



Southern Illinois University System  
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

November 19, 2021

Members of the Board Academic Matters Committee

Ed Hightower, Chair  
Subhash Sharma  
Maddie Walters

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, December 2, 2021, at 10:30 a.m. or immediately following the Board executive session meeting via Zoom or YouTube. The agenda, Performance Report and minutes from the September 16, 2021 meeting can be viewed through the Board portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gireesh V. Gupchup".

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

GVG/pm

Attachments

c: Shaylee Clinton  
Ed Curtis  
J. Phil Gilbert  
John Simmons  
Roger Tedrick

Dan Mahony  
Austin Lane  
Randall G. Pembrook  
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 2, 2021  
10:30 a.m. or immediately following  
the executive session 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 16, 2021
3. Presentation: SIUC Student Research

Presenters: SIU's NASA Lunabotics Design Team

Bruce DeRuntz, Faculty Advisor & Professor  
Director of the leadership Development Program  
School of Applied Engineering and Technology

Clark Lindsay, Senior, Mechanical Engineering &  
Computer Science

Sarah Handrock, Graduate Students, Electrical and Computer  
Engineering

Jed Vergara, Junior, Electrical and Computer Engineering

Saluki Formula Racing: Life in the Fast Lane

James Mathias, Faculty Advisor & Associate Professor  
School of Mechanical, Aerospace, and Materials Engineering

Brady Kelkhoff, Senior, Mechanical Engineering

Colin Noel, Senior, Mechanical Engineering

Stephen Thompson, Senior, Mechanical Engineering

Forrest Burdette, Senior, Mechanical Engineering

Academic Matters Committee

December 2, 2021

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4. Information Report: *Performance Report*
5. Recommendation for Distinguished Service Award, SIUC  
[Mr. Roland W. Burris] (Board Agenda Item J)
6. Recommendation for Distinguished Service Award, SIUC  
[Ms. Carolyn Taft Grosboll] (Board Agenda Item K)
7. Recommendation for Distinguished Service Award, SIUC  
[Dr. John S. Jackson III] (Board Agenda Item L)
8. Recommendation for Distinguished Service Award, SIUC  
[Ms. Thelma Mothershed-Wair] (Board Agenda Item M)
9. Recommendation for Honorary Degree, SIUC  
[Mr. Richard Hunt] (Board Agenda Item N)
10. Recommendation for Honorary Degree, SIUC  
[Dr. Cho-Yee To] (Board Agenda Item O)
11. Recommendation for Honorary Degree, SIUE  
[Dr. Henry L. Roediger III] (Board Agenda Item P)
12. Other Business
13. Adjournment

**BOARD OF TRUSTEES  
SOUTHERN ILLINOIS UNIVERSITY**

**Minutes of the Academic Matters Committee Meeting  
Thursday, September 16, 2021**

**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**

The Academic Matters Committee met at 11:23a.m on Thursday, September 16, 2021, via Zoom. Present were: Tonya Genovese, Subhash Sharma (Chair ProTem), and Maddie Walters. Absent was Ed Hightower. Other Board members present were: Shaylee Clinton, Ed Curtis, J. Phil Gilbert, John Simmons, and Roger Tedrick . Executive Officers present were: President Dan Mahony; Senior Vice President Duane Stucky; Vice President Gireesh Gupchup; Chancellor Austin Lane, SIUC; Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

**Inventor of the Year Award Presentation to Khalid Meksem**

Mr. Rob Patino, Director of the Office of Technology Management and Industry Relations, provided a brief description of the award and credentials of Dr. Khalid Meksem and his work. Dr. Meksem is the first recipient of the Inventor of the Year Award. The award recognizes accomplished inventors whose activity over the past five years make outstanding inventorship contributions to the SIU System. Over the past five years, Dr. Meksem's contributions include 10 invention disclosures, 8 provisional patent applications, 2 US issued patents (including one issued in China) and a license agreement with a multi-billion-dollar chemicals company.

Dr. Meksem attended the Board meeting at Stone Center which allowed President Mahony to personally present him with the award. A photo was taken to capture the award presentation.

Following the award presentation, Mr. Patino provided a brief report on the SIU System Association of University Technology Managers, now called AUTM, Technology Transfer ranking.

**Announcements**

Dr. Gupchup commended the faculty, staff and students on a successful beginning to the fall 2021 semester during difficult times.

He introduced co-chairs of the SIU System Strategic Planning Committee Lakesha Butler, Clinical Professor of Pharmacy and Director of Diversity, Equity and Inclusion at the

School of Pharmacy, and John Pollitz, Dean of Morris Library at SIUC. They provided a brief update on the progress and developments of the SIU System Strategic Plan.

### **Approval of the Minutes of the July 15, 2021, Meeting**

Motion was made by Trustee Sharma to approve the minutes of the July 15, 2021, meeting. The motion was duly seconded by Student Trustee Walters. Madam Secretary called roll call with Genovese, Sharma and Walters passing the motion.

### **Informational Report: Program Quality Assurance Report FY 2021**

Dr. Gupchup provided a brief overview of the Program Quality Assurance Report.

### **Informational Report: Grant Awards and Contracts FY 2021**

The chief research officers on each campus Drs. Gary Kinsel (SIUC), Don Torry (SOM), and Jerry Weinberg (SIUE) presented executive summaries of research grants and contracts received in FY21. They also mentioned notable research and creative activities. They each presented a short video highlighting research or creative activities on their campus.

### **Presentation: Emergence of GeoMARC as a Regional Leader in Geospatial Education, Research and Community Support**

Dr. Gupchup introduced Dr. Randy Pearson, Director of Geospatial Mapping, Application and Research Center.

Dr. Pearson shared a PowerPoint and provided a brief history of GeoMARC and its emergence as a regional leader in geospatial education, research and community support. GeoMARC's first contract was in 1996 with Edwardsville's District 7 through Dr. Ed Hightower and involved mapping school locations, school capacity and student populations by grade. Not only did they map new school boundaries but formed strong long-lasting relationships with District 7. Every month for the past 25 years, GeoMARC has geocoded District 7's 7,000+ students mapping student in-migration, out-migration, and within-district migration. GeoMarc has since built a diverse relationship with Monsanto, Bayer, Illinois Department of Natural Resources (IDNR), Illinois State Library, Illinois Corn Marketing Board, Renewable Fuels Association in Saint Louis and USDA.

GeoMarc has developed academic collaborative relationships through publishing research or submitting grant applications with the likes of MISSOU, University of Wisconsin, Northwestern University, UIC, Energy Resource Center, and The University of Iowa.

The development of GeoMarc is centered around building relationships. GeoMARC has completed over 130 grants and contracts which has provided external funding totaling over \$10,000,000. With this funding they have provided over 50 graduate students with assistantships and over 150 undergraduates with student work opportunities or internships. GeoMARC students learn by doing and to date GeoMARC's funding of students is approaching \$2,000,000.

When Dr. Pearson started with GeoMARC he was working only part time while teaching. Now that he is a full-time Director he believes GeoMARC will increase its funding and grow even more.

GeoMARC's contracts come from local, private, state and federal agencies. GeoMARC has evolved into a research and development center that operates in the same manner as a teaching hospital. Similar to a teaching hospital, GeoMARC provides community support through local projects that educates the next generation's workforce and provides solutions to problems through applied research and development. Although GeoMARC has six full-time employees, students are the center of absolutely everything they do.

Some of GeoMARC's past summer projects include a milkweed/monarch butterfly study across the Midwest for Bayer, wind turbine study across the Midwest for Illinois Corn Marketing Board, Water quality study for Environmental Protection Agency with BLI and the Center for Predictive Analysis, mineshaft mapping project for the Illinois Department of Natural Resources (IDNR), and modernization of IDNR's mine subsidence monitoring, and USDA grassland and wetland in-depth mapping project with Northwestern, University of Illinois Chicago and the University of Illinois.

He turned the presentation over to Nick Milner ,

Nick Milner has been with GeoMARC for three years first as an undergraduate and now as a graduate research assistant. His focus is on remote sensing and Geospatial application. The experience he has gained allows him to take the role as team lead on many student-led projects. This summer he and Logan Pelo were tasked to modernize GeoMARC's role in the mine subsidence emergency response team based at SIUE in cooperation with the IDNR. Most of the team lead on several GeoMARC's studies and projects include drone imagery collection.

A recent joint project with SIUE's Center for Predictive Analytics and the Biotechnology Laboratory Incubator involved collecting algae blooms with high resolution satellite imagery in Otter Lake near Girard, Illinois. It involved capturing precise readings at various sites on the lake using a hand-held spectroradiometer.

Mr. Milner was recently approached by a GeoMarc senior scientist to explore the possibility of using google earth engine which is a cloud base remote sensing platform for satellite data collection and analysis over large areas.

Not only has the projects allowed Nick to learn and grow his remote sensing and coding skills but has also allowed GeoMARC to generate large data sets for a project with Northwestern and UIC for identifying wetlands in Illinois with machine learning.

