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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 fifteen-year period (2006-2020) displayed in the chart on the previous page, SIU's MD graduates entered residencies in 29 different specialties, including all of the primary care fields and numerous medical and surgical specialties. For the SIU SOM graduating class of 2020, 89% attained a first-time residency match, excluding those who accepted preliminary or transitional residencies or special fellowships.

**CHALLENGE:** Due to increased class sizes in some medical schools and the addition of several new medical schools, there has been a sizeable increase in the number of medical graduates seeking to enter residency. For the most recent residency match period conducted in March 2020, a record-high number of applicants (over 40,000) applied for residency positions, an increase of more than 4,600 applicants (13.0%) over the last five years. This trend of increasing graduates is expected to continue as thirteen new US medical schools have received preliminary or provisional accreditation since 2015 and are expected to begin graduating M.D.s in the next one to four years, including one in Illinois (Carle Illinois College of Medicine, Champaign-Urbana, IL). This is resulting in a more competitive residency environment for graduating medical students, including those from SIU. SIU School of Medicine must continue to prepare its medical students to be highly competitive for their desired residency.

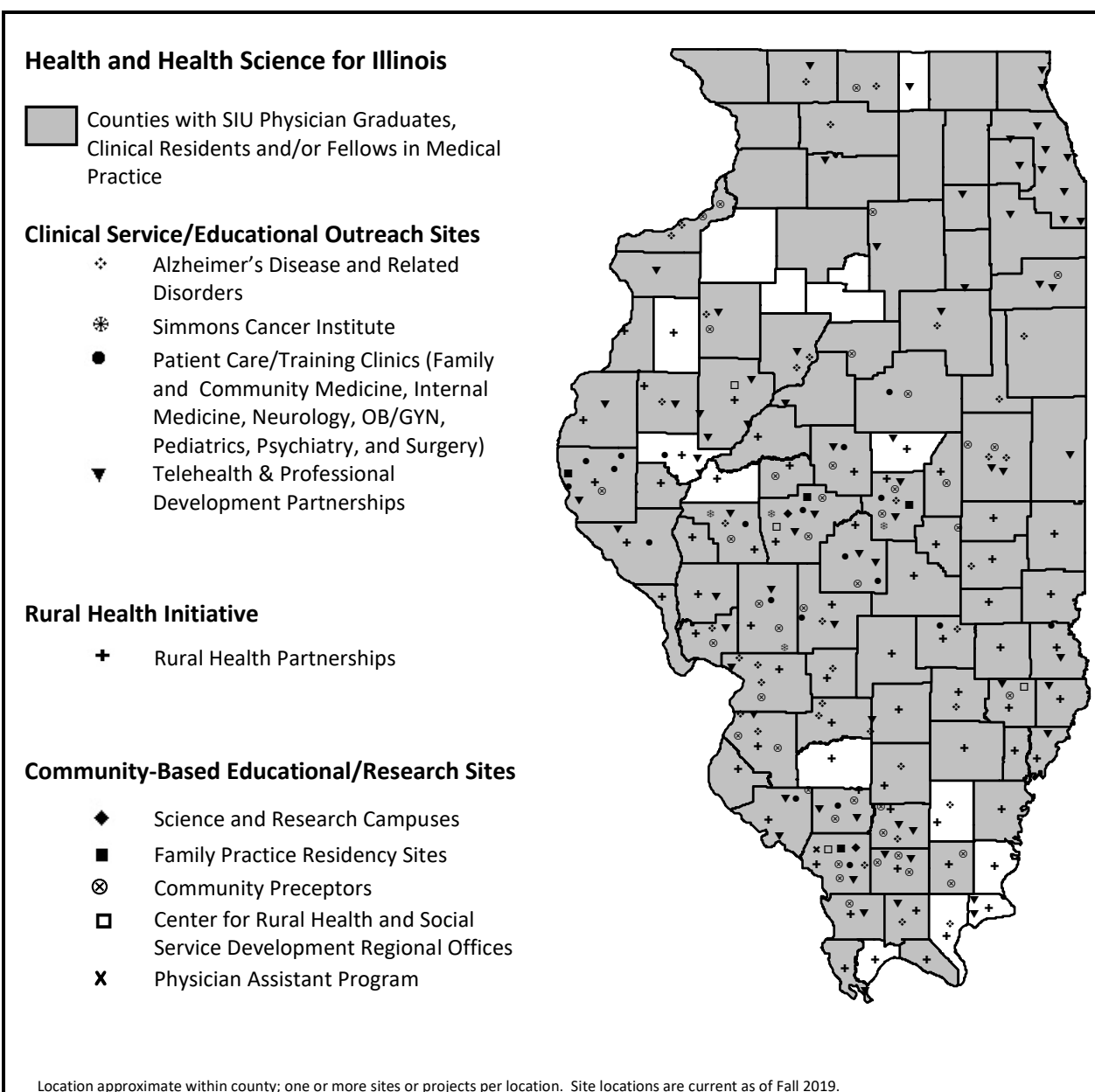
# PERFORMANCE REPORT

## 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.



## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

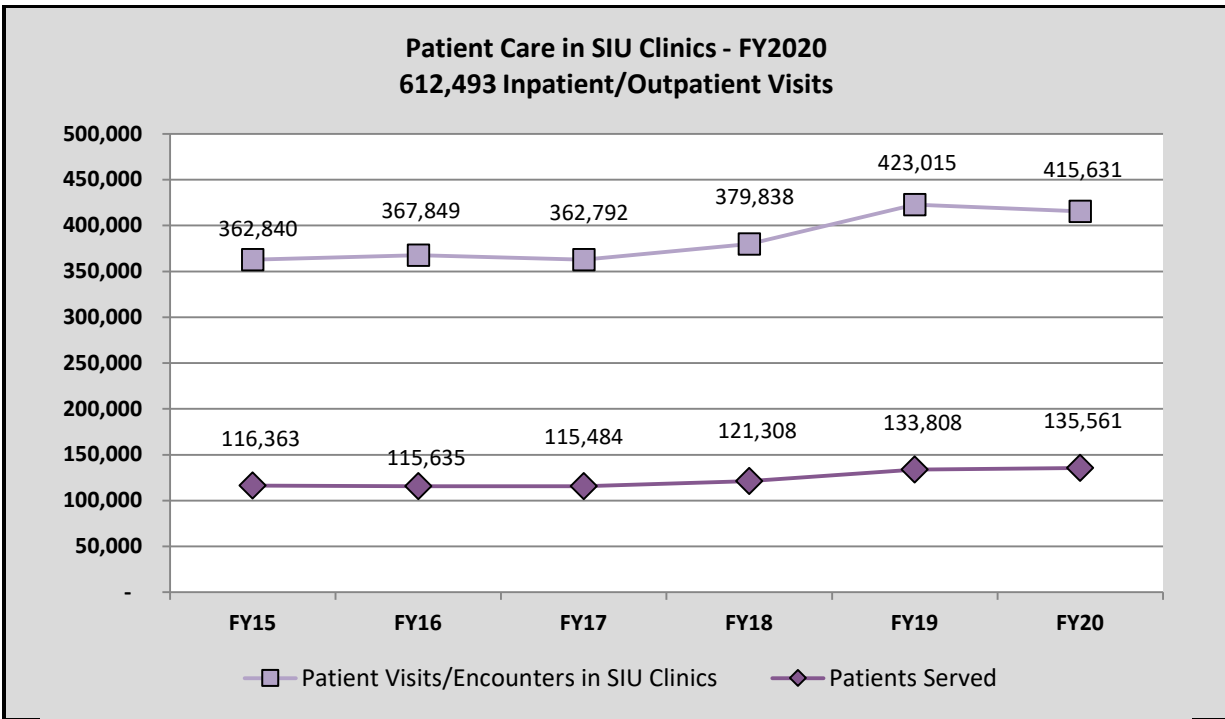
**SUCCESS:** Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school's MD program, residencies and fellowships practice medicine in 87 of Illinois' 102 counties. SIU patient care clinics are located in Springfield with family medicine centers in Carbondale, Decatur, Quincy, Jacksonville, Lincoln, Taylorville, and Springfield. Clinical outreach, educational sites, and affiliations with community hospitals and health care providers extend the school's patient care services to numerous locations throughout central and southern Illinois. Regional community health and telehealth programs further extend the medical school's reach in support of community needs. These relationships have been nurtured and strengthened over the medical school's history.

In late summer 2019, SIU School of Medicine was awarded the Aspire to Excellence Award by the Association for Medical Education in Europe (AMEE) in recognition of the school's excellence in curriculum innovation and delivery. This was the fifth Aspire to Excellence Award the school has received from the AMEE and SIU SOM is one of only two medical schools in the world to hold as many as five such awards.

**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.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



**SUCCESS:** Through its physician practice organization, SIU Medicine, SIU School of Medicine offers primary and specialty physician services to central and southern Illinois patients, addressing patient needs not otherwise met in the area. These services complement health care provided by affiliated hospitals and community physicians. In FY2020, nearly 269 full-time faculty physicians worked in ten clinical disciplines: anesthesiology, family/community medicine, internal medicine, neurology, obstetrics and gynecology, pathology, pediatrics, psychiatry, radiology, and surgery. Physician assistants, audiologists, and other non-physician health care providers and clinical staff number over 300 to assist SIU's physicians. During this year, SIU physicians provided services to 135,561 patients during 415,631 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 610,000 patient visits this year. SIU Medicine is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

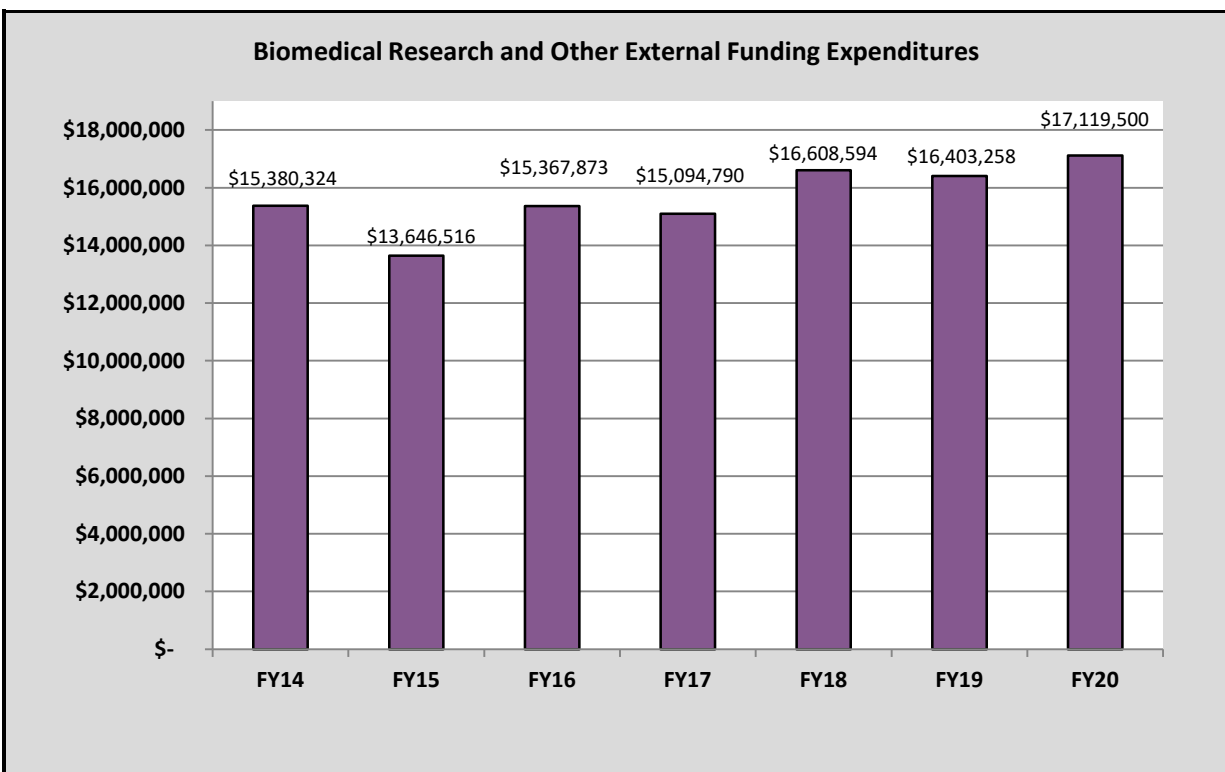
In FY2020, the school, through its SIU Center for Family Medicine –Taylorville and in conjunction with Memorial Behavioral Health, opened a new interprofessional practice integrating primary care and mental health services to serve residents of Christian County Illinois. In January 2020, SIU established a new Office of Correctional Medicine that will act to coordinate health care programs for Illinois Department of Corrections. The two-year pilot project will focus on health care in four correctional facilities in central and southern Illinois.



## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF THE COMPTROLLER, SEPTEMBER 2020

**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 FY2020, the School received over \$17 million in external grants and contracts for research, teaching, and public service; and over the past several years the school has averaged over 100 medical school faculty members having active grant funding. Some of the notable research initiatives at the School include studying the use of naturally occurring agents, such as flaxseed, in the treatment and early detection of ovarian cancer and the use of microbiomes for the treatment of endometriosis and the early detection of ovarian and endometrial cancer. Significant NIH funding has been awarded to School of Medicine faculty to study treatments to protect cancer patients who lose their hearing as a side-effect of chemotherapy as well as research into the identification and treatment of Alzheimer's disease. Other research initiatives are being conducted in the areas of aging, cancer, heart disease, high-blood pressure, AIDs, asthma, muscular

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

dystrophy, diabetes, and psoriasis. Additionally, the School's faculty engaged in 469 clinical research studies in fields such as Alzheimer's disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss.

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

October 21, 2020: FY2020 SIU SOM Performance Report – FINAL

# PERFORMANCE REPORT

## 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
- Outstanding scholarship and public service

#### *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:

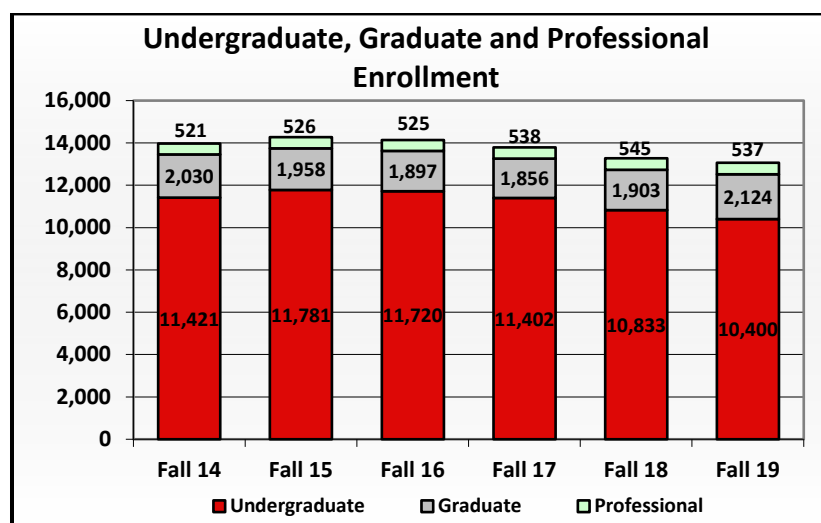
- Offers undergraduate programs and master's programs encompassing instruction in the arts and sciences, education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area.
- 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.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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

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



SOURCE: SIUE FACT BOOK 2019 - 2020

**SUCCESS:** SIUE's enrollment patterns have remained relatively stable in the past five years, despite the slight decline of 1.6 percent from FY19 year's numbers. Student enrollment at SIUE had steadily increased since the nineties to an average of 13,709 for the last five years. These numbers are indicative of substantial success given the competitive environment. During the fall 2019 term, 27 percent of undergraduates were new to the University: 16 percent of undergraduates were new, first-time freshmen; 11 percent were new transfer students. Because of the robust transfer rate to SIUE, seniors outnumber the other classes, with juniors as the next largest class, and the freshman and sophomore classes the same size. 1,175 transfer students chose to come to SIUE. These numbers reflect years of 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. *US News & World Report* Best Colleges of 2020 lists SIUE among National Universities for the first time. This reflects the change in Carnegie status from Master's Large to Doctoral Professional and places SIUE in the rankings with schools such as Marshall University, Missouri State University and Northern Illinois University. 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.

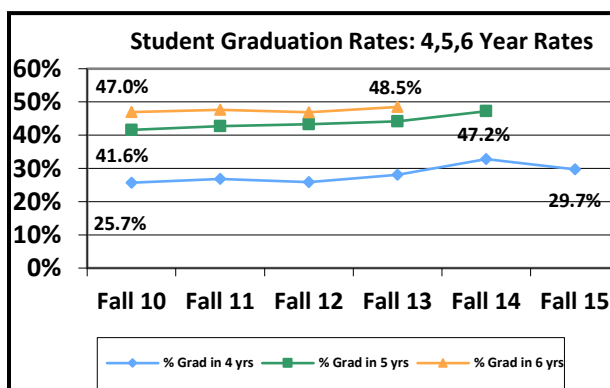
The *Washington Monthly* ranked SIUE 131, placing us in third place among public institutions in the state behind only UIC and ISU. SIUE ranks 4<sup>th</sup> among Illinois Public Institutions on *Forbes* magazine's List of America's Top Colleges. The magazine's criteria are based on return on investment, including success after graduation, student debt, and student satisfaction. SIUE ranks 2<sup>nd</sup> among all Illinois public institutions for lowest student loan debt for LendEDU. The School of Nursing is ranked among the top 50 in *US News & World Report* 2020 edition of Best Online Graduate Nursing Programs. The online

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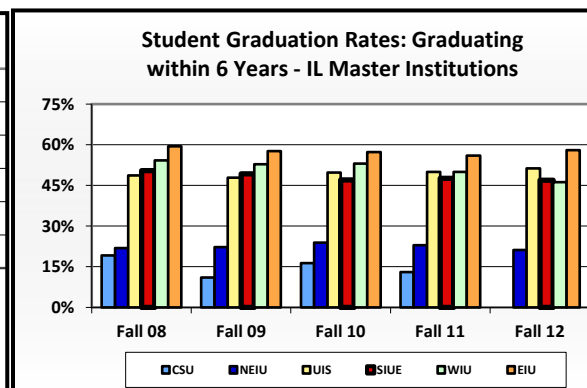
master's in healthcare informatics program was ranked 6<sup>th</sup> nationally by intelligent.com in its 2020 Best Online Master's in Healthcare Informatics Programs. The exercise science program, which is housed in the Department of Applied Health was also ranked third among the best sports medicine degree programs in the same ranking.