He worked with GIS specialist Zach Schleicher to develop and administer a K-12 education program at the Collegiate School of Medicine and Bioscience in Saint Louis as well as continuing with GeoMARC's ten-year history of teaching geospatial technology at Edwardsville High School.

At the recent 2021 Geo-Resolution Conference, one of the members of the young professional panelist mentioned GeoMARC's K-12 education program as the spark that ignited his passion for the field.

Logan Pelo is in his last semester as a Geography and GIS undergraduate. He first became involved in GeoMARC as a subsidence monitoring surveyor, but when Dr. Pearson learned about his Python Coding experience, he was invited to do a Python Programming internship over the summer. That experience has grown into a part time GEOMARC internship on other projects. In addition to gaining viable Python experience, he teamed up with Nick Milner to modernize the processes used when surveying mine subsidence. Nick focused on the field applications of modernization and Logan developed and implemented an ArcGIS Online spacial database that allows the management of over 110 survey sites across the state of Illinois. They also developed a system of mobile device integration that allows their database to be updated live from the devise anywhere in the field. Those updates can then be seen from survey managers in the office and the engineers within IDNR whom their project directly supports.

Over the summer they digitized over thirty years of subsidence surveying records for the IDNR and used that to build a subsidence site workflow that allows them to pair up surveys by distance and difficulty. The program rarely completed one survey in a day, but with their management techniques they are now able to complete two or more surveys in a day.

While the modernization processes have a huge benefit on their internal processes their reflected/collected experiences on modernization have them thinking about ways to improve their techniques of tracking mine subsidence. They are currently developing a methodology to apply synthetic aperture radar technology to track subsidence events in real time.

They presented their summer developments to the 2021 Geo-Resolution Conference which put them in contact with industry leaders and the director of the National Geospatial-Intelligence Agency. A large portion of the conference was dedicated to building a Geospacial eco system in the Saint Louis area.

The experiences Mr. Pelo has gained with GeoMARC provided him with the confidence to pursue graduate school at SIUE in the spring.

Stephanie Pryor, a non-traditional senior pursuing a degree in Geography with a minor in GIS, is set to graduate in the spring and will apply for graduate school in the fall 2022.

Over the summer she worked on several GeoMARC projects including utilizing Ezria field maps mobile application to validate the geospatial database that Nick Milner and Logan Pelo created. She also participated in collecting spectroradiometer data, performed preliminary research in support of the milkweed project for Bayer, and gathered imagery in support of the wind turbine project. The latter part of the summer, she spent working with graduate students Sara Chamberlin and Clayton Pearson on machine learning and Artificial Intelligence (AI) projects testing different algorithms for classification in Whiteside County, Illinois.

Ultimately, they tested three different machine learning algorithms—J48 decision tree, random forest and multi-layer perceptron which is a back propagation neural net. In the end they found the random forest algorithm offered the most accurate and efficient classification. Their findings were presented at the 2021 Geo-Resolution Conference where it was well received, and SIUE was acknowledged as being a major source of students for the geospatial ecosystem in the Saint Louis area.

Ms. Pryor concluded by stating her most valuable take away from her experiences with GeoMarc is a sense of purpose, self-confidence, and self-worth.

Alyssa Hoog, is a non-traditional graduate student who started with GeoMarc as an undergraduate mine subsidence surveyor. She earned a graduate assistantship with the lab and continues her subsidence survey field work, mine shaft data, analyzation, and validation. She assisted Logan Pelo by validating survey point locations for his geospatial database.

Before she presented her mine shaft program, Dr. Pearson set the stage for the analysis.

Dr. Pearson shared slides showing actual areas where underground mines are abandoned. Each of the mines have a fairly detailed mine map that were surveyed underground. GeoMARC also took 10,000 mine maps over the last 15-20 years and scanned them in hi-resolution, georecorded them, and spatially placed them where they actually are on the earth. He shared an automation that shows the bounding areas where there are no mine and mine areas. They are able to see location of shafts which Alyssa shared.

Alyssa shared an aerial image of a baseball field in northern Edwardsville. The image showed the estimated location of a mine shaft from the Illinois geographical GIS. Integration of the two layers and the real location in comparison to the GIS location.

Their work proved that the actual location of the mine shaft was about 85 feet north of what the IGIS previously thought.



The importance of their work is illustrated in every survey they perform as most of their survey sites are in residential areas and their work impacts the entire communities. GeoMarc is the face of mine subsidence and they serve as a bridge between the state and the community.

Although her studies are not GIS specific, her work with GeoMARC has allowed her to explore and gain experience in expanding facets of geographical research. Her experience has provided her a confidence and skills to investigate, analyze, and problem solve real world challenges with real world and real time consequences.

Dr. Pearson ended the presentation by stating that recently the GeoMARC students won an award for their work on the Wolf France Middle School Sag Subsidence. From their work, they were able to show where to drill and where to place supports in the ground beneath the school. The entire award is on the shoulders of all the work the students have done.

A few comments were made praising GeoMARC's work and what they do for the communities the university serves. Also praise for the faculty, staff and students for what they are doing for humanity and how they are trying to make this a better world for everyone to live.

Dr. Pearson made a final comment, that the world is in good hands with the next generation of students like these who solve problems and address situations.

### **Other Business**

Having no further business before it, the Academic Matters Committee adjourned at 12:26 p.m.

GVG/pm



**Southern Illinois University System**

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

# Performance Report

Fiscal Year 2021

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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 2021

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# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

## INTRODUCTION:

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

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

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

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

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

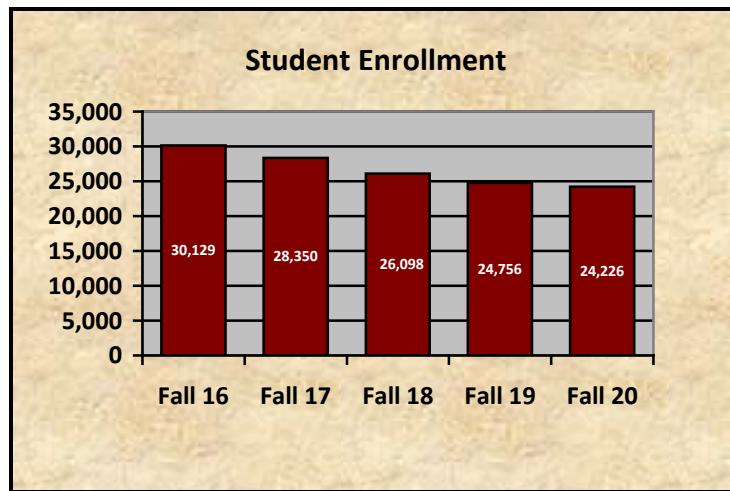
# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

## GOAL 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.*

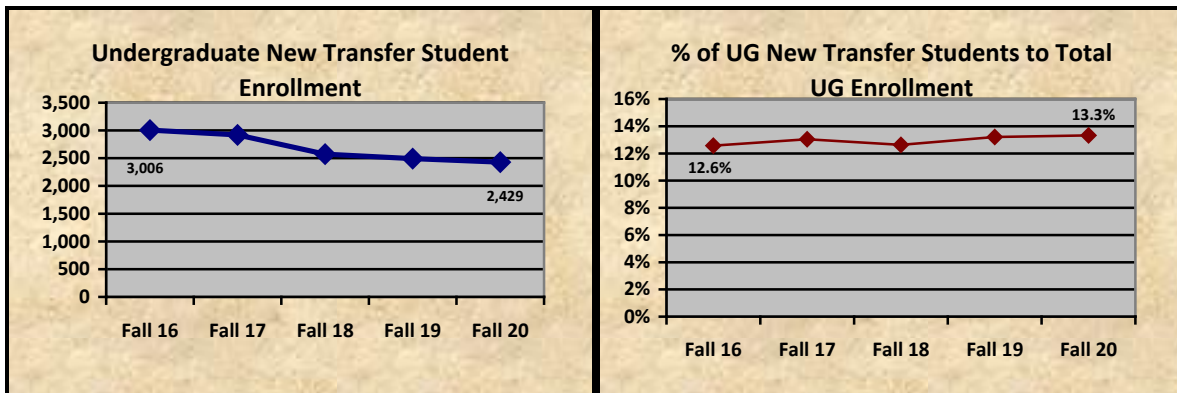
**RECOMMENDATION 2:** *Increase the number of adults, included GED recipients, reentering education, and completing a postsecondary credential.*

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



SOURCE: SIUC AND SIUE FACTBOOK 2020-2021

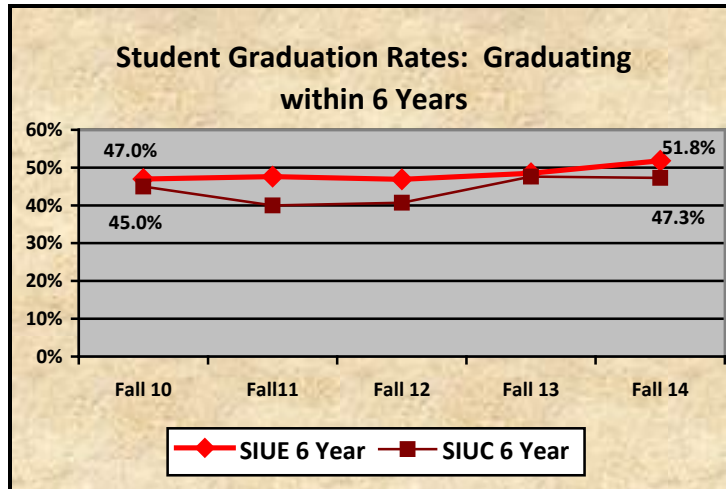
Between fall 2016 and fall 2020, SIU’s total student enrollment decreased by 5,903 (19.6%).