**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. The University continues its success in our programs in health-related disciplines, including Nursing, Pharmacy and Dental Medicine and continues to support our programs, creating synergies in the health sciences, while expanding our capacity to serve our students and the needs of our region. The institution continues to work to identify new opportunities and programs that can better meet the changing needs of students, employers, and external stakeholders, including corporate partnerships and alternative ways to recruit and attract diverse students. SIUE continues to seek ways to meet the needs of our immediate region while offering top quality, in-demand programs. For example, the graduate program in Criminal Justice which was identified as a needed program in SIUE's area, has now increased by over 40% in one year. In the School of Nursing, the RN to BS has seen over 250% increase since Fall 2014 (Fall 2014 = 149 enrolled, Fall 2019 = 532) and the doctorate program now has an additional specialization in Psychiatric Mental Health Nurse Practitioner, which will help fill another pressing nursing professional need in the region. The School also celebrated a historic milestone in fall 2019 when its enrollment reached an all-time high with 1,778 students. While our geographic location and affordability have been key factors contributing to the growth of the program, the increasing number of students create additional demands for resources, including physical space, equipment and additional faculty to maintain the quality of education while meeting the growing needs of the region. The new \$105 million Health Science Building will be a key component to our sustained growth, but availability of faculty lines will remain a challenge.

Additionally, 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, including fully online programs that will meet the educational needs of the 400,000 Metro-east residents who have some college credits, but no degree, and are looking for flexible ways to earn university credentials and grow professionally.



SOURCE: SIUE FACT BOOK 2019-2020



SOURCE: IPEDS

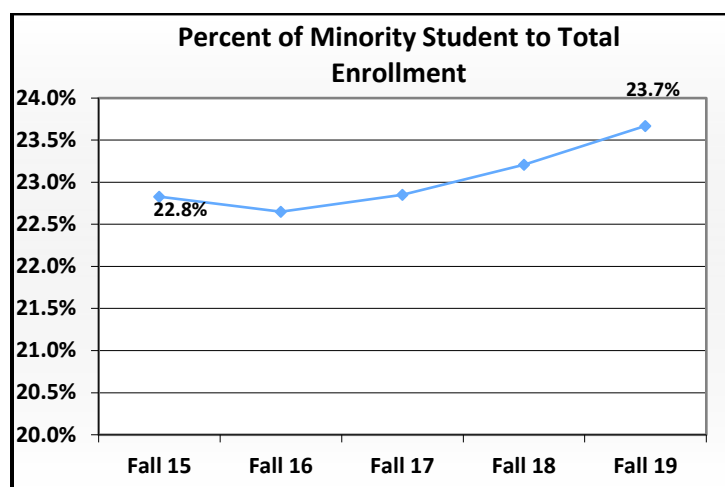
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**SUCCESS:** Improving graduation rates and enhancing retention efforts remain priorities for SIUE. SIUE has identified increasing six-year graduation rates as a key performance indicator for the University. Beginning with the fall 2006 cohort, SIUE has the third highest graduation rate among Illinois master's institutions. The six-year graduation rate for first-time, full-time freshmen was 48.5% as of fall 2019. Although not presented in the above charts, SIUE's four-year graduation rate for sophomore transfer students was 59%. Given the number of transfer students SIUE serves, this rate is also a key metric for SIUE to monitor. The previous strategic plan identified a 60% six-year graduation rate target for transfer students by 2018. The new strategic plan, which is currently at the stage of setting benchmarks for key metrics, has also included transfer students' graduation rates.

**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'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. The Office of Student Retention and Success has made a number of interventions and will continue to monitor the impact of these programs. The office has expanded the 5th Week Freshman Assessment, increased tutoring services, and increased campus-wide programming to support students. Additionally, this group adopted a caseload approach for academic advisors and implemented Starfish Retention software for student support services specialists, including academic advisors. The move to caseload advising has allowed advisors throughout campus to work with faculty as retention advocates in early warning and communication efforts.

The SIUE's Summer Success Program which is intended to help first-generation students in their transition from high school to college continues to support our students, who count on this program for their success, network and educational development. In the Summer of 2019, 24 students completed the 5-week program as they began their academic journey at SIUE. SIUE has also expanded the Honors Program which now aims to offer equitable access and opportunities for underrepresented students to explore what the program has to offer. 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.



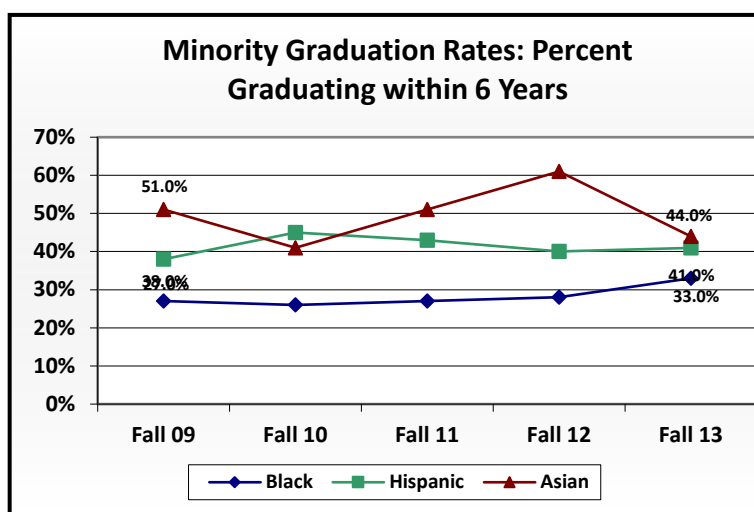
SOURCE: SIUE FACT BOOK 2019-2020

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**SUCCESS:** In 2000, 18.6% of the SIUE student body was made up of minority students; in 2019 the percentage rose to 23.7. Since 2008, SIUE has increased its percentage of under-represented 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 recently joined a select group of only 33 institutions that have earned the distinction of receiving the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine for seven consecutive years.

**CHALLENGE:** Although SIUE has increased representation of students from historically underrepresented racial and ethnic backgrounds at the University as a whole, SIUE remains committed to broadening representation in STEM disciplines – an area where SIUE has not seen the same gains for underrepresented minority students. In response to this challenge, we invited Dr. David Laude, Distinguished Teaching Professor in the Department of Chemistry at the University of Texas (UT) Austin to campus in Fall 2018. Dr. Laude has been at the forefront of hybrid course design and spearheaded a successful drive to reduce non-passing rates for first generation, low-income, and minority students in large STEM gateway courses at UT Austin. Applying some of the best practices from Dr. Laude's effort—smaller class sizes, peer mentors and hybrid instruction--in Fall 2019, we launched a similar initiative to address equity gaps in our STEM and health sciences gateway courses—Teaching for Inclusive Excellence in STEM (TIES). Current participants include the Department of Chemistry and the Department of Biological Sciences. To support the expansion of this initiative, an institutional team submitted a pre-proposal for a *Howard Hughes Medical Institute (HHMI) Inclusive Excellence grant*, in January 2020. Our pre-proposal was successful, and we have been invited to submit a full proposal. If awarded, we will use the 5-year, \$1,000,000 grant to increase support for those students who belong to groups underrepresented in science. Additionally, the STEM Center piloted the first year of the Community Impact Fellow Program, a competitive fellowship open to tenure-track and tenured SIUE faculty. The Fellowship supports faculty to leverage their existing and active research program to area learners in southwest Illinois. The first year of the program provided funds for faculty to offer a free environmental science summer research academy to high school students, a teacher workshop in mechatronic and robotics, and a STEM and social studies curriculum development experience for in-service teachers. This opportunity increases the University's visibility as a community-focused educational hub for diverse students who are looking for STEM careers and educational programs.



SOURCE: SIUE FACTBOOK 2019-2020



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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 three cohorts. These rates are lower than SIUE's targets and the overall rate for the University. The enrollment and graduation rate for Hispanic students has fluctuated significantly over time. The rate for Hispanic students hit a low for the five-year period with the fall '07 cohort but has increased since then.

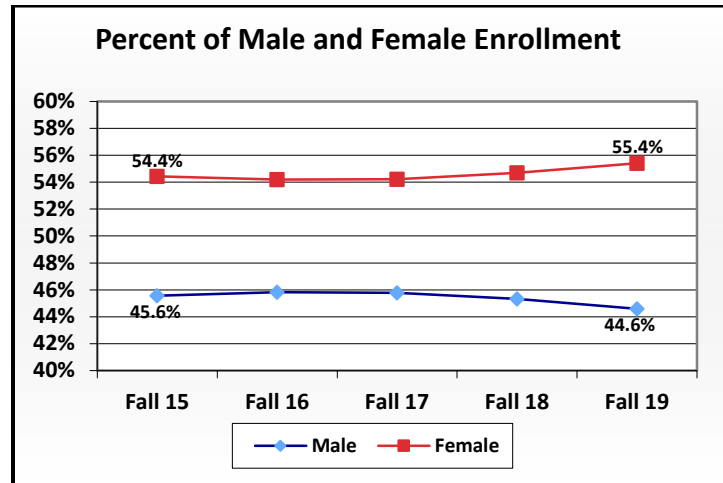
Academic Affairs will work to improve these rates and continues to partner with Student Affairs to develop plans to address student success for these groups. In Fall 2019, Student Affairs and Academic Affairs piloted a new program, Scholarly Connections and Rewarding Engagements (SCoRE) to increase access and participation in high-impact practices, particularly for students from racial and ethnic minority groups. High-Impact Practices are recognized for their positive impact on retention and learning outcomes for students across many backgrounds. During its pilot year, the SCoRE program engaged 125 first-year students from underrepresented groups in experiential learning activities. Another program currently being developed by way of an Academic Affairs and Student Affairs partnership is Reigning Innovative Scholars of Excellence (RISE). RISE is a comprehensive academic program to promote the social and academic integration of Black males into SIUE.

SIUE is also engaged in developing external proposals for TRIO Student Support Services grants to support and expand our Pre-Collegiate and Summer Success programs. The SIUE Pre-Collegiate Program currently offers resources critical for college preparedness underrepresented students at two sites: Collinsville High School and East St Louis Charter High School. The Pre-Collegiate Program offers the following support for students: on-site visits to high schools for tutoring services; funded visits to campus; FAFSA completion support; college orientation; and other supplemental programs. Students participating in the Pre-Collegiate Program are excellent candidates for our Summer Success Program. The SIUE Summer Success Program is a five-week program, open to a select cohort of newly admitted first-year students who have identified as first generation and/or low-income students. Program participants have the potential to take up to two (2) college courses for a total of six (6) college credit hours at no charge. The three major components of the SIUE Summer Success Program include academics, campus resources and social development and connects students to essential SIUE campus resources including financial aid, counseling and health services, Academic Advancement Center, Career Development Center, Center for Student Diversity and Inclusion, and other essential campus constituents. Students receive ongoing personal, academic, and career advising after the completion of the Summer Success Program.

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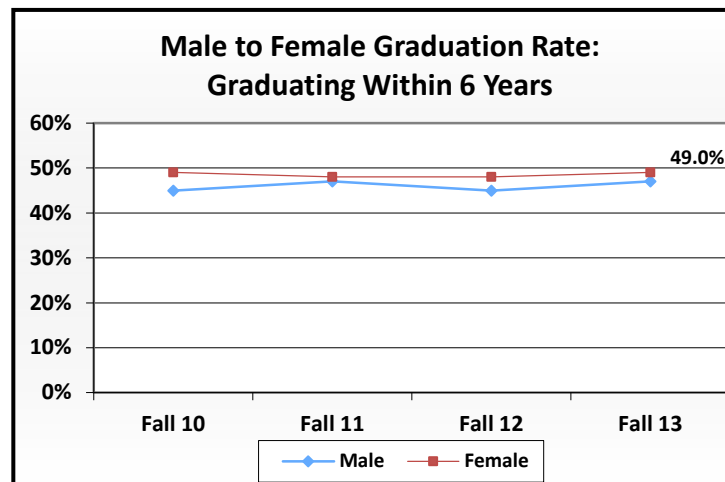
In June 2020, SIUE launched an Anti-Racism Taskforce. One of the Taskforce's subcommittees made specific recommendations for augmenting support for Black and other underrepresented minority students at SIUE. We will implement those recommendations over the course of the coming year in support of our goal to increase the graduation rate and to secure similar outcomes across all groups.



SOURCE: SIUE FACT BOOK 2019-2020

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



SOURCE: SIUE FACT BOOK 2019-2020

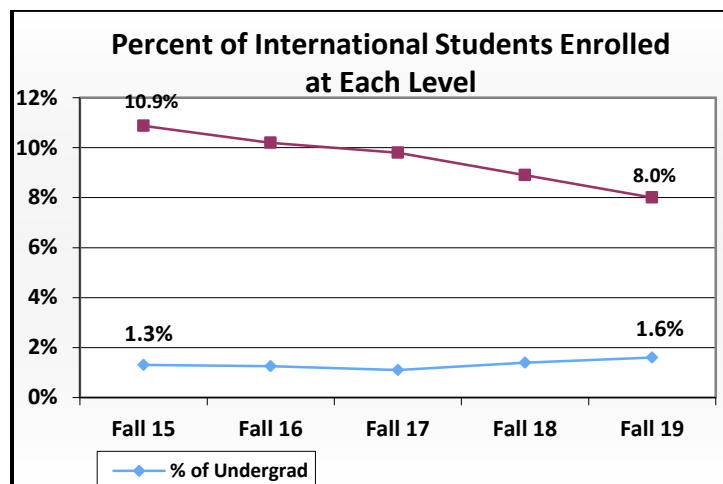
**SUCCESS:** SIUE has similar graduation rates for male and female undergraduate students. These rates have remained fairly constant for both women and men in the last five years with differences occurring occasionally.

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**CHALLENGE:** As mentioned previously, raising the graduation rate for all students remains a commitment and a goal in the newly updated strategic plan. 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. Each step may contribute, in some small way, to long-term improvements in the graduation rate and a reduction of time to degree. It is also our hope that the University's current record of increasing retention rates can also potentially lead to an increase in the graduation rate.



SOURCE: SIUE FACT BOOK 2019-2020

**SUCCESS:** SIUE has revitalized internationalization efforts and has increased the number of international partnerships. Recently, the Office of Admissions added recruiters who specialize in international recruitment, particularly for graduate programs. International students comprised 8.0 % of fall 2019 graduate enrollment. International enrollment has remained relatively steady, near the 1% level, for undergraduates. While we acknowledge the challenges of the COVID-19 global pandemic and the difficult circumstances it has created for international students, we remain firmly committed to increasing our international student enrollment by creating flexible and attractive academic options. As one example of such efforts, in January the University piloted an Intensive English Program (IEP), to be fully implemented in the beginning of the fall 2020 semester. IEP is a pre-university English language program designed for international students to complete in one or two semesters before starting their degree coursework.

**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. The complexities surrounding the issuing of student visas and the immigration rules that guide international students' ability to pursue studies in the United States have become more and more challenging in recent times. We remain committed to increasing our collaborations with international partner institutions to offer flexible and high-quality options for our international students and will continue to pursue available avenues to assist our current students who need to complete their studies as well as new students who choose SIUE as their place of study.

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## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

### High-Impact Educational Practices\*

Activities FY 2019	Number of Courses/Experiences	Number of Students
Internships for academic credit	21	416
Undergraduate research	75	1,964
Learning Communities	44	1308
Study Abroad	99	199**
Service Learning	28	2,300

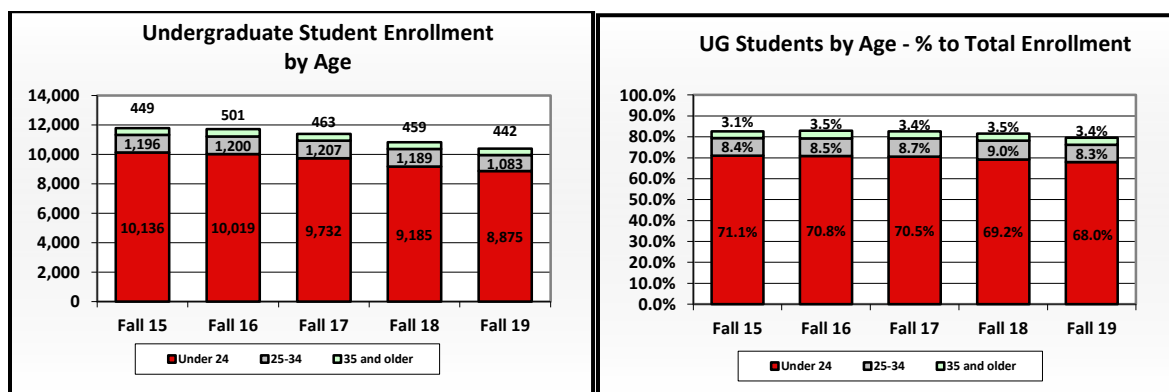
**SUCCESS:** Every senior student is required to complete a Senior Assignment in a discipline. Two of SIUE's most successful high-impact educational practices (HIPs) are the Senior Research Assignment and the Undergraduate Research and Creative Activities (URCA) programs. These programs in particular have been identified by the Association of American Colleges and Universities to be a case study for the Liberal Education and America's Promise (LEAP) Challenge. The LEAP Challenge recognizes institutions that promote Signature Work for all students. The URCA program pairs undergraduate students with faculty mentors as either Assistants (who work on faculty identified scholarly and creative activities) or Associates (who design their own projects with a faculty mentor).

**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. Additionally, the University continues to successfully engage with local community partners through the Successful Community Collaborative. In 2019-2020 our partnership with the City of Edwardsville focused on promoting natural conservation strategies and pro-environmental behaviors, develop a conceptual design and management strategy for a new sports complex and improve parking in downtown Edwardsville.

*\*This table doesn't include High Impact Practices in the School of Nursing and Pharmacy, which include clinical and practicum hours, totaling 2,129 hours.*

*\*\*Study abroad courses in the Spring 2020 were impacted by the COVID-19 pandemics.*

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



SOURCE: SIUE FACT BOOK 2019-2020

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### **SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**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. In the Fall of 2019, SIUE began planning for developing online degree completion options in strategic areas, to meet the need of more than 400,000 Metro-east residents with some college credits, but no completed degree. This effort also included working to increase degree completion opportunities through the Bachelor in Integrative Studies degree and other academic programs. Additionally, we expanded the Liberal Studies degree for Medical Lab Technicians, offering a variety of interdisciplinary courses specifically designed to help students learn and apply competencies relevant to increasing professionalism and 21<sup>st</sup> century skill development.

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.