SOURCE: SIUC AND SIUE FACTBOOK 2020-2021

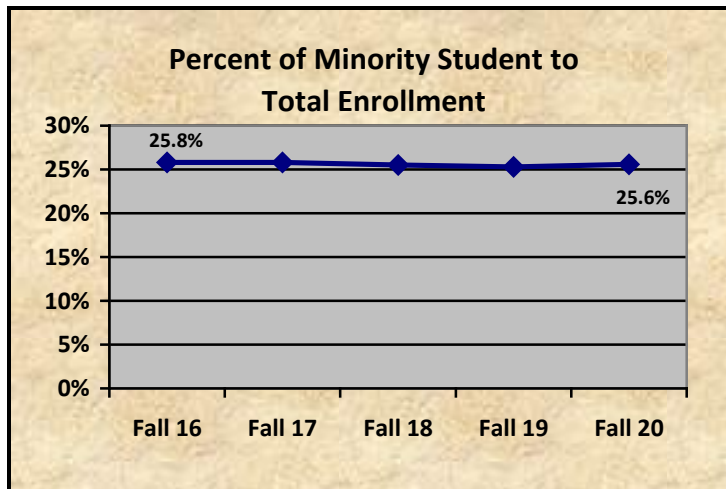
SIU’s undergraduate new transfer student enrollment decreased by 577 students between fall 2016 and fall 2020. SIU’s percentage of undergraduate new transfer students to total undergraduate enrollment increased by 0.7% for the same time period.

# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2020-2021, 2019-2020, 2018-2019, 2017-2018

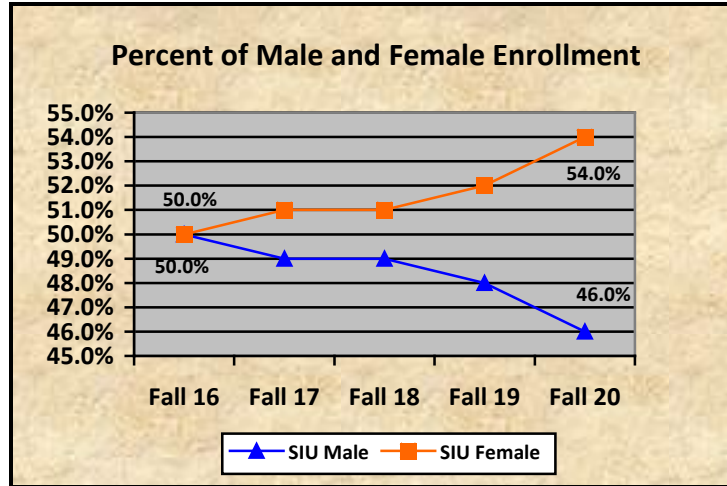
Between fall 2010 and fall 2014, the six-year graduation rate increased by 2.3% at SIUC and increased by 4.8% at SIUE.



SOURCE: SIUC AND SIUE FACTBOOK 2020-2021

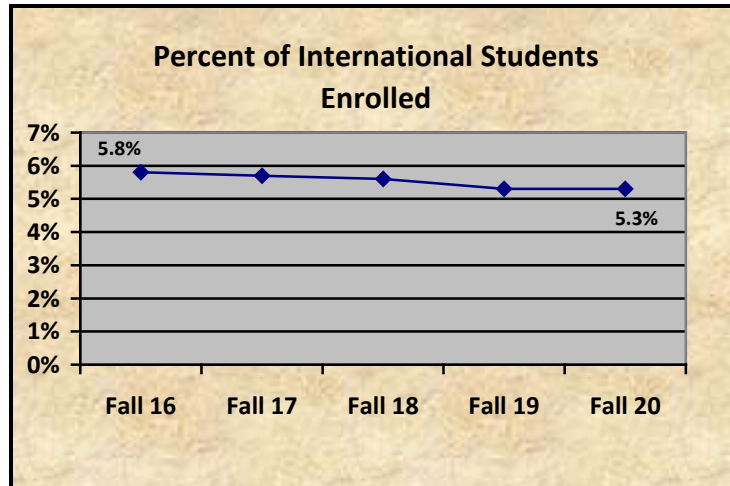
Despite an overall decrease in headcount, between fall 2016 and fall 2020, the percent of minority students to total enrollment only decreased by 0.2% for SIU.

# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: SIUC AND SIUE FACTBOOK 2020-2021

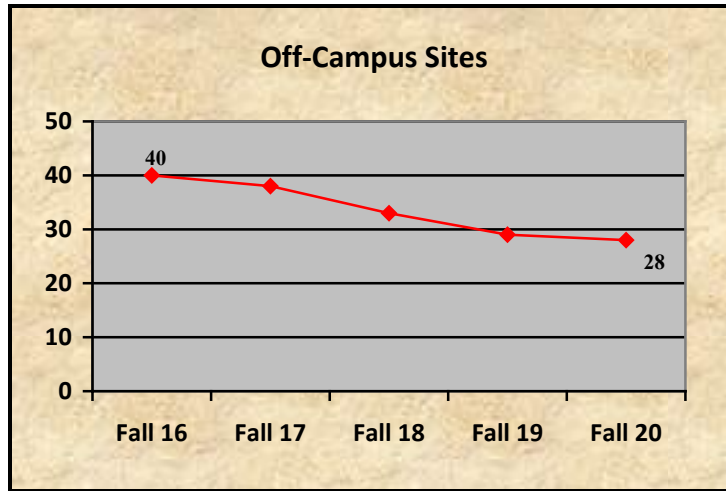
In 2016, SIU’s male-to-female enrollment ratio was equal. Fall 2020 female enrollment increased by 4.0% from fall 2016.



SOURCE: SIUC AND SIUE FACTBOOK 2020-2021

SIU’s international student enrollment has been relatively stable over the last five years, decreasing by 0.5% between fall 2016 and fall 2020.

# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

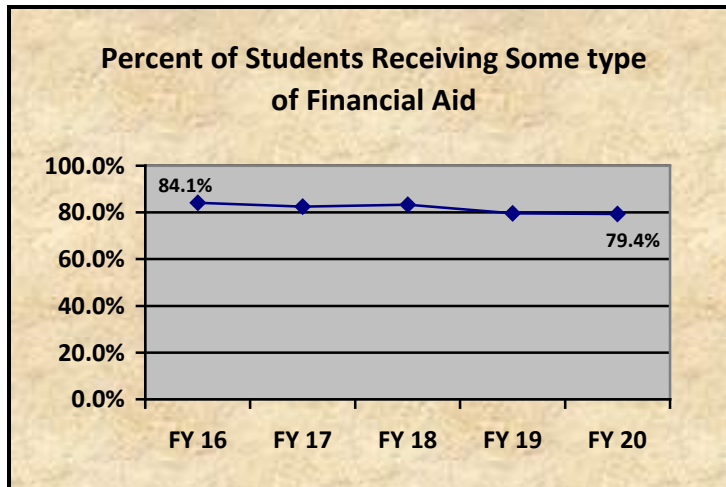


SOURCE: SIUC OFFICE OF DISTANCE EDUCATION AND OFF-CAMPUS AND SIUE EDUCATIONAL OUTREACH DEPT.

Reflecting expanded online offerings at SIU, its off-campus sites decreased by 12 between fall 2016 to fall 2020.

## **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.**

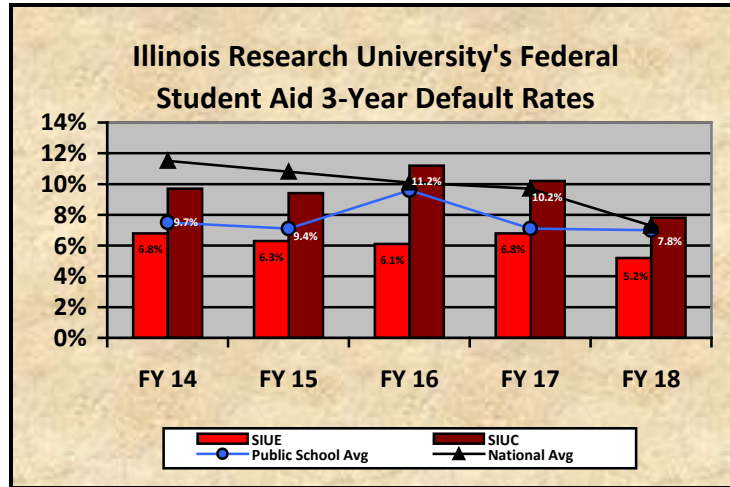


SOURCE: IBHE FINANCIAL AID SURVEY

Between FY 2016 and FY 2020, around 82% of SIU students received some type of financial aid, with an overall decrease of 4.7%.



# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM



SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE

SIUC's student aid three-year default rate has decreased between FY 2014 and 2018 by 1.9%. SIUC is about 0.8% 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 1.6%. SIUE is well below both the Illinois public school average and national average.

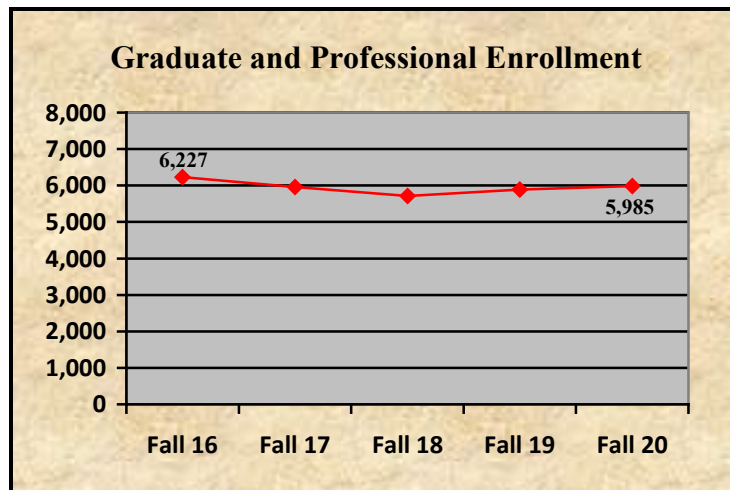
# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

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

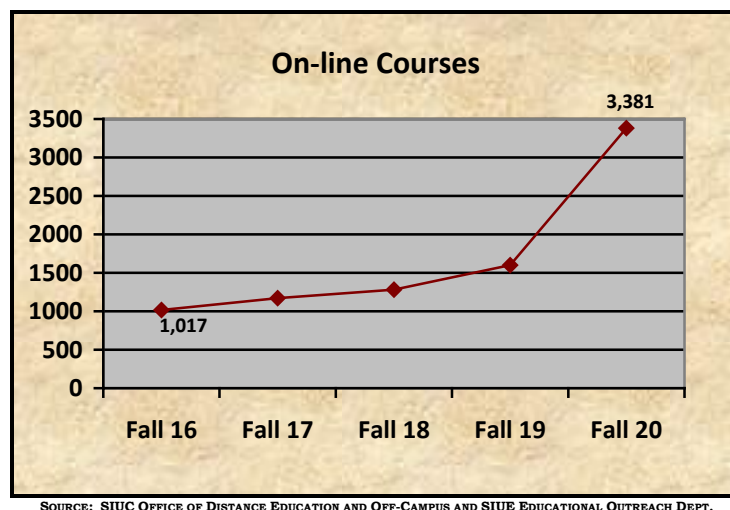
**RECOMMENDATION 1:** *Make Illinois one of the five most affordable states in the country to get a college education.*

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

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



SIU’s graduate and professional enrollment decreased by approximately 4% (or 242 students) between fall 2016 and fall 2020.

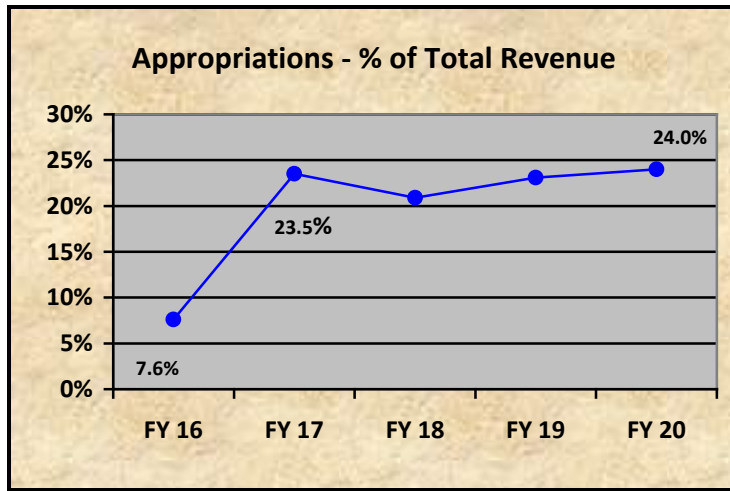


SIU’s online courses have tripled between fall 2016 and fall 2020 (by 2,364).

# PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

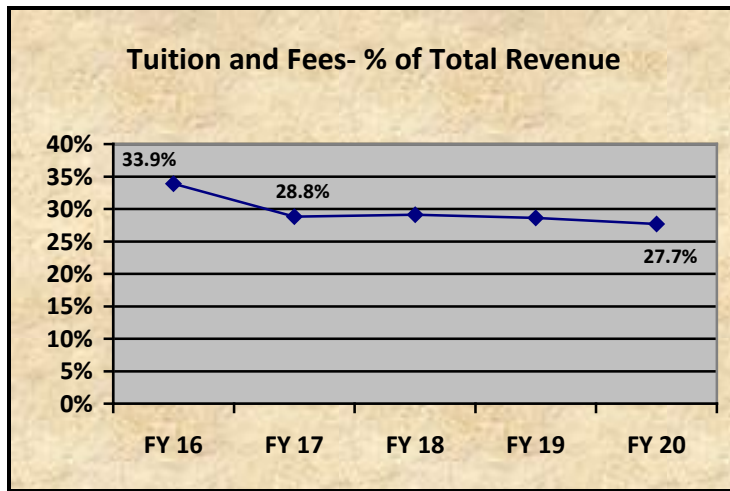
**GOAL 4: BETTER INTEGRATE ILLINOIS' EDUCATIONAL, RESEARCH, AND INNOVATION ASSETS TO MEET ECONOMIC NEEDS OF THE STATE AND ITS REGIONS**

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



SOURCE: SIUC AND SIUE HISTORICAL RAMP

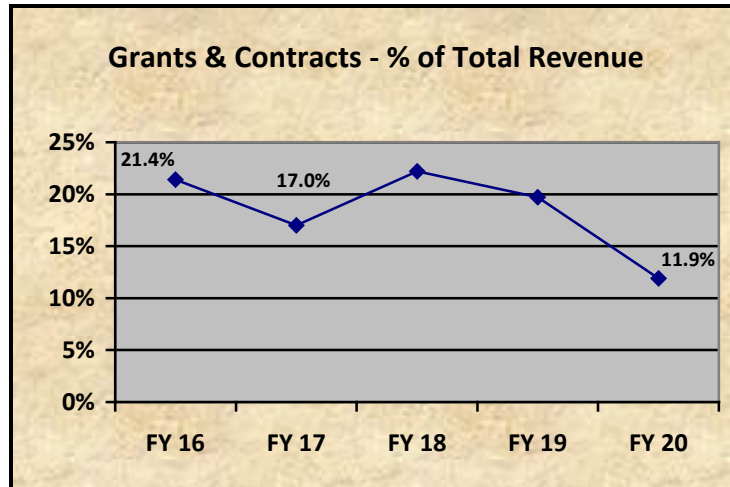
State appropriations for Illinois public higher education were decreased substantially in FY 16, resulting in significant cutbacks throughout the system. A decrease in state appropriations is particularly hurtful to SIUC, which relies heavily upon state support as part of its total budget. This trend is consistent with a national policy issue regarding states' underfunding of public higher education. In FY 20 state appropriations were about equal to the percentage they were in FY 17, an increase of 0.5%.



SOURCE: SIUC AND SIUE HISTORICAL RAMP

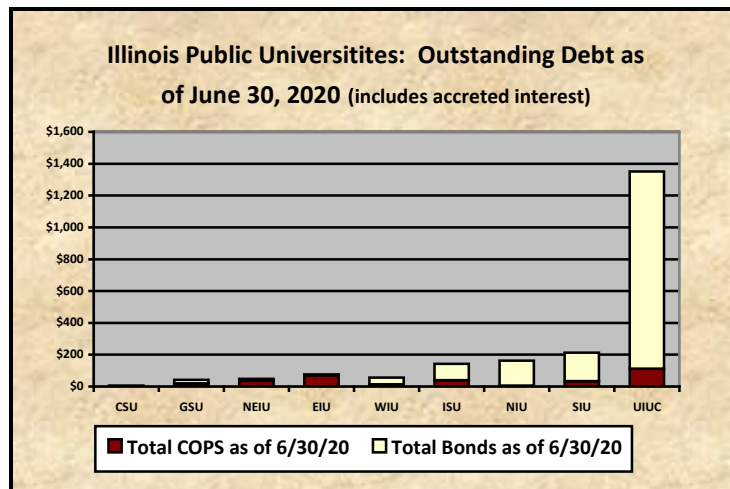
## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SYSTEM

SIU's tuition and fees – as a percentage of total revenue - decreased only by 0.1% between FY 2017 and FY 2020 as a direct consequence of diminished state support. (FY 16 was not compared due to a cutback year). In turn, this puts much greater pressure on both campuses to generate a large freshmen class.