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:

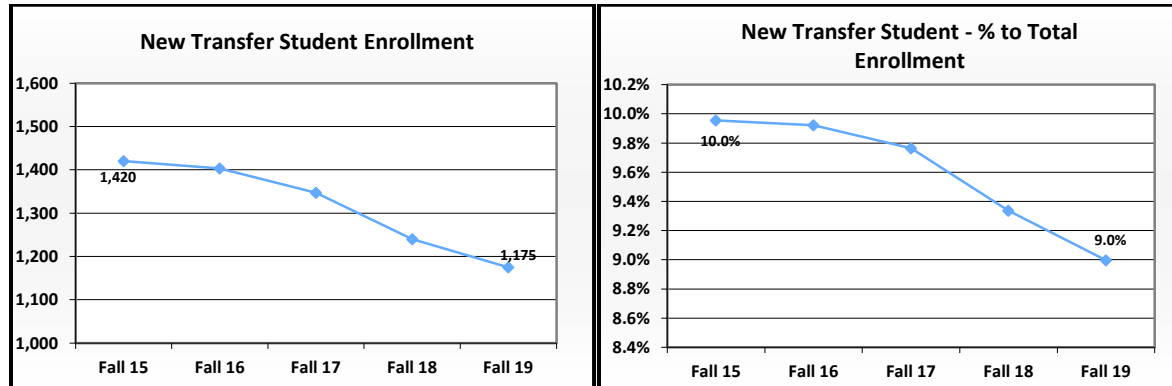
- The Offices of Student Affairs and Academic Affairs have collaborated on the creation of the Military and Veteran Resource Center (MAVRC)
- Maintained corporate partnerships with BJC, SSM, HSHS, Clay County Hospital, and Baptist Health (Madisonville and Paducah)
- Expanded corporate partnerships or 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
- Partnered with Gateway and BJC for corporate partnership for Bachelor of Liberal Studies to serve practicing medical laboratory technicians a pathway to advance to medical laboratory specialist (MLS)
- Partnered with Madison CUSD 12 to prepare teacher mentors and elevate student outcomes
- 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
- SIUE Educational Outreach Artisan Bread series was recognized by LERN.org as course of the year
- Created a new Integrative Studies track to facilitate degree completion for nontraditional students
- Issued approximately 2,583 Continuing Education Units (CEU's) for the 2019-2020 fiscal year

**CHALLENGE:** In order to fulfill this recommendation effectively, SIUE will continue to enhance academic programming that will appeal to non-traditionally aged students and those who are interested in degree completion. The University is currently surveying all its adult students to learn more about their experiences and need to expand services and programs. New programs are being developed, for example, through the Bachelor's in Integrative Studies and the Master's in Criminal Justice, to reach more online students and to assist adult students with degree completion options. To address the latter point, the

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University has added online degree completion in four academic areas, including Business, Integrative Studies with concentration on Leadership in Business and Organizations, Criminal Justice and Applied Communication Studies-Public Relations. Additionally, the University is partnering with the Leadership Council Southwestern Illinois to identify credit and noncredit opportunities for development of educational programming for regional and national corporations.



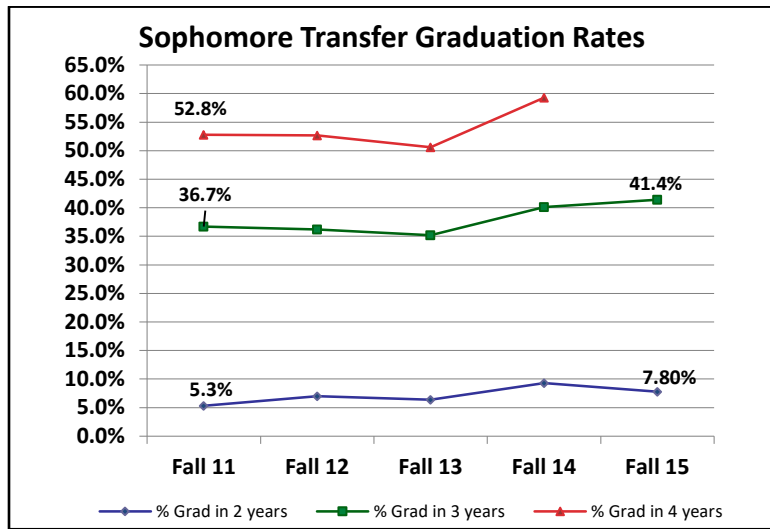
SOURCE: SIUE FACT BOOK 2019-2020

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

**CHALLENGE:** The sophomore transfer graduation rate (3 and 4 year) has held relatively steady with a slight increase over time. These numbers still lag behind 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. This becomes even more challenging when factoring in the state-wide decline in transfer students. According to the fall 2020 ICCB report, community college headcount enrollment across the state is down 13.7% (37,204 students) compared to last year and down 23 % (70,041 students) since 2016. Nationally, data demonstrates that the overall transfer enrollment is down 4.7 percent from last fall. SIUE will continue to explore the 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

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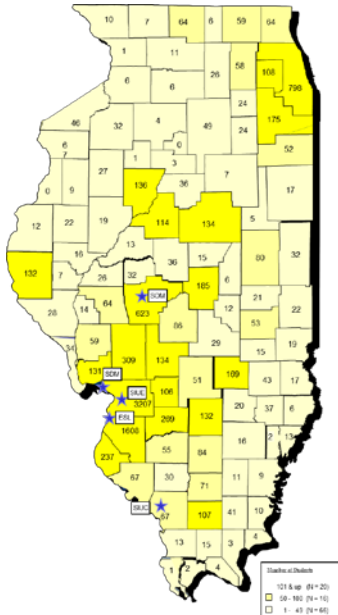
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SOURCE: SIUE FACT BOOK 2019-2020

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

Source: SIUE Fact Book  
2019-2020



Adams	125	Ford	3	Livingston	9	Randolph	75
Alexander	2	Franklin	65	Logan	28	Richland	28
Bond	116	Fulton	14	Macon	174	Rock Island	38
Boone	6	Gallatin	4	Macoupin	319	Saline	32
Brown	12	Greene	55	Madison	3,246	Sangamon	653
Bureau	4	Grundy	20	Marion	105	Schuyler	19
Calhoun	26	Hamilton	13	Marshall	0	Scott	11
Carroll	1	Hancock	14	Mason	24	Shelby	31
Cass	22	Hardin	6	Massac	4	St Clair	1,576
Champaign	94	Henderson	0	McDonough	20	Stark	1
Christian	86	Henry	23	McHenry	65	Stephenson	7
Clark	22	Iroquois	14	McLean	126	Tazewell	118
Clay	19	Jackson	71	Menard	36	Union	16
Clinton	254	Jasper	44	Mercer	7	Vermilion	28
Coles	52	Jefferson	82	Monroe	244	Wabash	8
Cook	706	Jersey	135	Montgomery	124	Warren	5
Crawford	12	Jo Daviess	9	Morgan	47	Washington	51
Cumberland	11	Johnson	19	Moultrie	17	Wayne	16
DeKalb	28	Kane	49	Ogle	16	White	9
DeWitt	19	Kankakee	39	Peoria	151	Whiteside	6
Douglas	15	Kendall	21	Perry	28	Will	170
DuPage	98	Knox	27	Piatt	7	Williamson	101
Edgar	21	Lake	64	Pike	18	Winnebago	51
Edwards	4	LaSalle	50	Pope	4	Woodford	33
Effingham	171	Lawrence	12	Pulaski	2		
Fayette	50	Lee	3	Putnam	1	<b>TOTAL</b>	<b>10,730</b>



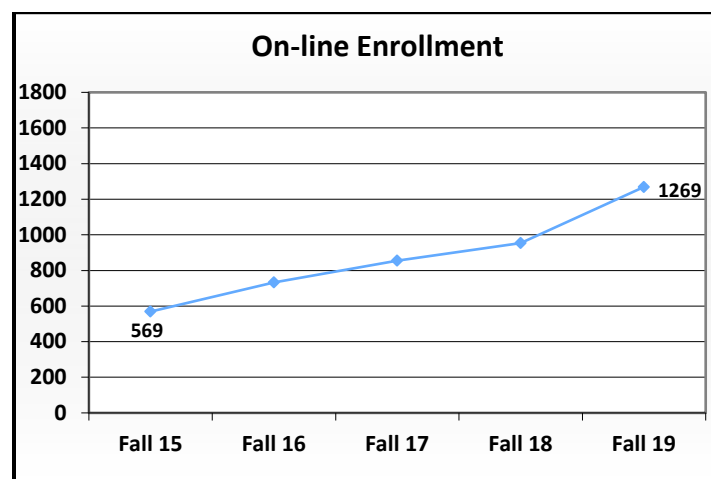
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**SUCCESS:** SIUE has expanded its reach over the years, and the table above demonstrates the University's ability to appeal to a wide variety of students throughout the state. Although SIUE continues to serve the southwestern region, it draws students 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, online, video, hybrid, or other non-traditional delivery modes, SIUE is increasing the capacity of the University to serve students throughout the state by maximizing the potential of these alternative modalities. With this in mind, SIUE is providing more non-traditional credit courses and programs. Current accomplishments include:

- A 3-week winter session consisting of all online courses;
- Continued growth of the online MBA program, which graduated its first class in December 2019; Online website to highlight programs that may be completed entirely online;
- Investigating possible bachelor's degree completion options at local community colleges;
- Established an Office of Online Student Services to provide support for academic units that have undergone strategic preparation to expand accessibility to programs in Applied Communication Studies – Public Relations Track, Business Administration, Criminal Justice Studies and Integrative Studies – Emphasis on Leadership in Organizations, to be launched in Fall 2020 as part of the online degree completion offerings at SIUE;
- An increase in enrollment in off-campus offerings with 661 courses representing 10,709 enrollments in 2015, 872 courses and 15,873 enrollments in 2016, 1,044 courses and 18,905 enrollments in 2017, 1,139 courses and 20,270 enrollments in 2018 and 1,230 courses and 21,062 enrollments in 2019.
- Partnering with the School of Engineering to offer on-site corporate classes with Boeing;
- Supporting the College of Arts and Sciences in development of online courses suited to help online RN to BS students complete general education requirements.
- Continued training for online course delivery and pedagogical development for the faculty offered by the Center for Faculty Development and Innovation and by Instructional Design and Learning Technology.



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.



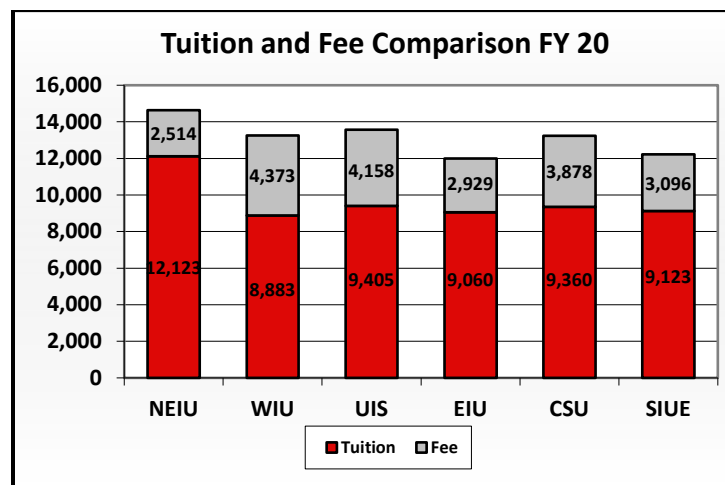
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**CHALLENGE:** Although SIUE's campus planning activity, New REALITY, raised awareness of the challenges of the changing landscape of higher education and emphasized the need for innovation, there is much work to be done. SIUE has not fully maximized 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 is working towards applying the logic of competency-based educational programming to select courses. SIUE has 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 continues 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. Those include the offering of online degree completion programs as well as competency-based educational credentials, such as digital badges, both of which have already begun in terms of planning and prioritization. To ensure that our online offerings in these areas meet the highest standard of quality in online education and SIUE is compliant with existing and emerging state and federal authorization mandates, as well as regulations regarding professional licensure, in Fall 2019 the University hired a manager of federal, state and licensure compliance in the Office of Educational Outreach. Success in these areas will help the University better serve non-traditional students, promote degree completion, and meet military/veteran students' needs.

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

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



SOURCE: IBHE

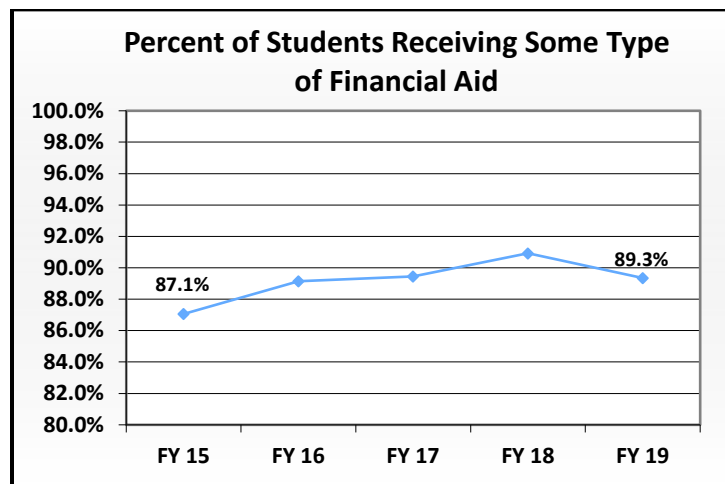
**SUCCESS:** SIUE continues to offer students an affordable option for a public education in Illinois. The University's mandatory tuition and fees remain among the lowest in the state. Although SIUE faces financial challenges given the declining state appropriation, it has remained student-centered. In fall 2018, more than 80% of student credit hours were taught by full-time faculty, and 46% of those faculty were tenured or on the tenure track. In FY 19, SIUE also offered institutional grants and scholarships to 4,958 students. We remain committed to access and opportunities for state of Illinois residents and beyond. According to [AffordableSchools.net](https://affordableschools.net), SIUE is among the [top five most affordable](https://affordableschools.net) bachelor's in anthropology degree programs, nationally and our Master's in Healthcare Informatics was also ranked in 6<sup>th</sup> place as most affordable. SIUE's online Nurse Educator program was ranked #1 in Illinois and #5

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### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

nationally for affordability, according to affordable schools' list of the best affordable masters of nursing education online degrees in 2019.

**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. The University finds itself in a highly competitive environment without increasing discount rates. 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 2<sup>nd</sup> 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.



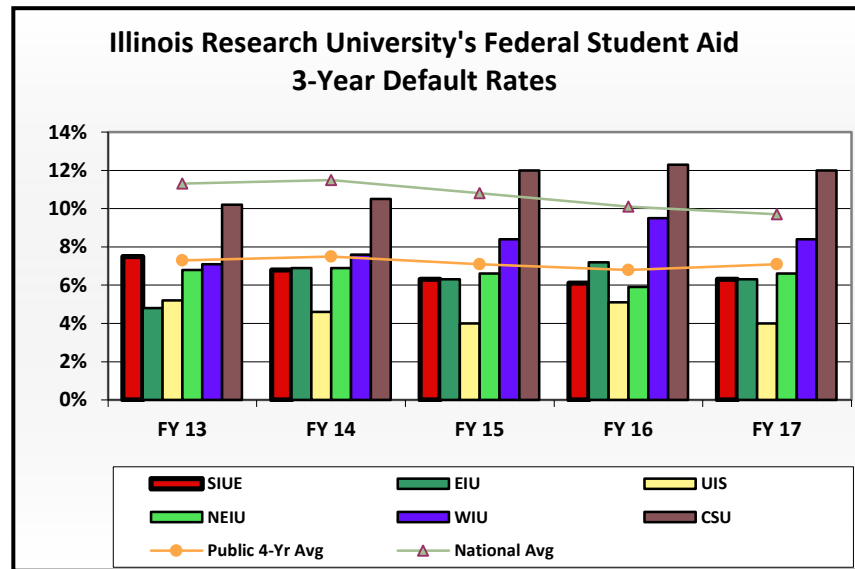
SOURCE: SIUE FACT BOOK 2019-2020

**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 2019, 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. Since FY 2013-14, the University significantly expanded institutional scholarship commitments which have been maintained through this year and will remain necessary investments in an increasingly competitive recruitment environment.

**CHALLENGE:** SIUE's six-year graduation rate for new freshman cohorts who received federal Pell Grants was 35% for the fall 2010 and fall 2011 cohorts and then increased to 37% for the 2012 and 2013

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

cohorts compared to 47% and 49% for the general student body. 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.



SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE

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

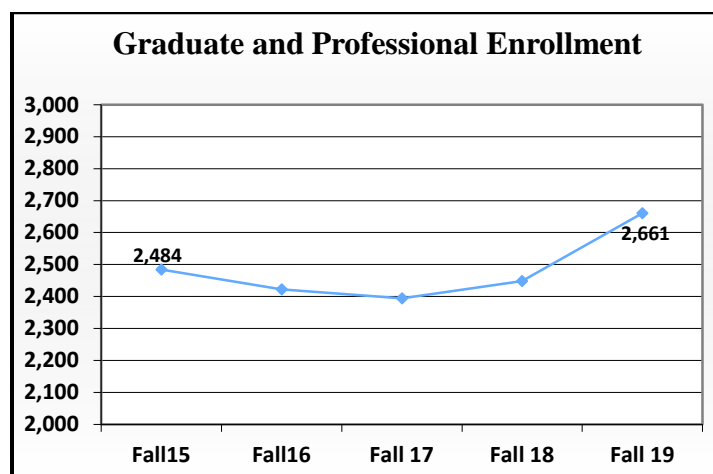
**CHALLENGE:** Higher education is increasingly expensive. SIUE will continue to work to assure that the public understands the true cost of attending the University while devoting attention to increasing retention and graduation rates, and to facilitating employment through relevant academic programming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

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## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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

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



SOURCE: SIUE FACT BOOK 2019-2020

### 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
2019	NA	NA	86%	89.7%	98.7%
2018	*	*	94.3%	91.4%	93.9%
2017	88%	88.5%	100%	90.8%	90.4%
2016	91%	94%	91%	91%	75.5%
2015	96%	96%	94%	92%	84.0%
2014	94%	95.9%	91%	92%	85.4%

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

#### School of Nursing National Council Licensure Examination (NCLEX)

Year	SIUE % Score	National Score
2019	94%	88%
2018	91%	88%
2017	81%	87%
2016	75%	84%
2015	77%	85%
2014	75%	82%

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

	NA	FNP	FNP-ANCC	FNP-AANPCB
Year	SIUE % Score			
2019	86%	-	88%	100%
2018	90%	-	100%	82%
2017	**	94%	-	-
2016	90%	100%	-	-
2015	100%	96%	-	-
2014	100%	100%	-	-

#### School of Pharmacy (SOP)

	North American Pharmacist Licensure Examination			
	SOP Pass Rate	National Pass Rate		
2019	96%	88%		
2018	97%	89%		
2017	93%	88%		
2016	92%	86%		
2015	97%	94%		
2014	92%	95%		

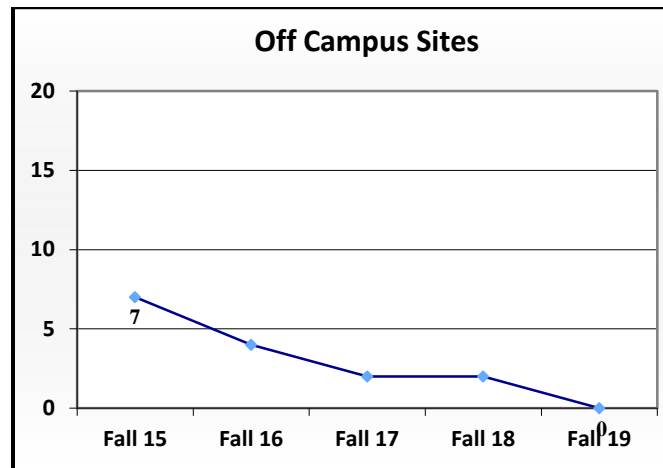
**SUCCESS:** SIUE continues to offer a wide array of academic programs that support critical needs in the region. Moreover, SIUE is growing academic partnerships with corporate partners to serve people seeking additional academic credentials and certifications. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams and as the results in the tables above demonstrate, our students continue to excel in licensure examination performance. For example, the School of Pharmacy's 2019 North American Pharmacist Licensure Examination® (NAPLEX) board pass rate was 95.83 percent, which was No. 1 in both Illinois and Missouri, and ranked in the top 20 nationally among 135 pharmacy schools. Other Illinois programs had 2019 pass rates ranging from 50.77% to 87.73%. When all 11 graduating classes (2009-2019) are combined, SIUE's 95.85 percent first attempt board pass rate again ranks No. 1 among the eight programs in Illinois and Missouri. Similarly, our first-time exam takers in the School of Nursing Family Nurse Practitioners had a record-breaking rate of 100% success at the FNP-AANPCB exam, a testimony to the hard work of the nursing faculty and students and the quality of education at SIUE.

**CHALLENGE:** While graduate enrollments have been declining in recent years, the last two years saw a notable increase in the number of new graduate students, by 688 and 795 in 2018 and 2019, respectively. This success can be credited to SIUE's expanded graduate recruitment efforts and continued effort to build interdisciplinary and timely programming to support the needs of regional stakeholders. Examples of such program include the launch of the fully online and flex MBA program as well as the online and hybrid Doctorate in Nurse Practitioner. As a result of these efforts, in Fall of 2019, graduate enrollment in the SIUE School of Business jumped 106% (182 students). Additionally, the planned launch of the online degree completion programs is expected to enrich the post-secondary educational opportunities which the University offers to enhance career advancement opportunities in the Metro East region.

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



SOURCE: HIGHER LEARNING COMMISSION

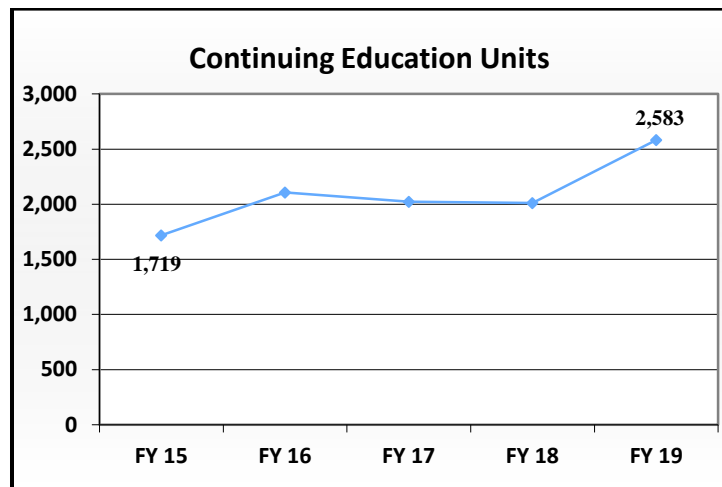
**SUCCESS:** While SIUE continues to maintain and enhance relationships with corporate partners such as Barnes Jewish Hospitals, HSHS, and SSM, and with additional nearby partners such as Boeing, some of the previous need for off-campus locations for face-to-face interactions has declined. The University 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 and flexible academic degree offerings, including the planned launch of four degree completion programs in Fall 2020 while continuing to explore additional programs that can be added to the list based on labor demands in the region.

**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. 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.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



SOURCE: SIUE EDUCATIONAL OUTREACH DEPT.

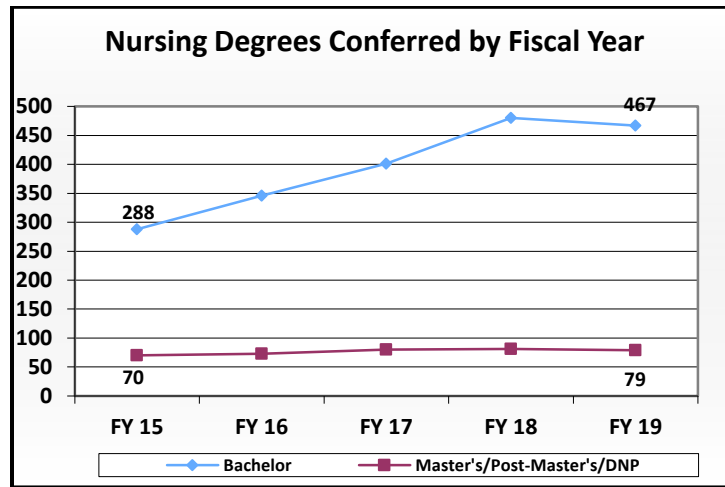
**SUCCESS:** The Office of Educational Outreach has maintained programming for adults in the region through continuing education and professional development programming. Currently, almost 2,600 units are offered.

**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 and has developed and is currently offering six digital badges in collaboration with the STEM Center and is working on expanding options in critical areas of demand. We are continuing efforts to align existing curriculum with in-demand competency-based credentials in consultation with partners in the local workforce agencies and employers in order to launch an innovative series of digital badges, leading to industry-aligned qualifications in high-demand jobs such as quality assurance, and chemical and food science technicians. These digital badges will be critical in closing the perceived gap between the skills sought by employers and those possessed by candidates entering the workforce. 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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### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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



SOURCE: SIUE FACT BOOK ANNEX - IPEDS AND IBHE REPORTS

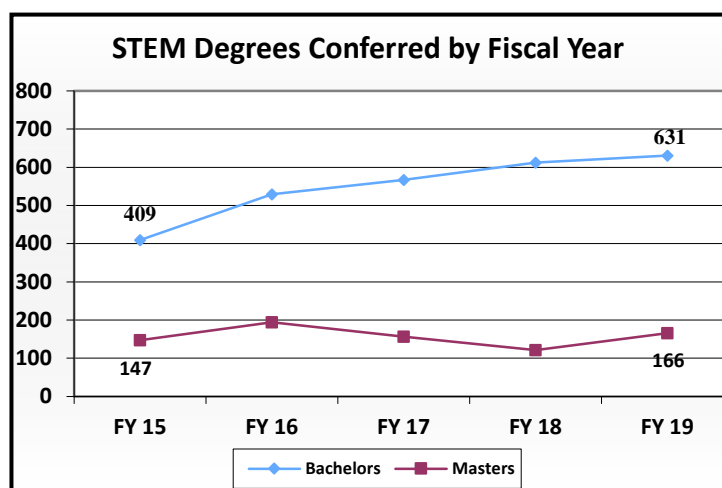
**SUCCESS:** SIUE offers a unique array of programs to meet the needs of the region. In FY 2019, it awarded degrees in 45 undergraduate and 68 graduate and professional practice programs. The School of Nursing graduated 546 (undergraduate and graduate) students in FY 2019. The School of Nursing undergraduate programs grew dramatically between 2012-2019; the graduate program continued to grow enrollment during this time, as well, which results in a record enrollment of 1,778 students.

**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. Additionally, recent visits by the SIUE Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Dean and the Associate Dean of the School of Nursing added new efforts to strengthen and co-brand program pathways utilizing the RN to BS and accelerated graduate program options. Some of the visited colleges include Southeastern Illinois College, Shawnee College, Rend Lake College, SWIC, Kaskaskia and John A. Logan College. Additionally, we launched the Accelerated Undergraduate to Graduate Nursing Option (AUGNO) in fall 2019. Students meeting graduate school admission criteria may apply to one of three programs: HCNA, NE or FNP-DNP tracks. With these new programs, however, the University will face some financial challenges in meeting this expansion.



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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 2%, respectively. The School of Dental Medicine graduated 58 students in FY 2019 and continues to demonstrate excellent student learning outcomes, recognized by its successful re-accreditation in 2019. Moreover, the School of Pharmacy graduated 76 students in FY 2019. 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 has grown to 58 in fall 2019. The Master of Science in Integrative Studies was approved by the Illinois Board of Higher Education in June 2015 and enrolled 10 students by fall 2016. In fall 2017, 24 students enrolled in the program 32 students fall 2018 and 30 in Fall 19. 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 2019, the School of Education, Health, and Human Behavior had 39 students in the undergraduate special education program and the graduate program in special education enrolled 14 students. In the summer of 2020, The School of Education, Health and Human Behavior began offering classes towards The Master of Arts in Teaching (MAT), which allows students who have an undergraduate degree in areas other than education the opportunity to earn a master's degree, as well as gain certification to teach special education in grades K-12. Students can earn state licensure and a master's degree in just two years.

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

**CHALLENGE:** SIUE is committed to increasing the number of formal community college partnerships for 2+2 programming and curricular alignment. Currently, the University has expanded development of 2+2 agreements, especially within the School of Engineering, and has surpassed the 2018 key

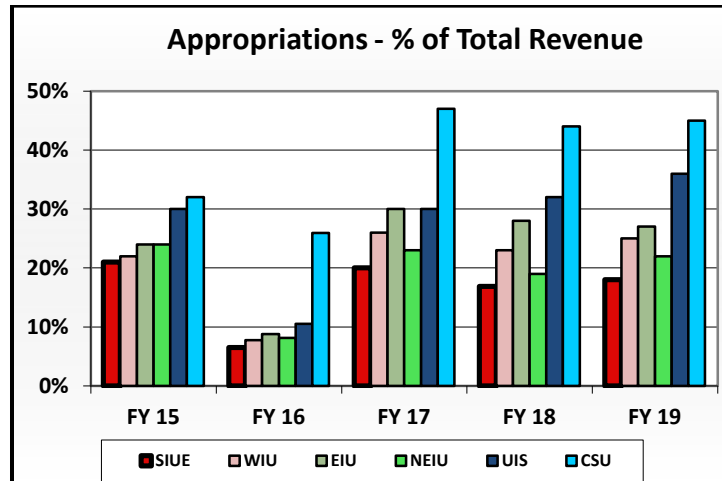
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performance indicator in the strategic plan. SIUE also has a significant opportunity to broaden participation and strengthen instructional practices in STEM.

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

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

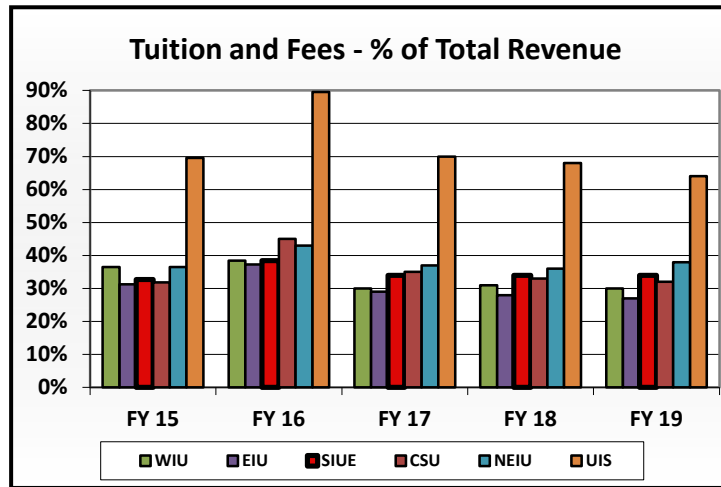


SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

**SUCCESS:** SIUE's state appropriation as a percentage of total revenue is among the lowest of its IBHE public peer institutions in the state. Given SIUE's cost to students and these appropriation levels, the data suggest that SIUE has been able to rely on efficiencies within the system in order to continue to fulfill its mission and goals. This is reflected in data from IBHE's Cost Study (most recent one in FY18) in which SIUE produces credit hours at 80% of the average state weighted credit/hour cost.

**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 additional creative ways to further enhance service delivery while keeping at the forefront its central mission to educate students of Illinois.

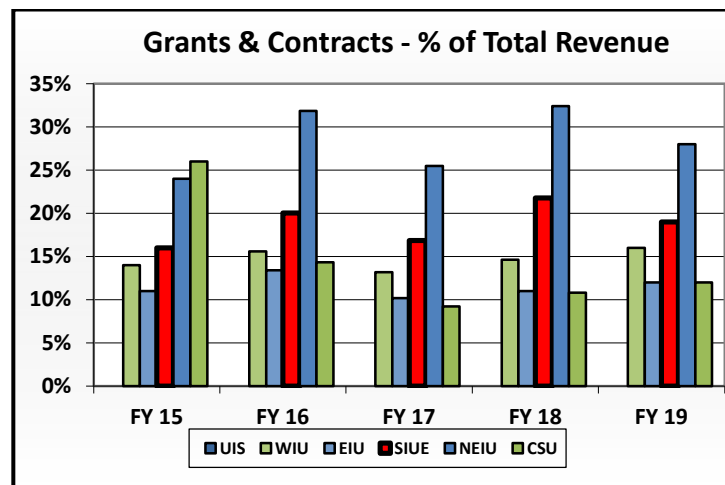
## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



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

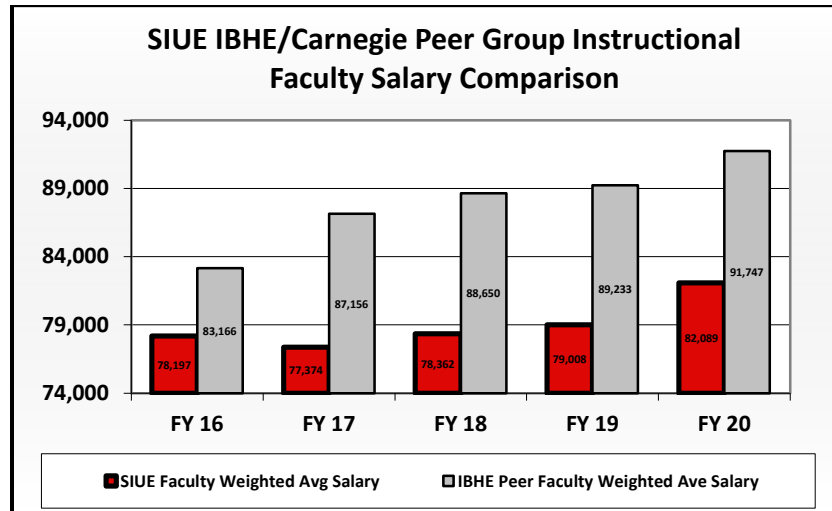
**SUCCESS:** In fiscal year 2019, SIUE received over \$ 61 million in grants and contracts for research, teaching, and public service, and student support initiatives from funding organizations such as National Institutes of Health, National Science Foundation, Department of Health and Human Services, and United States Environmental Protection Agency. With these efforts, SIUE has been in the middle of the pack among state peers in terms of grants and contracts as a percentage of total revenue. The University ranks first among all Emerging Research Institutions in the Midwest for research expenditures, according to the

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

**CHALLENGE:** Maintaining grant and contract revenue helps fulfill SIUE's academic vision, contributes to the intellectual vibrancy of the campus and serves the public good. The kinds of research and innovation that come through these awards would not be possible without external funding. SIUE's strategic plan calls for grants and contracts to be maintained at over \$43 million in awards annually by 2018. Additionally, the strategic plan calls for increases in the percentage of tenure-track faculty participating in externally-sponsored projects and the total number of awards received.

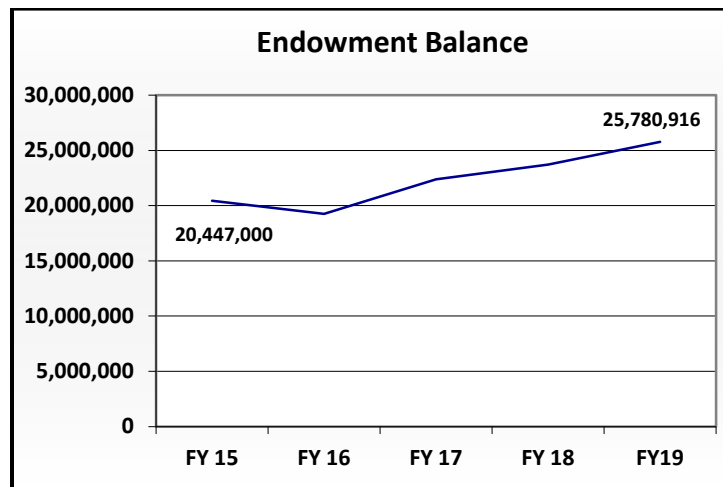


**SUCCESS:** SIUE has worked to manage its fiscal resources responsibly and efficiently to sustain its operations.

**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. In Fall 2019, the University reached a collective bargaining agreement with the Faculty Association's bargaining unit that included total faculty salary increases of \$4.77 million, of which \$3.22 million were set for across-the-board raises, plus \$1.2 million in equity raises, and \$350,000 toward fixing the issue of salary compression. In Fall 2019, the University implemented across-the-board 2.75 percent pay increase for all faculty and instructors. SIUE continues to find ways to hire high quality faculty by offering competitive salaries and start-up packages for incoming faculty.

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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 almost \$26 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 previous 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. As a result of its successful track in fundraising and growing annual giving from donors, the University has been able to complete important projects that directly contribute directly to increasing the quality, the reputation and the competitiveness of our existing programs. An illustrative example of this success includes the state-of-the-art Fowler Student Design Center (FSDC) at the School of Engineering, which was completed in October 2019. The FSDC was made possible by a generous \$1.25 million gift from the Fowler Family, combined with other contributions from major donors such as Ed Grady and Ralph Korte. Additionally, The Enterprise Holdings Foundation donated \$1.5 million to the School of Engineering. The three-year, \$500,000 annual contribution marks the SOE's largest gift to date, and further solidifies the SOE as a top tier institution cultivating academically and technically prepared talent. The donation will be used to support the renovation of the school's atrium into a collaborative student workspace.

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.

SUMMARY OF EXTERNAL AWARD ACTIVITY  
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

EXPENSES BY QUARTER

DEPARTMENT/UNIT-	Q1		
	FY18	FY19	FY20
CHANCELLOR, PROVOST, GRAD. SCHOOL	\$ 3,493,047	\$ 3,347,112	\$ 3,501,104
VICE CHANCELLOR FOR RESEARCH	\$ 637,461	\$ 827,298	\$ 875,239
STUDENT SERVICES	\$ 28,727	\$ 15,940	\$ 16,042
ADMINISTRATION	\$ -	\$ -	\$ -
AGRICULTURE	\$ 946,260	\$ 939,470	\$ 1,157,846
APPLIED SCIENCES AND ARTS	\$ 32,551	\$ 45,165	\$ 112,654
EDUCATION AND HUMAN SERVICES	\$ 3,385,805	\$ 2,896,670	\$ 2,658,761
ENGINEERING	\$ 399,622	\$ 549,258	\$ 723,821
LIBERAL ARTS	\$ 495,088	\$ 456,923	\$ 372,316
MASS COMMUNICATION AND ARTS	\$ 5,531	\$ 350	\$ -
SCIENCE	\$ 1,323,470	\$ 899,247	\$ 978,981
LAW	\$ 87,430	\$ 109,156	\$ 75,704
SCHOOL OF MEDICINE	\$ 571,041	\$ 530,703	\$ 594,612
TOTAL	\$ 11,406,033	\$ 10,617,292	\$ 11,067,080

DEPARTMENT/UNIT-	Q2		
	FY18	FY19	FY20
CHANCELLOR, PROVOST, GRAD. SCHOOL	\$ 2,020,516	\$ 2,319,363	\$ 2,987,122
VICE CHANCELLOR FOR RESEARCH	\$ 518,780	\$ 788,560	\$ 732,039
STUDENT SERVICES	\$ 7,045	\$ 485	\$ 607
ADMINISTRATION	\$ 158	\$ 2,350	\$ -
AGRICULTURE	\$ 614,065	\$ 755,181	\$ 908,746
APPLIED SCIENCES AND ARTS	\$ 6,273	\$ 23,226	\$ 13,690
EDUCATION AND HUMAN SERVICES	\$ 3,185,263	\$ 2,619,257	\$ 2,844,815
ENGINEERING	\$ 158,367	\$ 147,030	\$ 223,046
LIBERAL ARTS	\$ 288,382	\$ 405,394	\$ 366,448
MASS COMMUNICATION AND ARTS	\$ 2,389	\$ -	\$ -
SCIENCE	\$ 845,256	\$ 554,600	\$ 389,413
LAW	\$ 33,175	\$ (5,136)	\$ 39,964
SCHOOL OF MEDICINE	\$ 448,122	\$ 557,993	\$ 768,165
TOTAL	\$ 8,127,791	\$ 8,168,303	\$ 9,274,055

DEPARTMENT/UNIT-	Q3		
	FY18	FY19	FY20
CHANCELLOR, PROVOST, GRAD. SCHOOL	\$ 2,693,189	\$ 2,701,588	\$ 2,636,988
VICE CHANCELLOR FOR RESEARCH	\$ 627,747	\$ 870,091	\$ 778,947
STUDENT SERVICES	\$ 5,607	\$ -	\$ 2,057
ADMINISTRATION	\$ 563	\$ 806	\$ -
AGRICULTURE	\$ 617,883	\$ 696,247	\$ 506,419
APPLIED SCIENCES AND ARTS	\$ 20,608	\$ 33,241	\$ 4,626
EDUCATION AND HUMAN SERVICES	\$ 2,937,947	\$ 2,983,240	\$ 2,672,434
ENGINEERING	\$ 123,754	\$ 190,192	\$ 470,596
LIBERAL ARTS	\$ 345,036	\$ 327,363	\$ 353,422
MASS COMMUNICATION AND ARTS	\$ 10,481	\$ 3,350	\$ -
SCIENCE	\$ 807,555	\$ 661,234	\$ 730,084
LAW	\$ 31,704	\$ 68,903	\$ 43,792
SCHOOL OF MEDICINE	\$ 727,740	\$ 914,495	\$ 463,229
TOTAL	\$ 8,949,814	\$ 9,450,750	\$ 8,662,594

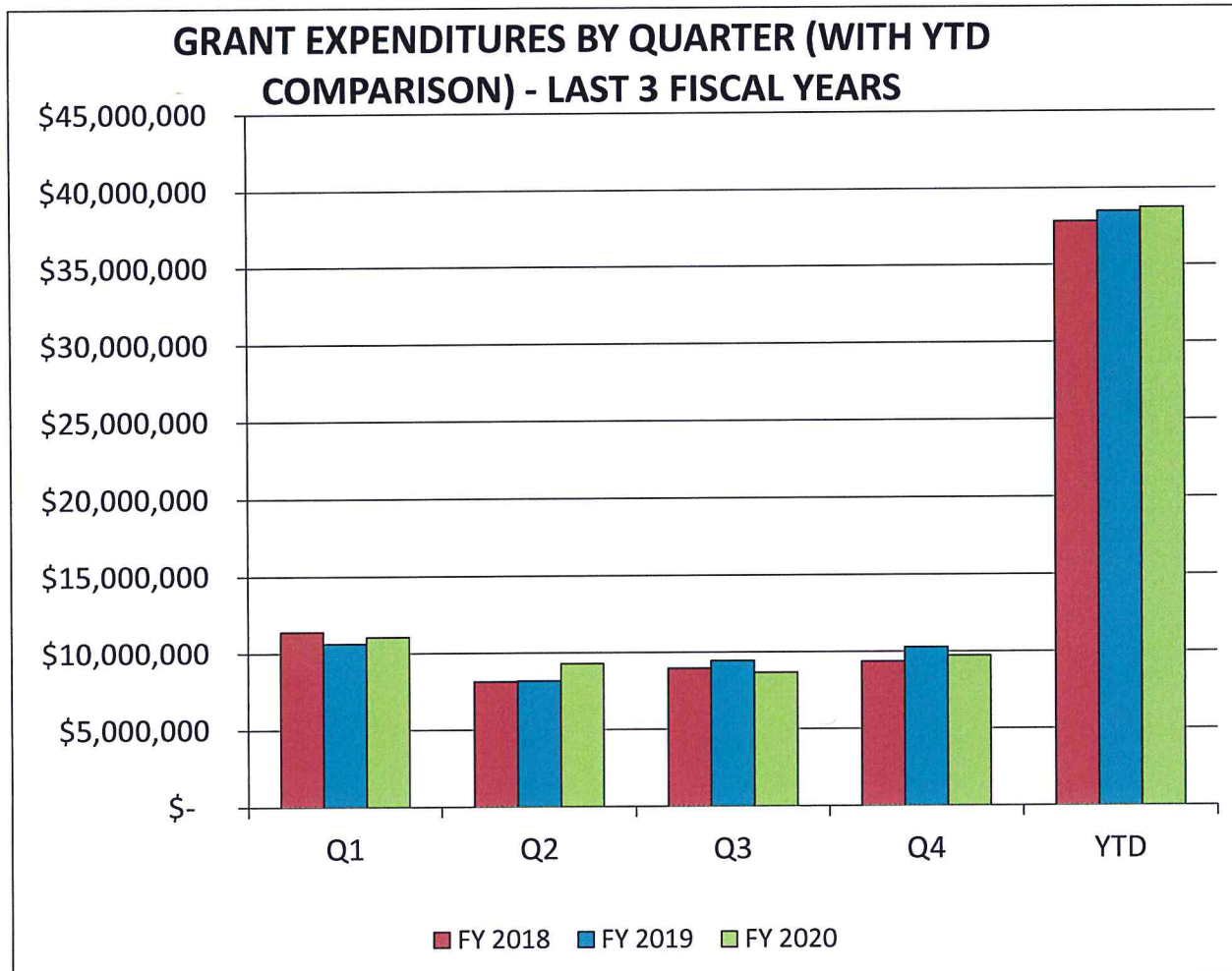
DEPARTMENT/UNIT-	Q4		
	FY18	FY19	FY20
CHANCELLOR, PROVOST, GRAD. SCHOOL	\$ 1,573,667	\$ 1,491,097	\$ 2,167,253
VICE CHANCELLOR FOR RESEARCH	\$ 594,956	\$ 1,088,887	\$ 952,770
STUDENT SERVICES	\$ 15,110	\$ 29,824	\$ 18,278
ADMINISTRATION	\$ 526	\$ 942	\$ 4,516
AGRICULTURE	\$ 904,280	\$ 915,188	\$ 798,197
APPLIED SCIENCES AND ARTS	\$ 30,710	\$ 24,029	\$ 12,090
EDUCATION AND HUMAN SERVICES	\$ 3,389,745	\$ 3,389,111	\$ 2,263,788
ENGINEERING	\$ 429,197	\$ 566,589	\$ 528,522
LIBERAL ARTS	\$ 617,048	\$ 486,068	\$ 618,682
MASS COMMUNICATION AND ARTS	\$ 54,148	\$ 9,746	\$ 2,000
SCIENCE	\$ 1,137,036	\$ 1,083,877	\$ 1,120,031
LAW	\$ 101,775	\$ 223,083	\$ 66,961
SCHOOL OF MEDICINE	\$ 501,517	\$ 954,067	\$ 1,177,016
TOTAL	\$ 9,349,715	\$ 10,262,508	\$ 9,730,104

YTD \$ 37,833,353 \$ 38,498,853 \$ 38,733,833

Figures do not include Financial Aid

Expenses are Unaudited and May Not Contain 4th Quarter ICR Expenses, Last Minute Adjustments, and Year-End Accruals.





**NOTABLE GRANT EXPENDITURE FLUCTUATIONS FOR FY2020:**

- Illinois Science Assessment funded by the Illinois State Board of Education (\$1,259,246)
- Southern Region Early Childhood Programs funded by the Murphysboro School District (funding from the Illinois State Board of Education +\$1,156,935)

**SUMMARY OF EXTERNAL AWARD ACTIVITY  
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

**PROPOSALS BY QUARTER (QUANTITY)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>
<b>FY20</b>	92	93	130	129	444
<b>FY19</b>	81	103	149	127	460
<b>FY18</b>	95	107	106	131	439

**PROPOSALS BY QUARTER (DOLLAR AMOUNT)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>
<b>FY20</b>	\$ 36,808,334	\$ 30,137,647	\$ 32,813,530	\$ 45,435,258	\$ 145,194,769
<b>FY19</b>	\$ 25,973,127	\$ 29,863,641	\$ 45,000,485	\$ 33,375,476	\$ 134,212,729
<b>FY18</b>	\$ 22,265,838	\$ 34,311,324	\$ 33,359,369	\$ 30,855,338	\$ 120,791,869

**AWARDS BY QUARTER (QUANTITY)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>
<b>FY20</b>	101	74	58	74	307
<b>FY19</b>	107	69	70	88	334
<b>FY18</b>	97	86	80	94	357

**AWARDS BY QUARTER (DOLLAR AMOUNT)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>
<b>FY20</b>	\$ 23,336,599	\$ 9,171,285	\$ 11,198,857	\$ 25,421,884	\$ 69,128,625
<b>FY19</b>	\$ 22,653,243	\$ 9,666,004	\$ 10,575,149	\$ 11,967,919	\$ 54,862,315
<b>FY18</b>	\$ 22,817,937	\$ 8,989,355	\$ 8,005,172	\$ 16,336,900	\$ 56,149,364

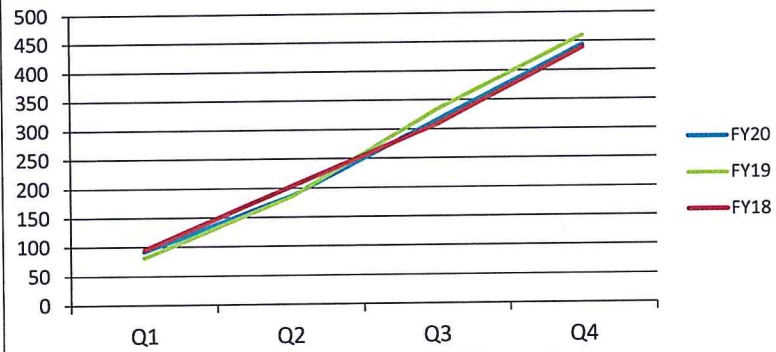
**Figures do not include Financial Aid.**

**NOTE: Awards data includes FY20 CARES Act funding to the campus.**

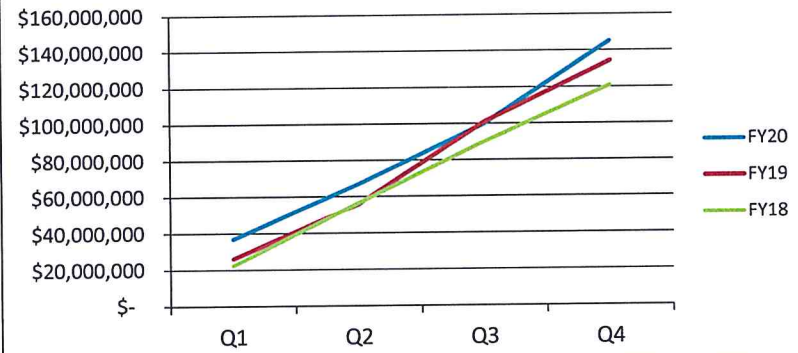


Southern Illinois University Carbondale

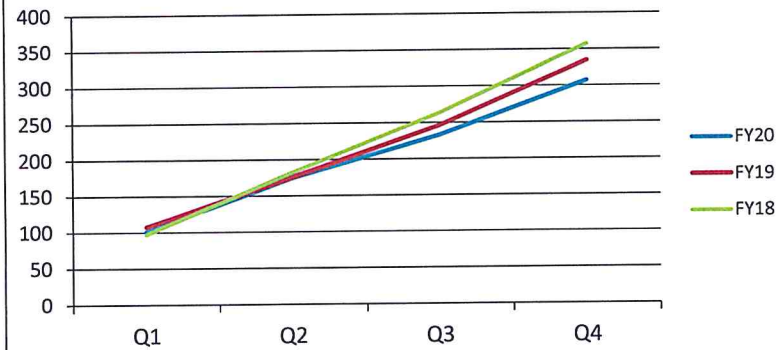
Number of New Proposals (Cumulative)



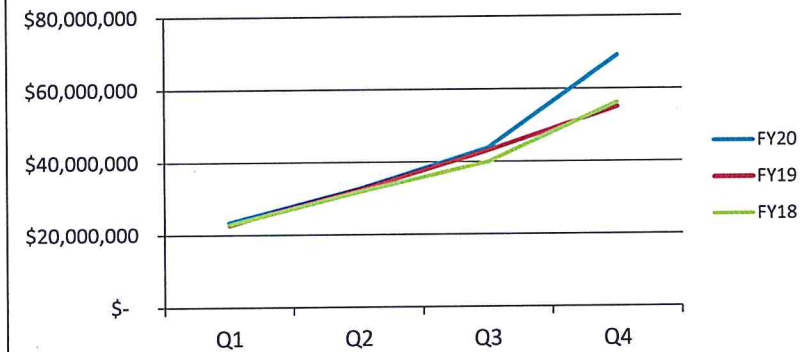
Dollar Amount of New Proposals (Cumulative)



Number of New Awards (Cumulative)

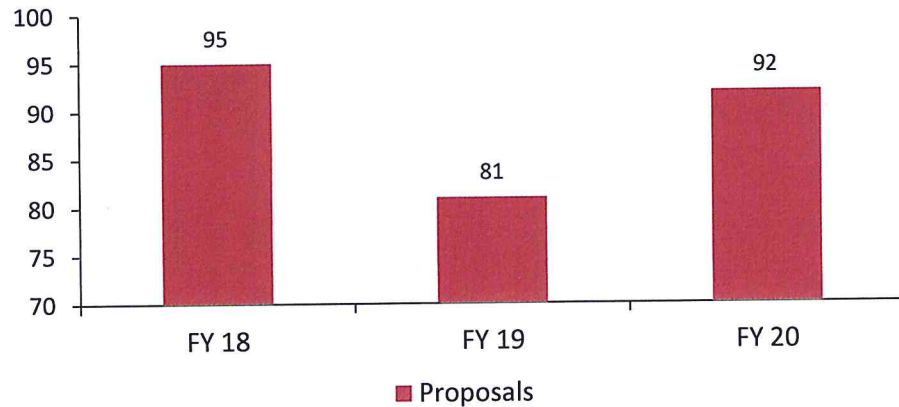


Dollar Amount of New Awards (Cumulative)