SOURCE: SIUC AND SIUE HISTORICAL RAMP

The percentage of SIU's grants and contracts – as a percentage of total revenue - decreased by 5.1% between FY 17 and FY 20.



SOURCE: 2020 SIU DEBT REPORT

**FY21 Debt Issues Listed Below:**

Southern Illinois University issued Certificate of Participation (COPS) 2021A refunding for \$12,395,000 on May 28, 2021 and Housing and Auxiliary Facility System (HAFS) 2021A refunding for \$49,075,000 on June 1, 2021.

**PERFORMANCE REPORT**  
**SOUTHERN ILLINOIS UNIVERSITY SYSTEM**

University of Illinois Available-for-Sale (AFS) 2020A for \$59,775,000 and AFS 2020B refunding for \$31,175,000. 2020A bond proceeds used to 1) finance a soccer park and the acquisitions of a conference center and 2) refinancing.

Northern Illinois AFS 2020A refunding for \$126,435,000 and AFS 2020B refunding for \$30,000,000. Bond proceeds used for refinancing.

Western Illinois University AFS 2020 refunding for \$36,765,000. Revenue bond proceeds used for refinancing.

# 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 27.4 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 (Fall 2017), 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 online, 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%.

The University's contribution to each goal of the Public Agenda is derived, at least in part, from the commitments expressed here. The data provided in the charts below demonstrate 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. In doing its best to meet and exceed these IBHE standards, the more successful SIU Carbondale is in meeting and exceeding its obligations to the state and its stakeholders, including students, donors, taxpayers, community members, and the larger society.

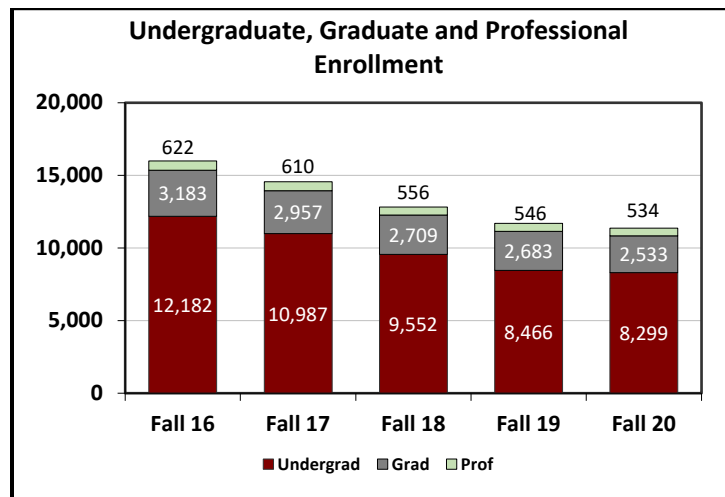
# PERFORMANCE REPORT

## 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 08/16/2021

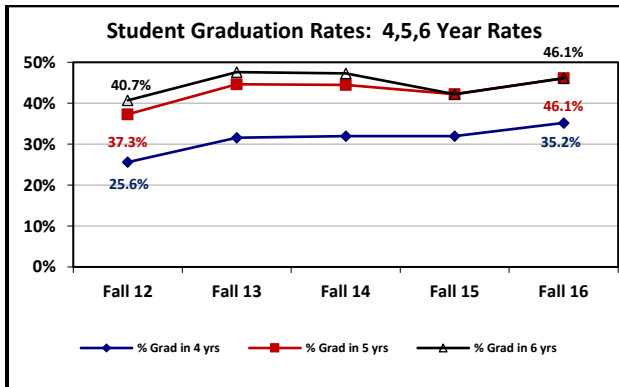
**SUCCESS:** In Fall 2014, the university recruited its largest class of first-time, full-time students in more than 20 years: 2,775. With continued focus on each new first-year class, the university's overall goal is to grow enrollment by realigning current programs and adding new ones that appeal to 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 2022 class with new marketing materials and recruitment strategies. Although this report is submitted in Fall 2021, the focus is on the previous academic year. There have been successes in fall 2021.

**CHALLENGE:** The University is focused on its efforts to recruit and retain first-year students. Recruitment efforts include promoting the university's brand as a research institution whose first-rate faculty provide distinctive hands-on learning opportunities in research and creative activities for engaging students. With the effective leveraging of financial aid, SIU Carbondale

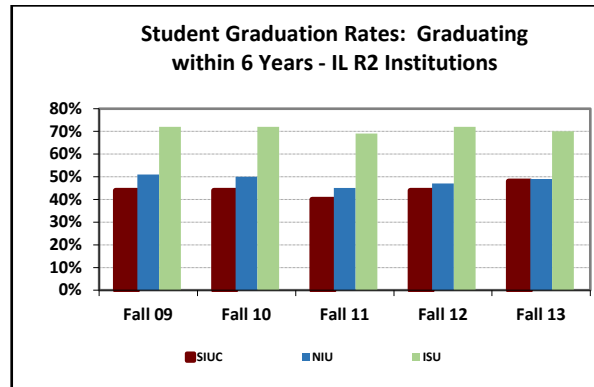
## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY 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 and 75.5% for our 2020 cohort. This is especially noteworthy when recognizing that the average retention rate for first-year 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 09/10/2021



SOURCE: IPEDS DATA CENTER ACCESSED 08/16/2021

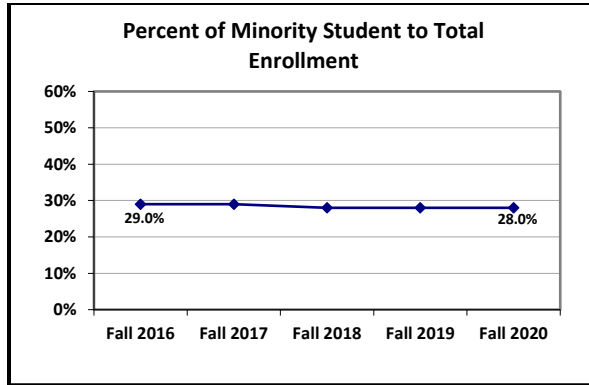
**SUCCESS:** The University’s focus on six-year degree completion rates for freshman are part of our efforts to support students academically. A number of general education and gateway courses are participating in an early warning intervention program, which identifies students who appear to be in trouble 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 SIUC 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).

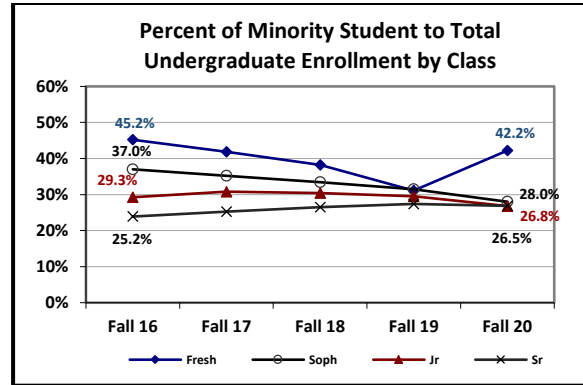


# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 08/16/2021



SOURCE: SIUC INSTITUTIONAL RESEARCH 09/10/2021

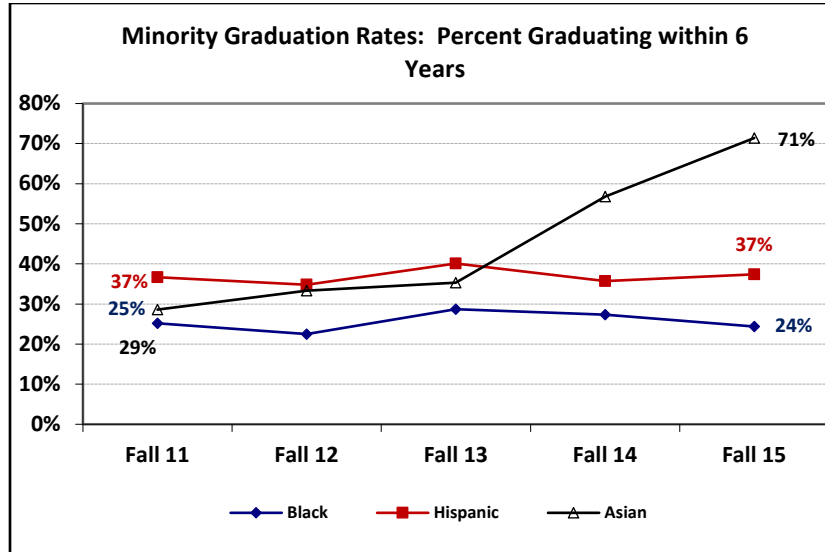
**SUCCESS:** In keeping with its mission of access, SIU Carbondale is committed to efforts to recruit and retain students from under-represented groups in all class cohorts. From 2016 to 2019, we showed an increase in the percent of minority students among students with senior standing, and have been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

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 graduate 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.