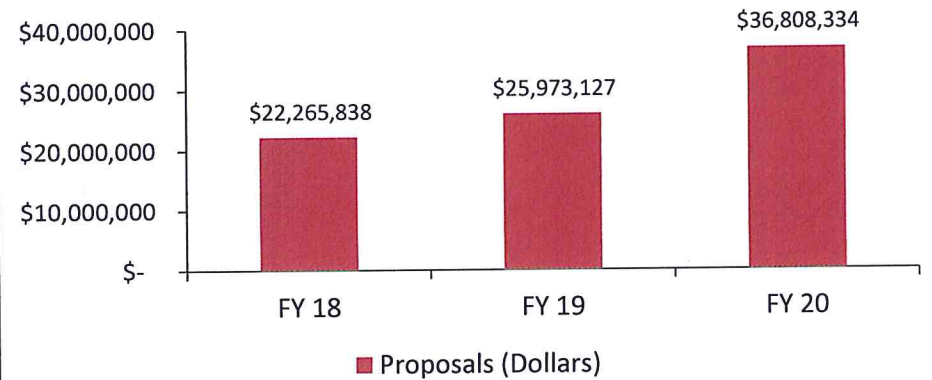


Southern Illinois University Carbondale

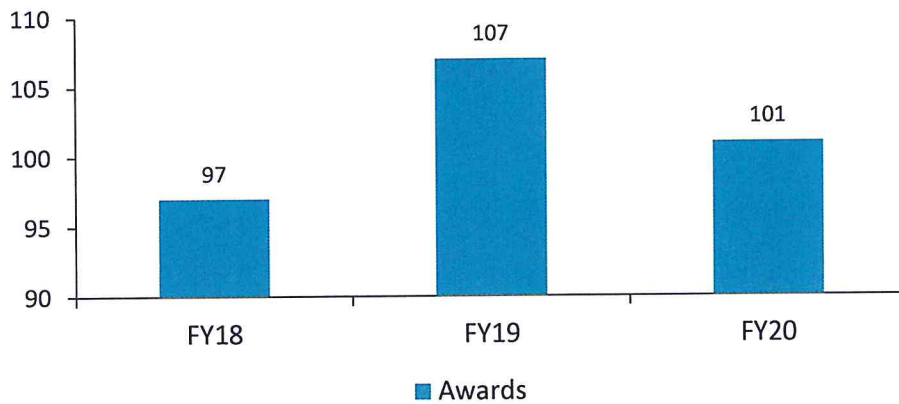
**FY 18-20 First Quarter Proposals**



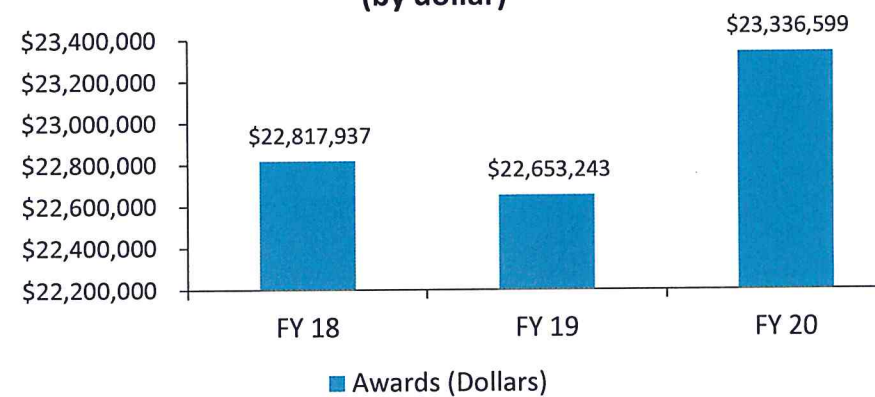
**FY 18-20 First Quarter Proposals  
(by dollar)**



**FY 18-20 First Quarter Awards**

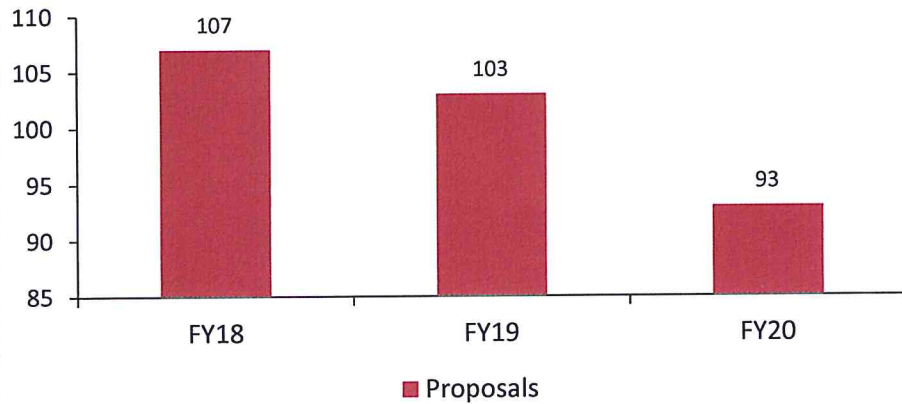


**FY18-20 First Quarter Awards  
(by dollar)**

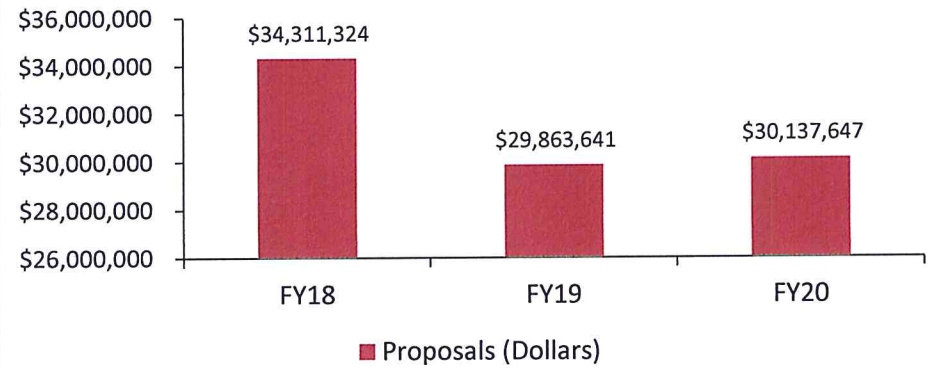


Southern Illinois University Carbondale

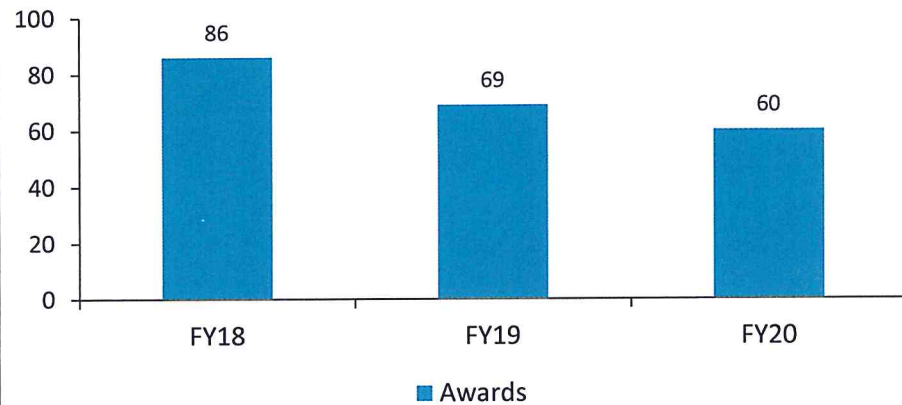
FY 18-20 Second Quarter Proposals



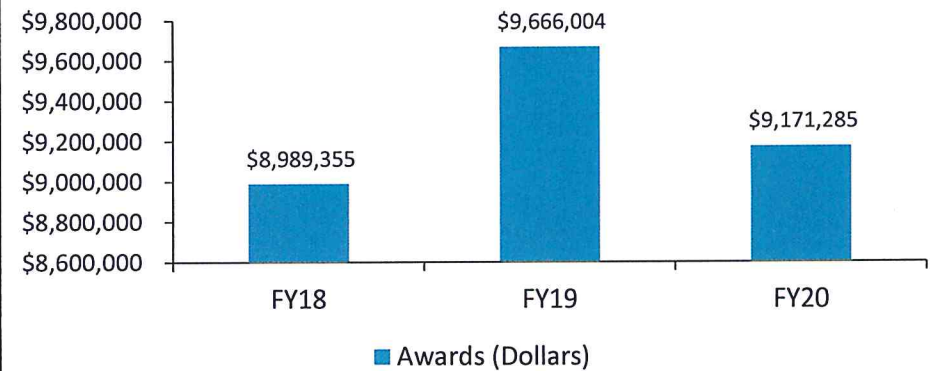
FY 18-20 Second Quarter Proposals  
(by dollar)



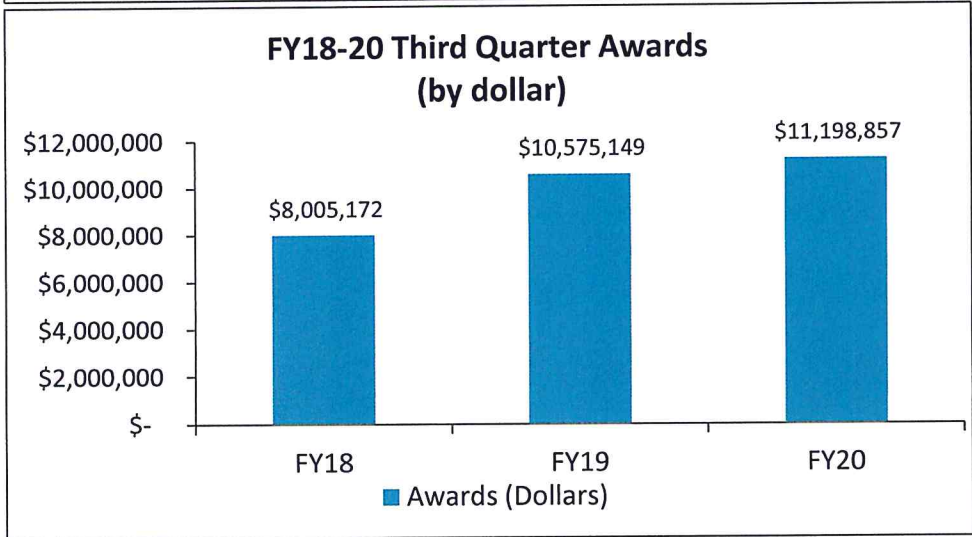
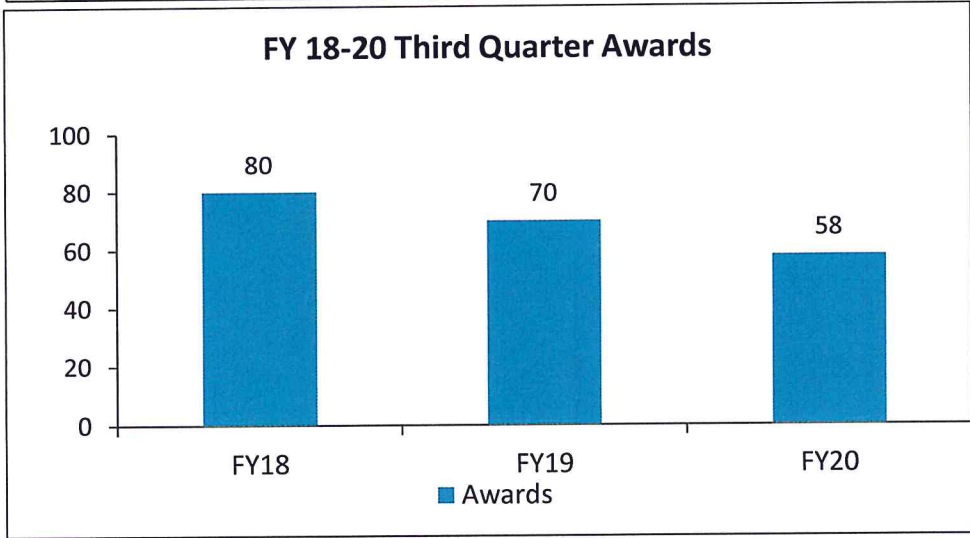
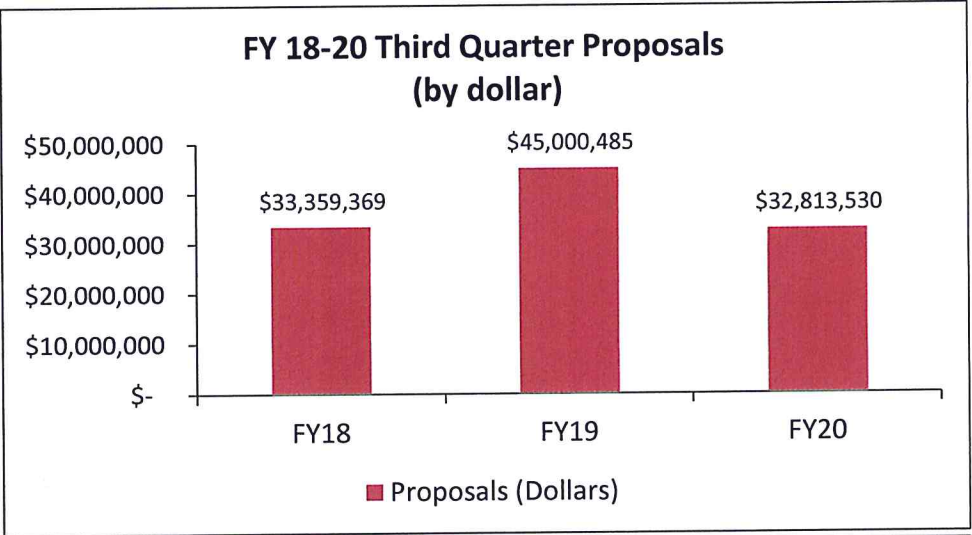
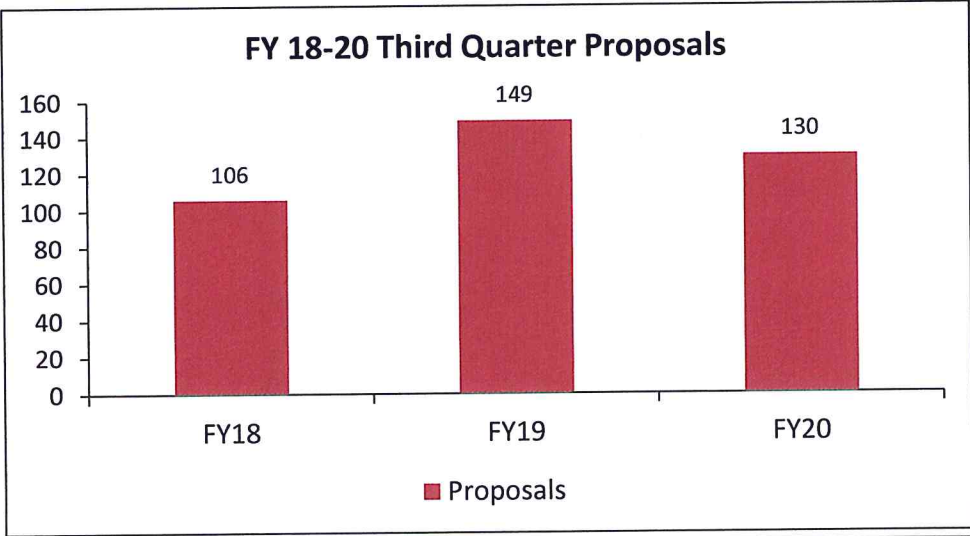
FY 18-20 Second Quarter Awards



FY18-20 Second Quarter Awards  
(by dollar)

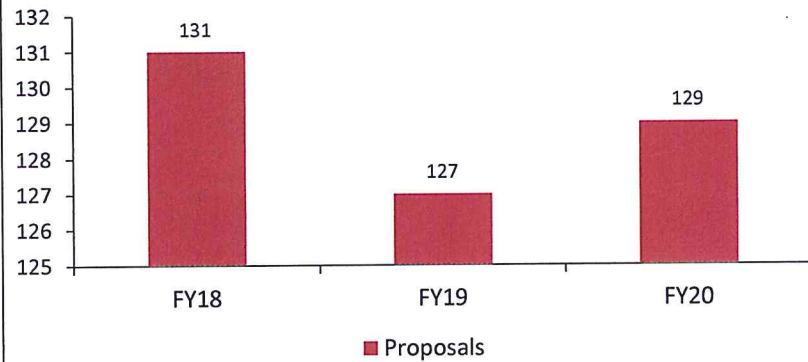


Southern Illinois University Carbondale

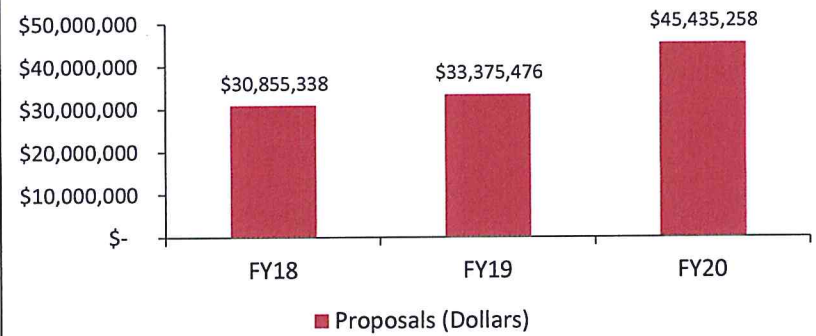


SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

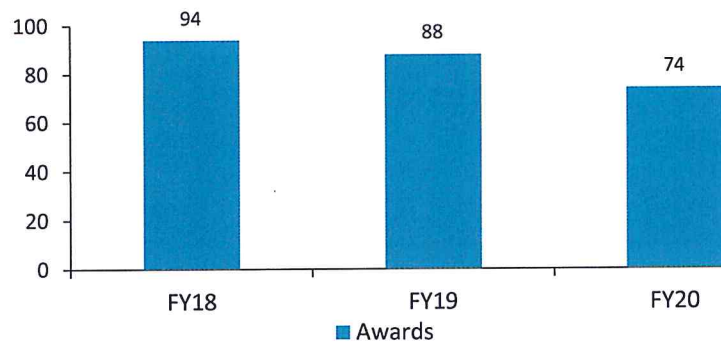
**FY 18-20 Fourth Quarter Proposals**



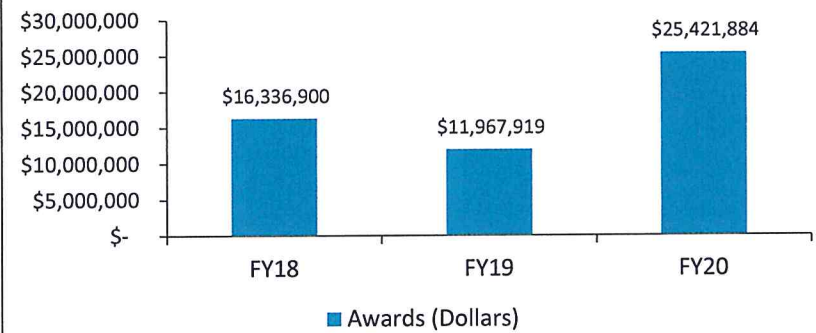
**FY 18-20 Fourth Quarter Proposals  
(by dollar)**



**FY 18-20 Fourth Quarter Awards**



**FY18-20 Fourth Quarter Awards  
(by dollar)**





FY20 SUMMARY OF EXTERNAL AWARD ACTIVITY  
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