# PERFORMANCE REPORT

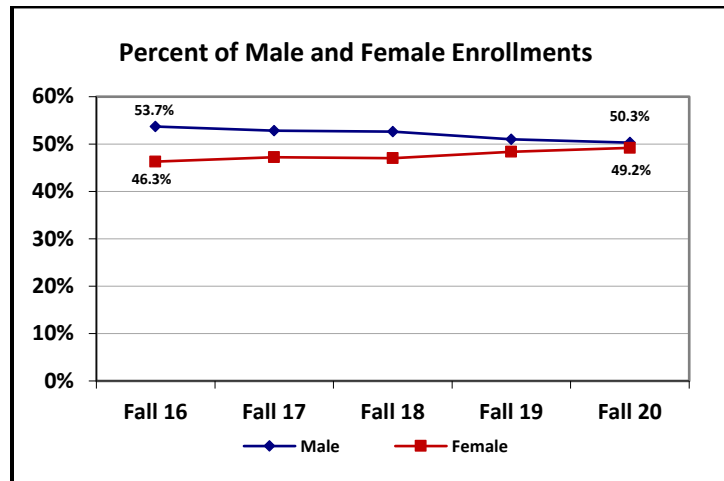
## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2021

**SUCCESS:** Since 2011, there has been an increase in the graduation rates for Asian 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 decline in the graduation rate of African American/Black students, and a slight increase in the graduation rate of Hispanic 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.

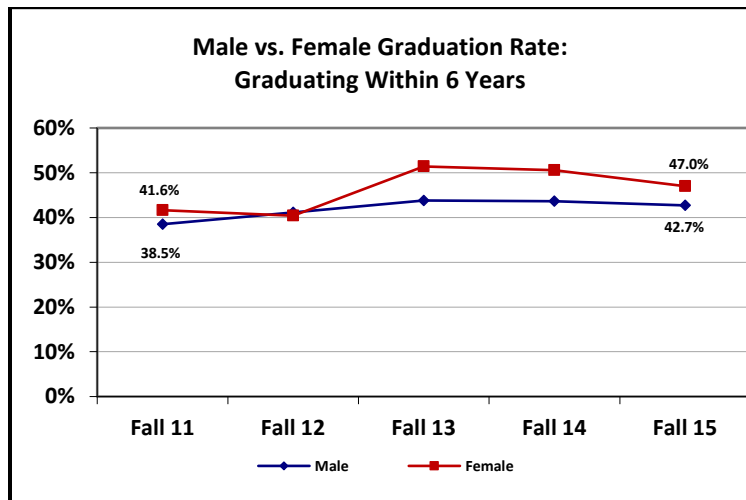


SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 08/16/2021

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

**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 and offer role models who inspire and encourage college education completion. 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.



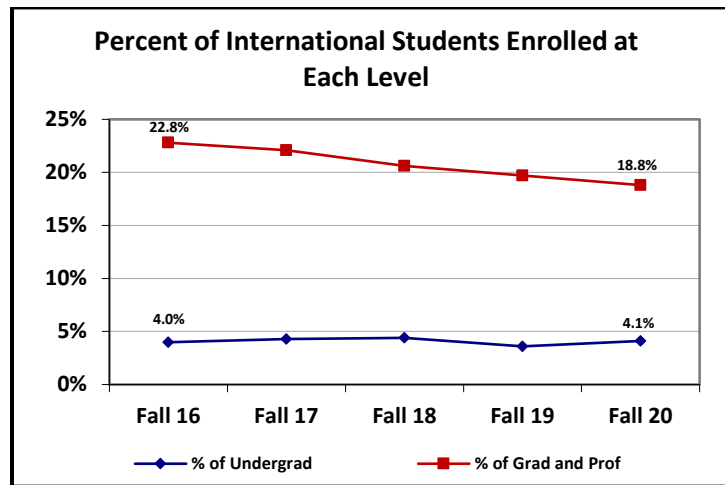
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2021

**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.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

**CHALLENGE:** 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.



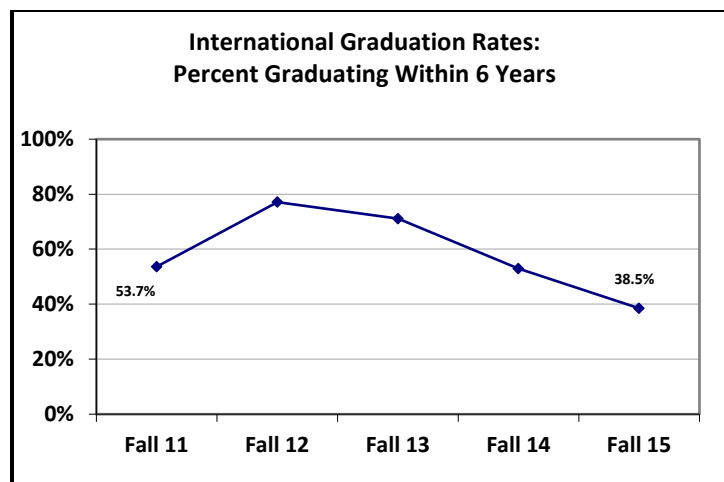
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 08/16/2021

**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 (2016-2020), the number of international students has declined, but the percent of the total enrollment has been between 8-8.6%. The enrollment in 2016 was 1,357. In 2020, the total international student enrollment was 917, originating in 100 countries. The peak over the last five years was in 2014 (1,821). The largest contributing countries in 2020 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, Africa, 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.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2021

**SUCCESS:** The international six-year graduation rate ranges between 71% and 77% fall 12 and fall 13. This is higher than those for our domestic students, which is less than 43%.

**CHALLENGE:** There is a decline in the graduation rate of international students since fall 2014. 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, business, public administration, health care management, and engineering), undergraduate research in the traditional arts and sciences (in studios and laboratories), living-

# PERFORMANCE REPORT

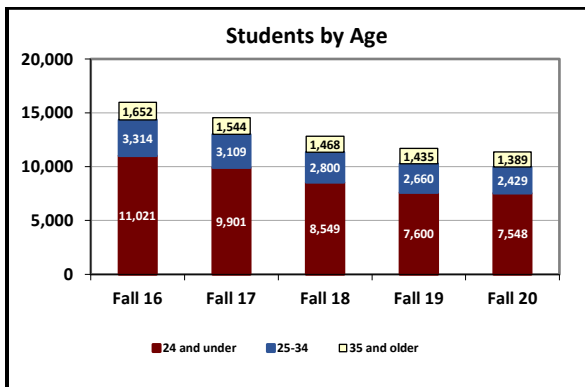
## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

learning communities in the residence halls (for majors in engineering, business, architectural studies and the University Honors Program, among others), Study Abroad, and Service Learning (arranged by the Center for Service Learning and Volunteerism).

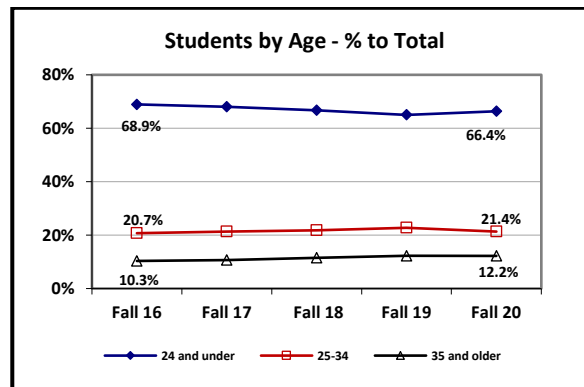
**CHALLENGE:** The principal goal is to expand upon these opportunities in light of budgetary constraints. Fortunately, these practices are already an established part of most academic programs, which require their majors to participate actively in these curricular and co-curricular activities. Science 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%), second-year rates (81%), and third-year rates (73%) than the average for the university. The Office of Veterans Services also provides invaluable support.



SOURCE: SIUC INSTITUTIONAL RESEARCH 09/10/2021



SOURCE: SIUC INSTITUTIONAL RESEARCH 09/10/2021

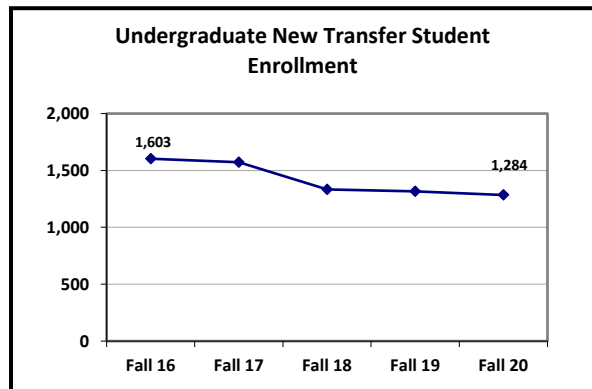
**SUCCESS:** The University is forthrightly addressing the educational needs of non-traditional students, with a focus on their transition to higher education from work and family. Each application is holistically reviewed to ensure that job- and life-skills factor into the admissions process. Similarly, several degree programs in the School of Education and the College of

## PERFORMANCE REPORT

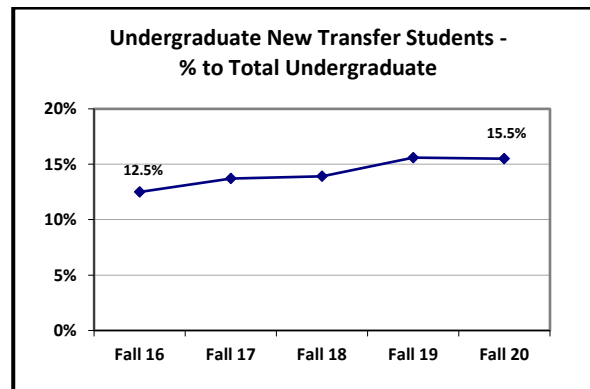
### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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.