EXPENSES BY QUARTER

DEPARTMENT/UNIT-	QUARTER 1				
	FY16	FY17	FY18	FY19	FY20
ADMINISTRATIVE AFFAIRS	\$ 2,493,892	\$ 2,537,703	\$ 2,435,913	\$ 3,154,582	\$ -
ARTS & SCI, COLL OF	\$ 353,357	\$ 271,341	\$ 633,357	\$ 384,711	\$ 357,351
BUSINESS, SCHOOL OF	\$ 132,064	\$ 103,066	\$ 115,342	\$ 157,883	\$ 115,797
DENTAL MED, SCHOOL	\$ 78,296	\$ 13,289	\$ 11,895	\$ -	\$ 8,386
EDUCATION, HEALTH, & HUMAN BEHAVIOR, SCHOOL OF	\$ 258,720	\$ 173,045	\$ 171,623	\$ 162,488	\$ 195,581
ENGR, SCHOOL OF	\$ 199,411	\$ 251,888	\$ 238,630	\$ 244,627	\$ 159,340
ENROLLMENT MANAGEMENT	\$ -	\$ -	\$ -	\$ -	\$ 4,356
GRADUATE STU & RSCH	\$ 1,468,778	\$ 1,690,897	\$ 1,410,078	\$ 832,608	\$ 462,104
LIBRARY & INFO SVCS	\$ 4,220	\$ 143,471	\$ 358	\$ 3,150	\$ 1,196
NURSING, SCHOOL OF	\$ 112,354	\$ 148,480	\$ 110,889	\$ 147,127	\$ 304,165
PHARMACY, SCHOOL OF	\$ 106,958	\$ 185,016	\$ 368,269	\$ 115,472	\$ 239,205
ADMINISTRATION/OTHER (PROVOST, CHANCELLOR, ETC..)	\$ 5,801	\$ 3,639	\$ 19,991	\$ 7,511	\$ 3,293,585
STUDENT AFFAIRS	\$ 3,754	\$ 2,820	\$ 17,270	\$ 20,231	\$ 53,958
TOTAL	\$ 5,217,605	\$ 5,524,655	\$ 5,533,615	\$ 5,230,390	\$ 5,195,023

DEPARTMENT/UNIT-	QUARTER 2				
	FY16	FY17	FY18	FY19	FY20
ADMINISTRATIVE AFFAIRS	\$ 3,501,925	\$ 3,706,090	\$ 3,427,393	\$ 4,054,066	\$ -
ARTS & SCI, COLL OF	\$ 342,563	\$ 301,737	\$ 510,259	\$ 439,741	\$ 388,943
BUSINESS, SCHOOL OF	\$ 134,667	\$ 110,092	\$ 175,556	\$ 161,334	\$ 145,801
DENTAL MED, SCHOOL	\$ 96,556	\$ 6,602	\$ 10,164	\$ 4,495	\$ 15,547
EDUCATION, HEALTH, & HUMAN BEHAVIOR, SCHOOL OF	\$ 258,316	\$ 155,564	\$ 191,462	\$ 192,358	\$ 265,724
ENGR, SCHOOL OF	\$ 182,739	\$ 211,152	\$ 205,868	\$ 225,459	\$ 466,796
ENROLLMENT MANAGEMENT	\$ -	\$ -	\$ -	\$ -	\$ 12,913
GRADUATE STU & RSCH	\$ 1,491,987	\$ 1,727,187	\$ 1,563,611	\$ 610,733	\$ 571,707
LIBRARY & INFO SVCS	\$ 8,188	\$ 45,735	\$ 16,231	\$ 33,019	\$ 308
NURSING, SCHOOL OF	\$ 119,142	\$ 297,894	\$ 180,674	\$ 212,304	\$ 183,674
PHARMACY, SCHOOL OF	\$ 155,807	\$ 234,105	\$ 276,500	\$ 692,879	\$ 476,529
ADMINISTRATION/OTHER (PROVOST, CHANCELLOR, ETC..)	\$ 12,811	\$ 15,223	\$ (3,002)	\$ 11,550	\$ 4,054,973
STUDENT AFFAIRS	\$ (2,323)	\$ 10,703	\$ 39,089	\$ 27,323	\$ 95,764
TOTAL	\$ 6,302,378	\$ 6,822,084	\$ 6,593,804	\$ 6,665,261	\$ 6,678,677

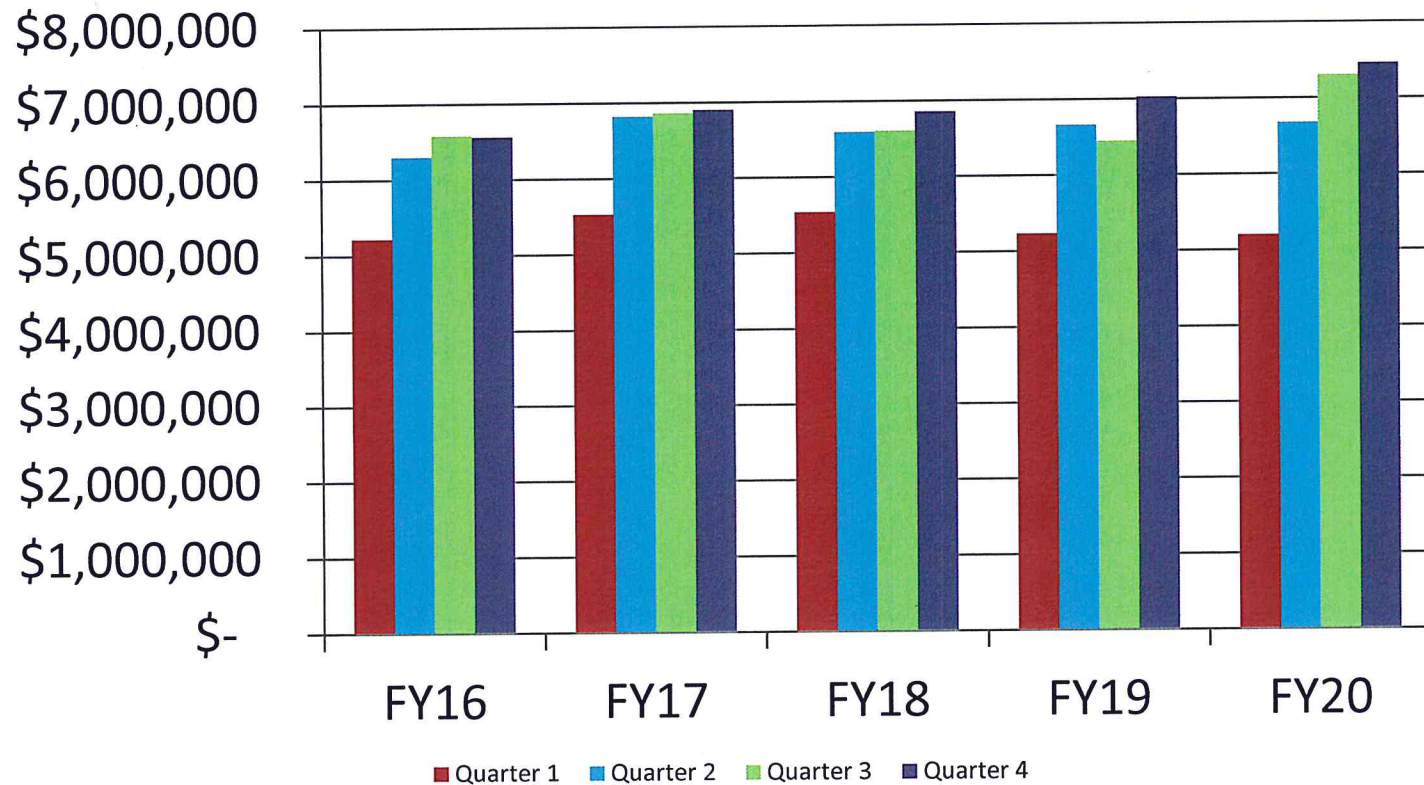
DEPARTMENT/UNIT-	QUARTER 3				
	FY16	FY17	FY18	FY19	FY20
ADMINISTRATIVE AFFAIRS	\$ 3,738,699	\$ 3,691,465	\$ 3,745,740	\$ 4,273,892	\$ -
ARTS & SCI, COLL OF	\$ 302,131	\$ 330,692	\$ 417,057	\$ 384,897	\$ 435,770
BUSINESS, SCHOOL OF	\$ 101,818	\$ 114,004	\$ 129,052	\$ 179,319	\$ 143,819
DENTAL MED, SCHOOL	\$ 109,555	\$ 8,938	\$ 703	\$ 2,756	\$ 14,559
EDUCATION, HEALTH, & HUMAN BEHAVIOR, SCHOOL OF	\$ 169,963	\$ 162,393	\$ 184,757	\$ 246,652	\$ 278,103
ENGR, SCHOOL OF	\$ 141,620	\$ 208,731	\$ 245,242	\$ 240,543	\$ 164,704
ENROLLMENT MANAGEMENT	\$ -	\$ -	\$ -	\$ -	\$ 302,271
GRADUATE STU & RSCH	\$ 1,497,470	\$ 1,543,649	\$ 1,388,192	\$ 424,235	\$ 494,298
LIBRARY & INFO SVCS	\$ 7,416	\$ 34,934	\$ 11,868	\$ 5,944	\$ -
NURSING, SCHOOL OF	\$ 238,464	\$ 433,188	\$ 190,250	\$ 226,948	\$ 435,391
PHARMACY, SCHOOL OF	\$ 235,329	\$ 292,257	\$ 263,087	\$ 416,692	\$ 479,158
ADMINISTRATION/OTHER (PROVOST, CHANCELLOR, ETC..)	\$ 29,215	\$ 20,401	\$ 1,869	\$ 23,750	\$ 4,426,827
STUDENT AFFAIRS	\$ 8,001	\$ 23,213	\$ 27,833	\$ 24,370	\$ 124,974
TOTAL	\$ 6,579,681	\$ 6,863,865	\$ 6,605,651	\$ 6,449,998	\$ 7,299,874

DEPARTMENT/UNIT-	QUARTER 4				
	FY16	FY17	FY18	FY19	FY20
ADMINISTRATIVE AFFAIRS	\$ 3,063,891	\$ 3,731,533	\$ 3,828,513	\$ 4,290,590	\$ -
ARTS & SCI, COLL OF	\$ 423,454	\$ 504,566	\$ 449,603	\$ 526,539	\$ 426,231
BUSINESS, SCHOOL OF	\$ 163,130	\$ 122,685	\$ 152,382	\$ 222,303	\$ 138,997
DENTAL MED, SCHOOL	\$ 78,727	\$ 12,870	\$ 753	\$ 8,661	\$ 4,593
EDUCATION, HEALTH, & HUMAN BEHAVIOR, SCHOOL OF	\$ 230,808	\$ 173,488	\$ 265,794	\$ 254,957	\$ 239,827
ENGR, SCHOOL OF	\$ 276,701	\$ 183,640	\$ 458,198	\$ 346,925	\$ 185,052
ENROLLMENT MANAGEMENT	\$ -	\$ -	\$ -	\$ 18,740	\$ 1,497,367
GRADUATE STU & RSCH	\$ 1,775,335	\$ 1,564,718	\$ 1,244,797	\$ 389,589	\$ 388,814
LIBRARY & INFO SVCS	\$ 7,697	\$ 22,231	\$ 9,574	\$ 14,727	\$ -
NURSING, SCHOOL OF	\$ 193,493	\$ 263,937	\$ 128,479	\$ 231,942	\$ 424,983
PHARMACY, SCHOOL OF	\$ 297,250	\$ 248,522	\$ 227,777	\$ 446,556	\$ 251,177
ADMINISTRATION/OTHER (PROVOST, CHANCELLOR, ETC..)	\$ 40,583	\$ 25,441	\$ 58,016	\$ 24,949	\$ 3,782,509
STUDENT AFFAIRS	\$ 6,966	\$ 49,978	\$ 31,658	\$ 248,958	\$ 111,291
TOTAL	\$ 6,558,035	\$ 6,903,609	\$ 6,855,543	\$ 7,025,436	\$ 7,450,840

YTD \$ 24,657,699 \$ 26,114,213 \$ 25,588,613 \$ 25,371,085 \$ 26,624,415

FY20 - East Saint Louis Center Reports to Provost Cobb (from Administrative Affairs)

## GRANT EXPENDITURES BY QUARTER BY YEAR FISCAL YEARS 2016 - 2020





**FY20 SUMMARY OF EXTERNAL AWARD ACTIVITY**  
**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

**PROPOSALS BY QUARTER (QUANTITY)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>	<u>Excluding Fin. Aid</u>
<b>FY20</b>	38	45	41	51	175	175
<b>FY19</b>	42	32	49	44	167	167
<b>FY18</b>	28	39	35	50	152	152
<b>FY17</b>	43	53	45	55	196	196
<b>FY16</b>	39	48	40	35	162	162

**PROPOSALS BY QUARTER (DOLLAR AMOUNT)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>	<u>Excluding Fin. Aid</u>
<b>FY20</b>	\$ 7,083,109	\$ 39,671,102	\$ 19,724,812	\$ 19,011,146	\$ 85,490,169	\$ 85,490,169
<b>FY19</b>	\$ 16,346,589	\$ 8,157,312	\$ 32,121,207	\$ 11,876,530	\$ 68,501,638	\$ 68,501,638
<b>FY18</b>	\$ 8,822,608	\$ 19,031,823	\$ 13,668,258	\$ 8,425,402	\$ 49,948,091	\$ 49,948,091
<b>FY17</b>	\$ 6,573,033	\$ 25,216,043	\$ 10,598,105	\$ 10,272,491	\$ 52,659,672	\$ 52,659,672
<b>FY16</b>	\$ 12,108,266	\$ 25,541,340	\$ 9,308,673	\$ 10,114,137	\$ 57,072,416	\$ 57,072,416

**AWARDS BY QUARTER (QUANTITY)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>	<u>Excluding Fin. Aid</u>
<b>FY20</b>	72	37	38	32	179	179
<b>FY19</b>	45	40	38	39	162	162
<b>FY18</b>	51	48	37	36	172	172
<b>FY17</b>	62	37	36	46	181	181
<b>FY16</b>	52	36	33	46	167	167

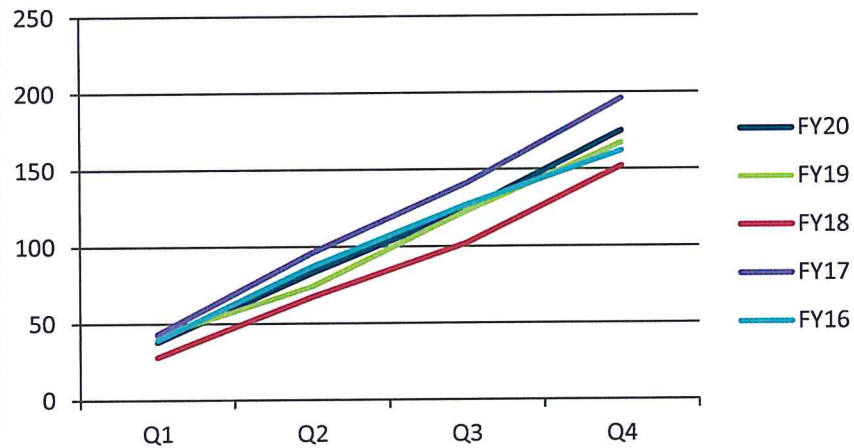
**AWARDS BY QUARTER (DOLLAR AMOUNT)**

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>	<u>TOTAL</u>	<u>Excluding Fin. Aid</u>
<b>FY20</b>	\$ 14,712,214	\$ 2,108,062	\$ 1,451,416	\$ 6,221,568	\$ 24,493,260	\$ 24,493,260
<b>FY19</b>	\$ 9,628,954	\$ 6,132,878	\$ 1,893,988	\$ 6,896,683	\$ 24,552,503	\$ 24,552,503
<b>FY18</b>	\$ 4,345,714	\$ 8,592,400	\$ 1,375,020	\$ 9,915,680	\$ 24,228,814	\$ 24,228,814
<b>FY17</b>	\$ 5,231,203	\$ 2,055,399	\$ 4,974,552	\$ 7,635,746	\$ 19,896,900	\$ 19,896,900
<b>FY16</b>	\$ 8,512,548	\$ 1,078,076	\$ 6,189,549	\$ 8,634,516	\$ 24,414,689	\$ 24,414,689

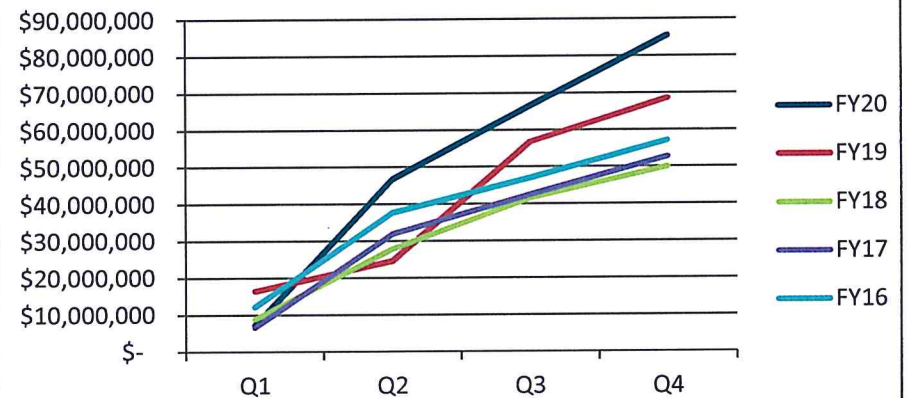


# SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

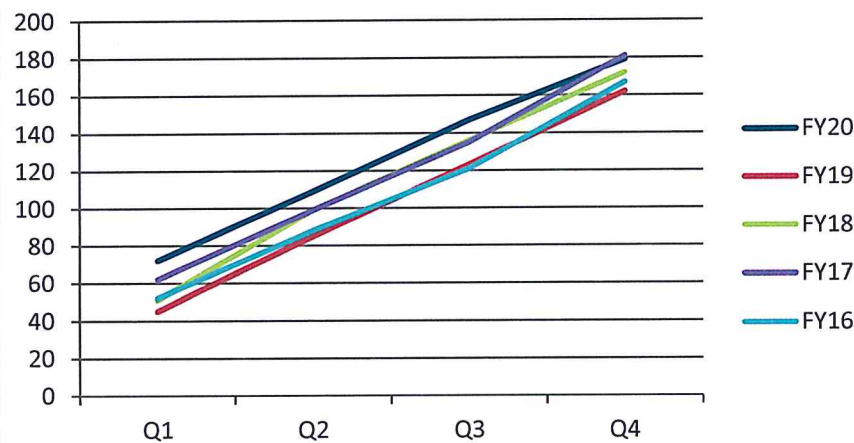
## Number of New Proposals (Cumulative)



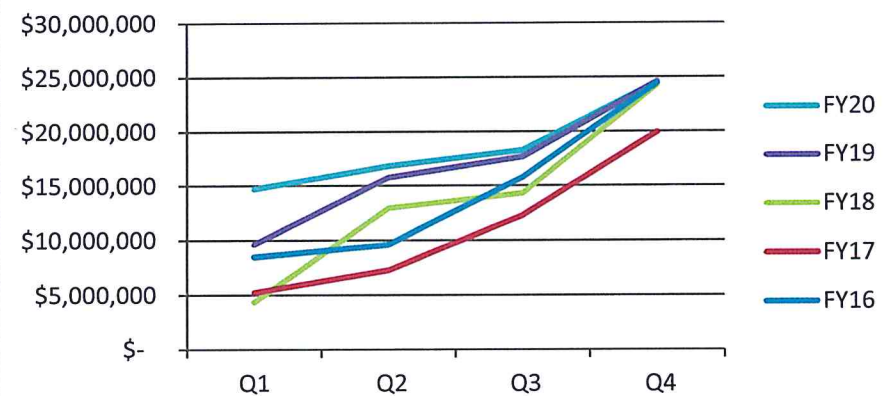
## Dollar Amount of New Proposals (Cumulative)



## Number of New Awards (Cumulative)

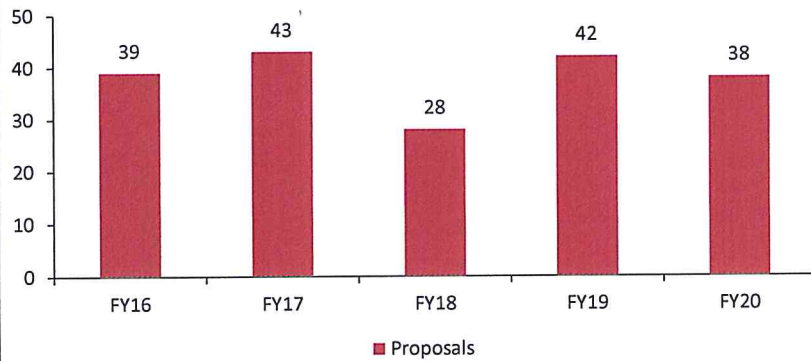


## Dollar Amount of New Awards (Cumulative)

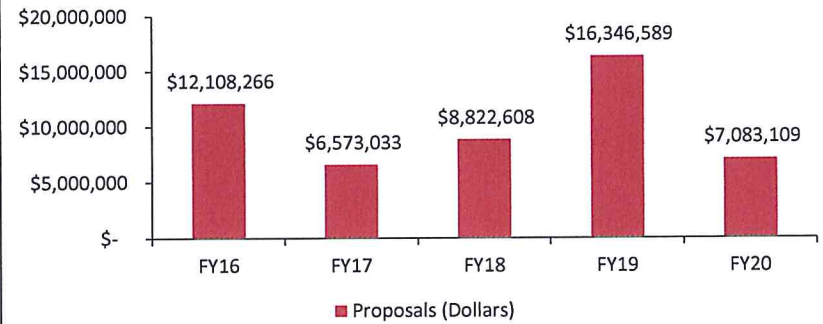


SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

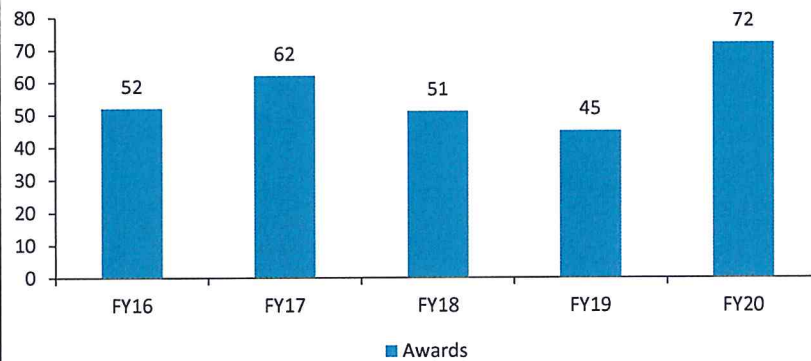
**FY 16-20 First Quarter Proposals**



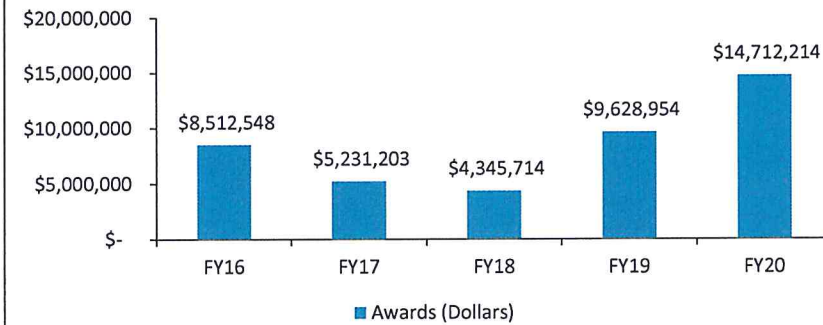
**FY 16-20 First Quarter Proposals  
(in Dollars)**



**FY 16-20 First Quarter Awards**

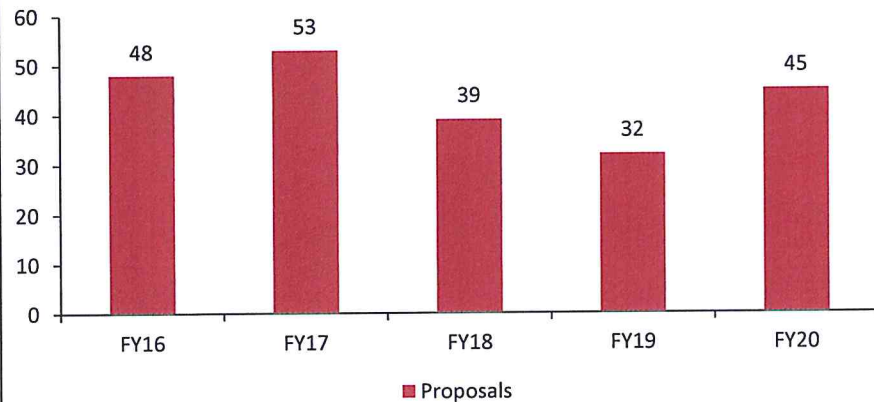


**FY 16-20 First Quarter Awards  
(in Dollars)**

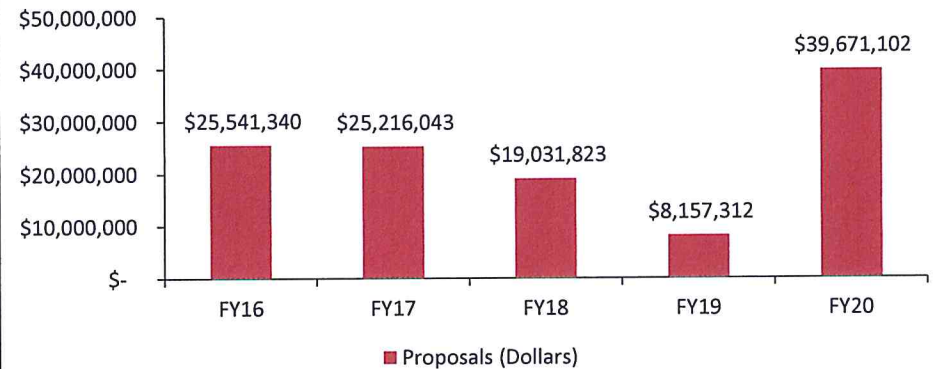


SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

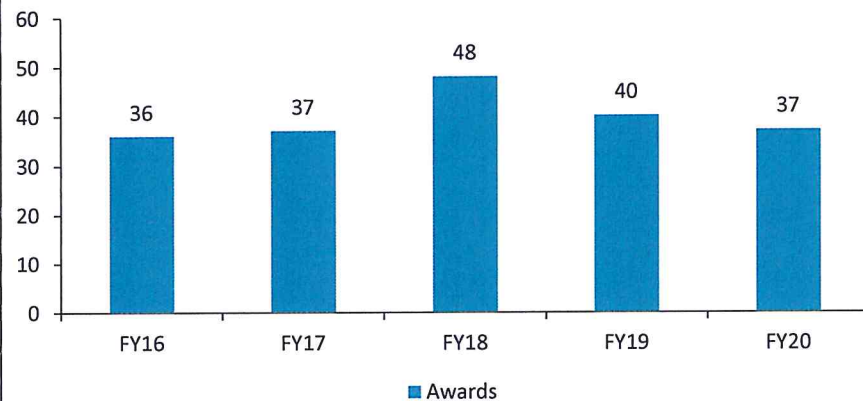
**FY 16-20 Second Quarter Proposals**



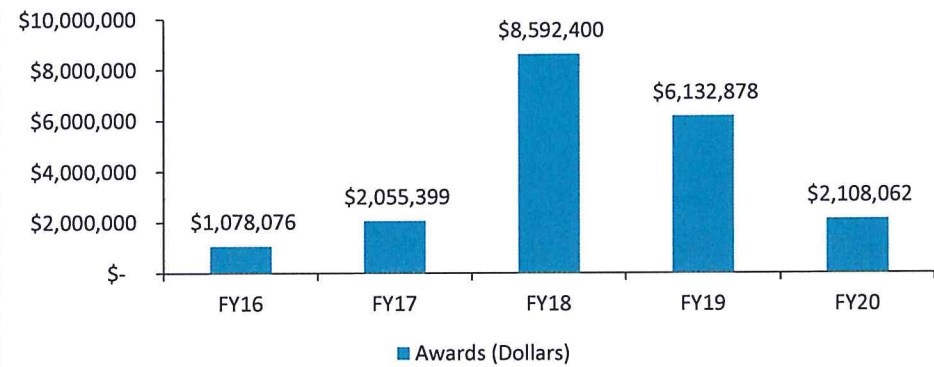
**FY 16-20 Second Quarter Proposals  
(in Dollars)**



**FY 16-20 Second Quarter Awards**

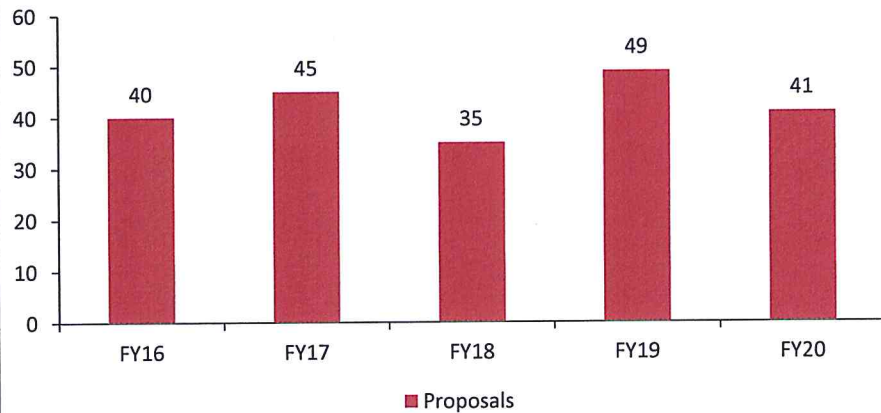


**FY 16-20 Second Quarter Awards  
(in Dollars)**

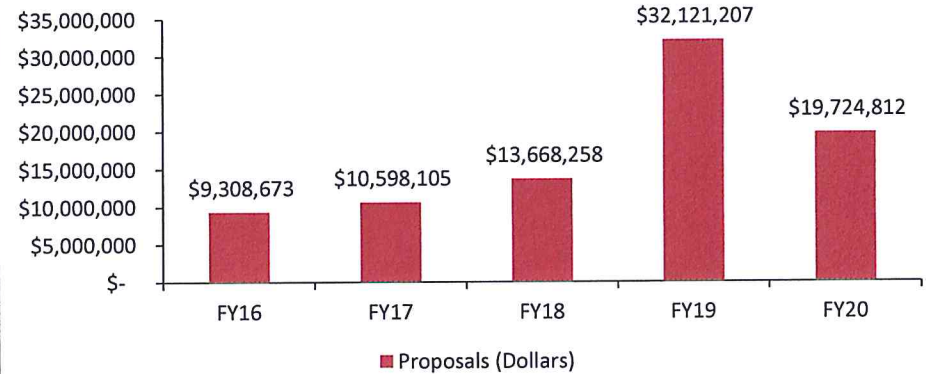


SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

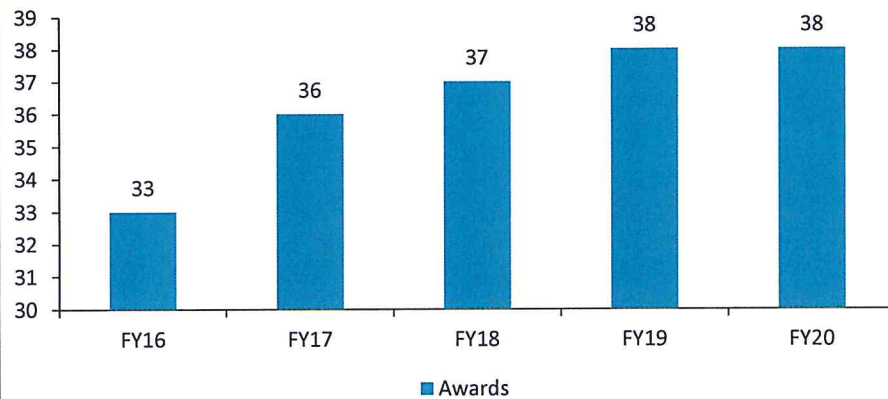
**FY 16-20 Third Quarter Proposals**



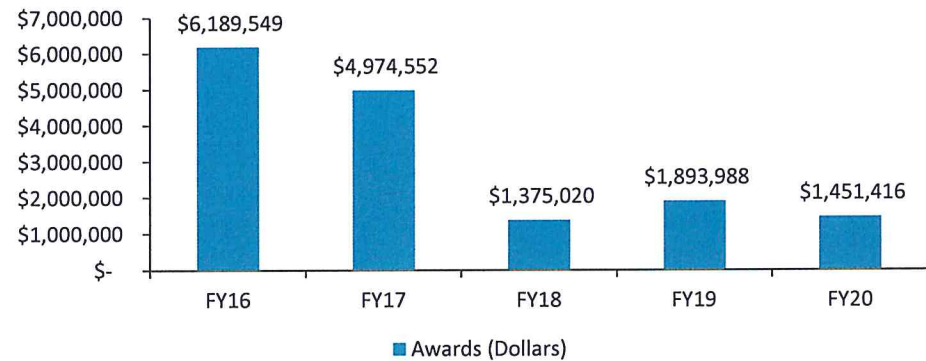
**FY 16-20 Third Quarter Proposals  
(in Dollars)**



**FY 16-20 Third Quarter Awards**



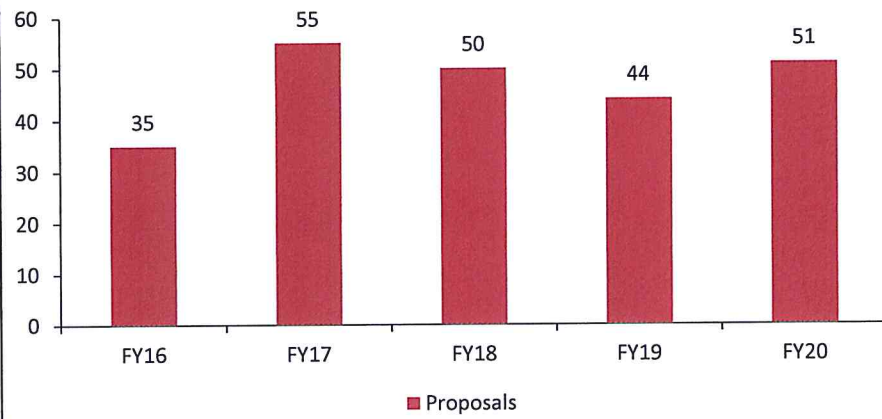
**FY 16-20 Third Quarter Awards  
(in Dollars)**



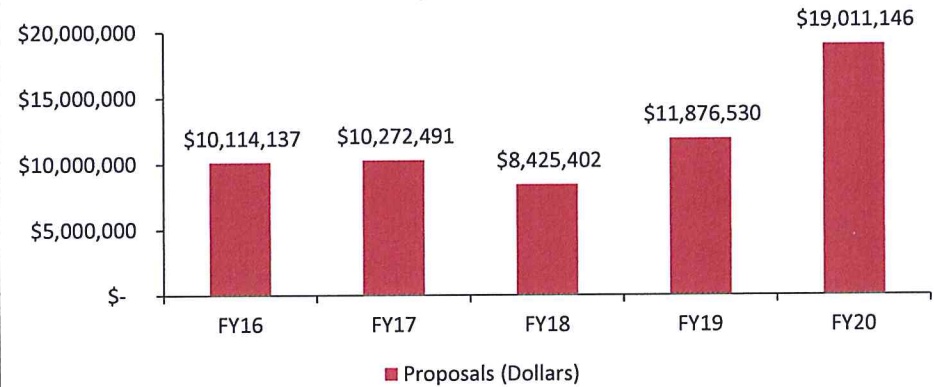


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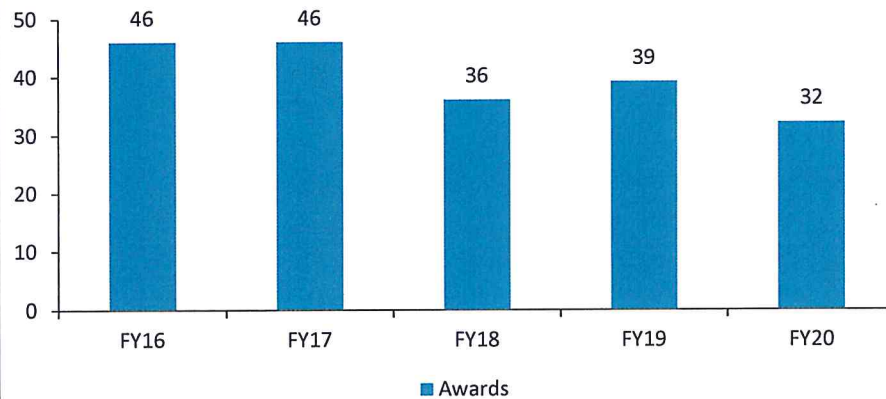
**FY 16-20 Fourth Quarter Proposals**



**FY 16-20 Fourth Quarter Proposals  
(in Dollars)**



**FY 16-20 Fourth Quarter Awards**



**FY 16-20 Fourth Quarter Awards  
(in Dollars)**