**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 08/26/2021



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 08/26/2021

**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.

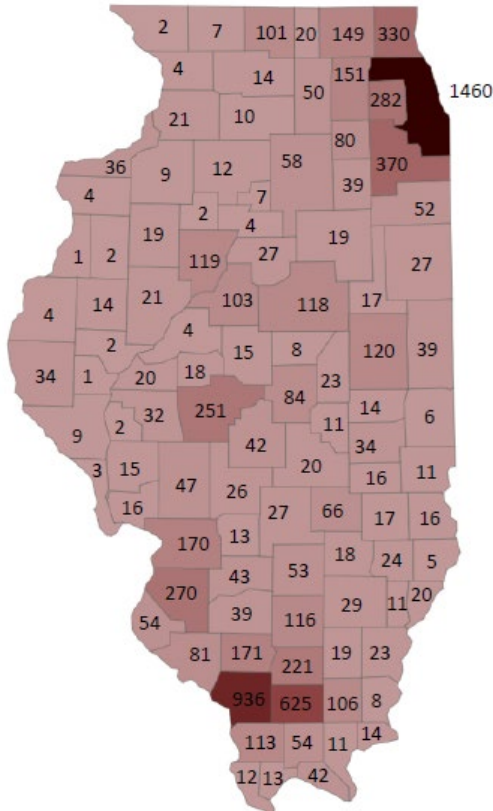
**CHALLENGE:** SIU Carbondale’s focused recruitment of first-time, full-time students may have diminished the absolute number and relative proportion of transfer students, who remain critical to the degree completion rates of the university overall. However, the principal source of the fall-off in transfer 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 is challenged in the area.

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

### 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.



Summary	
County Totals	Fall 2020
Number of Counties:	102
Number of Students:	8128

SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 09/16/2021

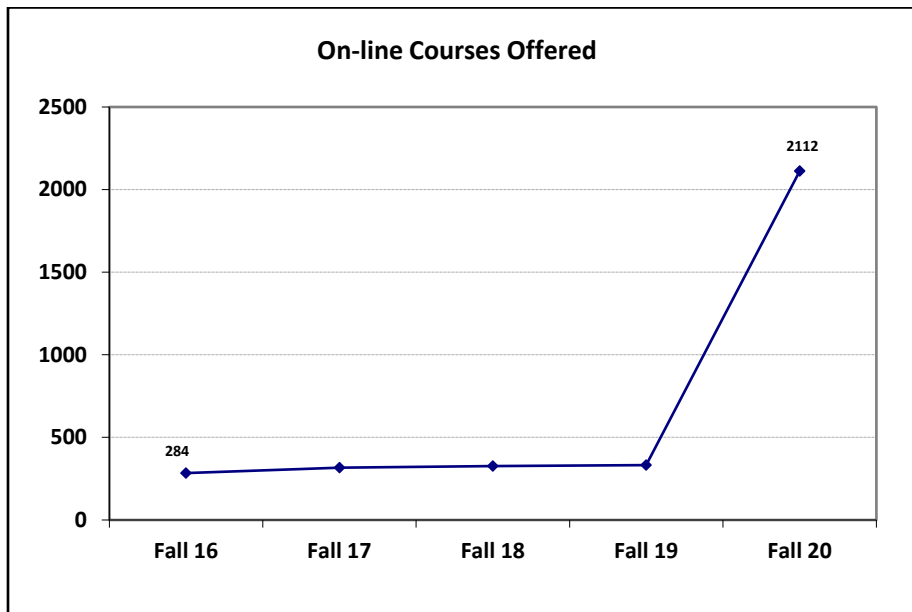
Adams	34	Hardin	14	Morgan	32	
Alexander	12	Henderson	1	Moultrie	11	
Bond	13	Henry	9	Ogle	14	
Boone	20	Iroquois	27	Peoria	119	
Brown	1	Jackson	936	Perry	171	
Bureau	12	Jasper	17	Piatt	23	
Calhoun	3	Jefferson	116	Pike	9	
Carroll	4	Jersey	16	Pope	11	
Cass	20	Jo Daviess	2	Pulaski	13	
Champaign	120	Johnson	54	Putnam	7	
Christian	42	Kane	151	Randolph	81	
Clark	11	Kankakee	52	Richland	24	
Clay	18	Kendall	80	Rock Island	36	
Clinton	43	Knox	19	Saint Clair	270	
Coles	34	La Salle	58	Saline	106	
Cook	1,460	Lake	330	Sangamon	251	
Crawford	16	Lawrence	5	Schuyler	2	
Cumberland	16	Lee	10	Scott	2	
De Witt	8	Livingston	19	Shelby	20	
DeKalb	50	Logan	15	Stark	2	
Douglas	14	Macon	84	Stephenson	7	
DuPage	282	Macoupin	47	Tazewell	103	
Edgar	6	Madison	170	Union	113	
Edwards	11	Marion	53	Vermilion	39	
Effingham	66	Marshall	4	Wabash	20	
Fayette	27	Mason	4	Warren	2	
Ford	17	Massac	42	Washington	39	
Franklin	221	McDonough	14	Wayne	29	
Fulton	21	McHenry	149	White	23	
Gallatin	8	McLean	118	Whiteside	21	
Greene	15	Menard	18	Will	370	
Grundy	39	Mercer	4	Williamson	625	
Hamilton	19	Monroe	54	Winnebago	101	
Hancock	4	Montgomery	26	Woodford	27	
					Total	8,128

**SUCCESS:** Chicago and the surrounding counties provide approximately 34% of SIU Carbondale’s in-state undergraduates, which compares to the 37% from 2017. 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.



## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

**CHALLENGE:** The overall enrollment from Illinois is down from 10,766 in 2017 to 8,128 in 2020. 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 09/09/2021

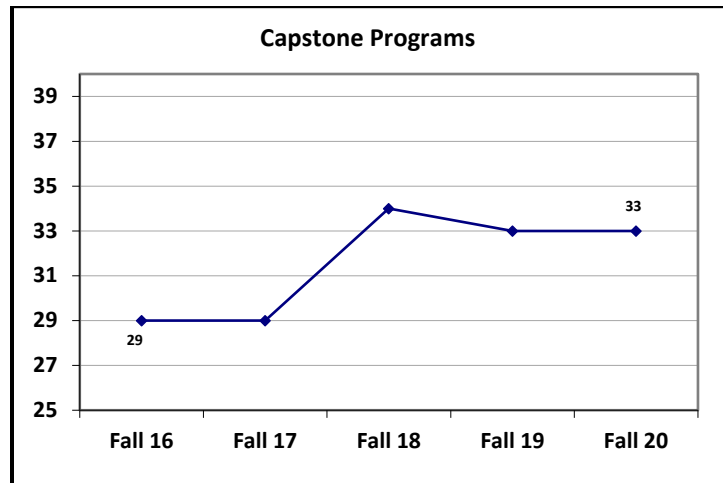
**SUCCESS:** Due to better coordination in the university's Extended Campus and financial incentives for faculty to teach on-line, the number of distance education courses has grown robustly in the past several years. Extended Campus requests proposals annually from faculty to teach on-line. Revenue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

The steep increase in the number of on-line courses is the result of COVID.

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

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



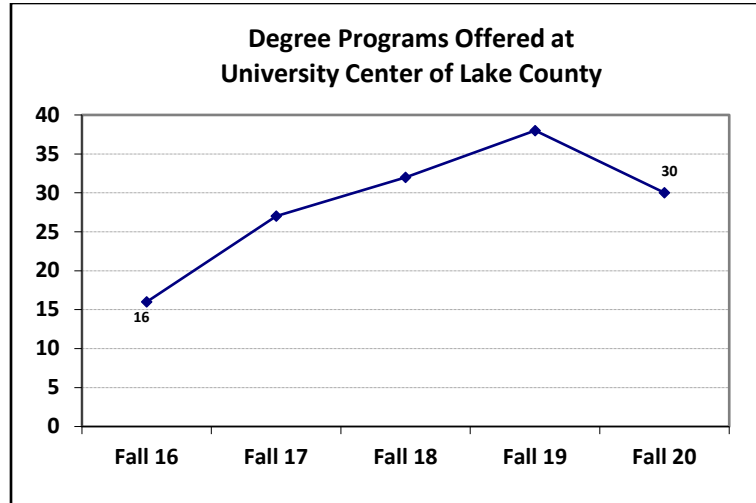
SOURCE: SIUC BANNER TABLES ACCESSED 10/18/2021 (<https://tuition.siu.edu/curric/>)

**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 2020) including industrial management and applied engineering, information technology, 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.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: UNIVERSITY CENTER OF LAKE COUNTY WEBSITE 09/09/2021

**SUCCESS:** An increase in SIU Carbondale programs at University Center at Lake County over the past five years reflects a commitment to 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 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 programs.

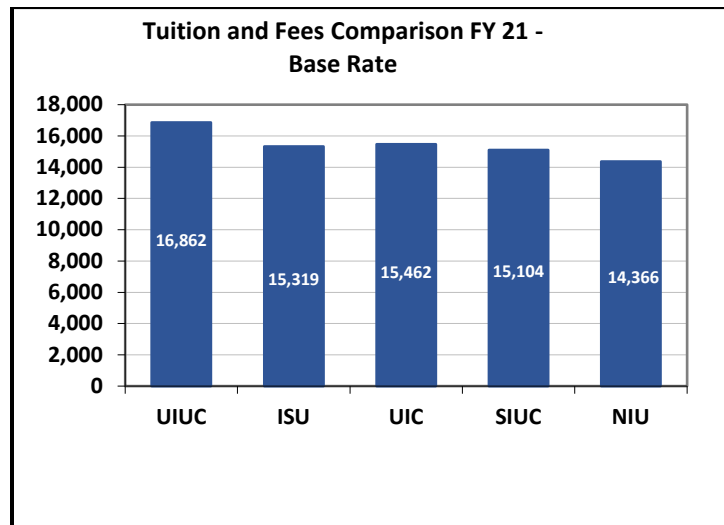
# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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

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

The University meets the needs of low-income students and provides funded opportunities through the provision of scholarships and endowments. Starting in Fall 2017, out-of-state domestic undergraduate students are now 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.siu.edu/alternatetuitionrate.html>).



SOURCE: OFFICE OF THE PRESIDENT, SIU DASHBOARD ACCESSED 08/25/2021

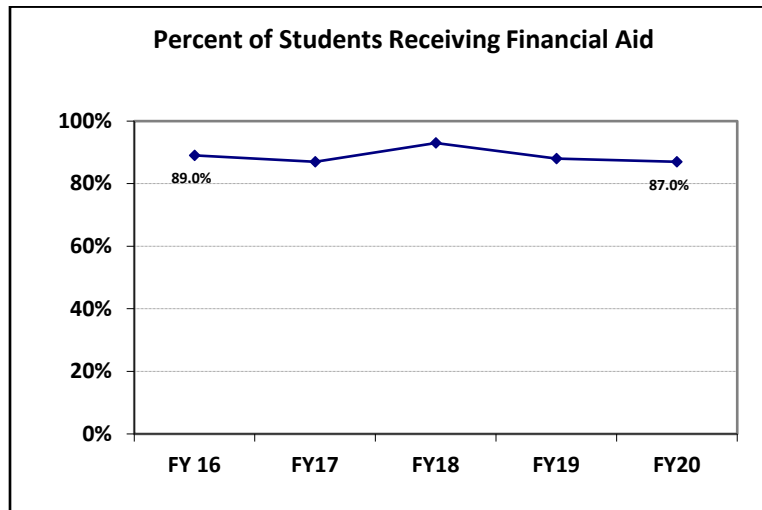
**SUCCESS:** SIU Carbondale has been and continues to be an affordable four-year public research university among its peer institutions in Illinois. The chart above is based on the rate for an incoming first-year student taking 15 credit hours a term and base fees. It does not include additional fees 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 between 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

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

decrease in state appropriations and a lack of certainty about future state appropriations. 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.



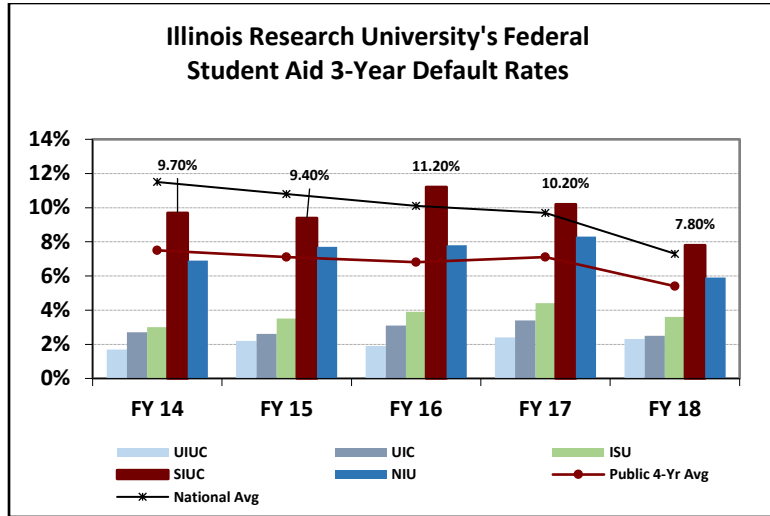
SOURCE: SIUC OFFICE OF FINANCIAL AID 08/27/21

**SUCCESS:** Eighty-seven 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.

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE 10/04/2021

**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, although it is decreasing.

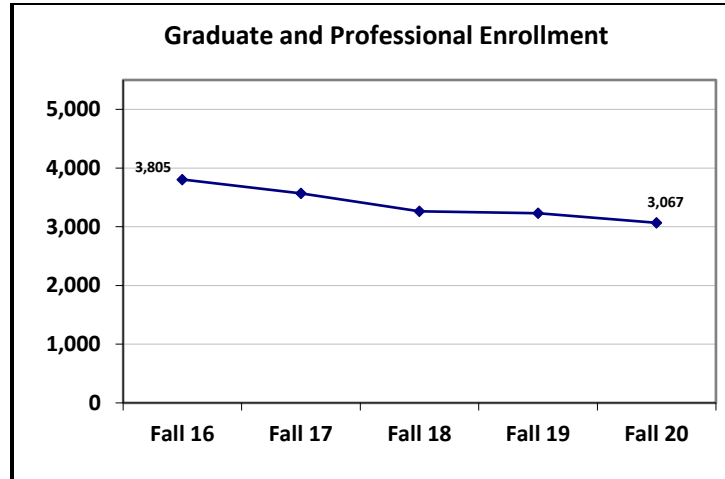
**GOAL 3: INCREASE THE NUMBER OF HIGH-QUALITY POSTSECONDARY CREDENTIALS TO MEET THE DEMANDS OF THE ECONOMY AND AN INCREASINGLY GLOBAL SOCIETY**

**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.

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 08/18/2021

**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 18.8% 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 offering accelerated master’s programs or joint programs with undergraduate/JD degrees.

### Professional Examination Pass Rates

#### College of Health and Human Sciences – Architecture (Practice Management)

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	No longer reported	<b>56%</b>	<b>51%</b>
2019	No longer reported	<b>52%</b>	<b>49%</b>
2018	No longer reported	<b>63%</b>	<b>47%</b>
2017	No longer reported	<b>38%</b>	<b>52%</b>
2016	<b>24/15</b>	<b>63%</b>	<b>56%</b>

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

### College of Health and Human Sciences - Aviation

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	<b>15/13</b>	<b>87%</b>	<b>89%</b>
2019	<b>37/36</b>	<b>98%</b>	<b>75%</b>
2018	<b>42/41</b>	<b>98%</b>	<b>75%</b>
2017	<b>49/49</b>	<b>100%</b>	<b>76%</b>
2016	<b>40/38</b>	<b>95%</b>	<b>76%</b>

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

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	<b>27/13</b>	<b>49%</b>	<b>69%</b>
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>

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

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	<b>115/108</b>	<b>94%</b>	<b>82%</b>
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>

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

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	<b>20/14</b>	<b>70%</b>	<b>Not Available</b>
2019	<b>23/20</b>	<b>87%</b>	<b>94%</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>



## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	<b>33/33</b>	<b>100%</b>	<b>Not Available</b>
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>

### College of Engineering – Civil Engineering

Year	SIUC Takers/Passed	Percentage Passed	National Percentage
2020	<b>10/7</b>	<b>70%</b>	<b>72%</b>
2019	<b>24/15</b>	<b>63%</b>	<b>68%</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>

### School of Law - Illinois Bar Exam

Year	SIUC Takers/Passed	Percentage Passed	State Average
2020	<b>48/26</b>	<b>54%</b>	<b>Not Available</b>
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>

### College of Business - Accountancy

Year	SIUC Takers/Passed	Percentage Passed	State Average
2020	N/A	<b>39%</b>	<b>50</b>
2019	N/A	<b>39%</b>	<b>53%</b>
2018	N/A	<b>35%</b>	<b>52%</b>
2017	N/A	<b>38%</b>	<b>48%</b>
2016	N/A	<b>41%</b>	<b>49%</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

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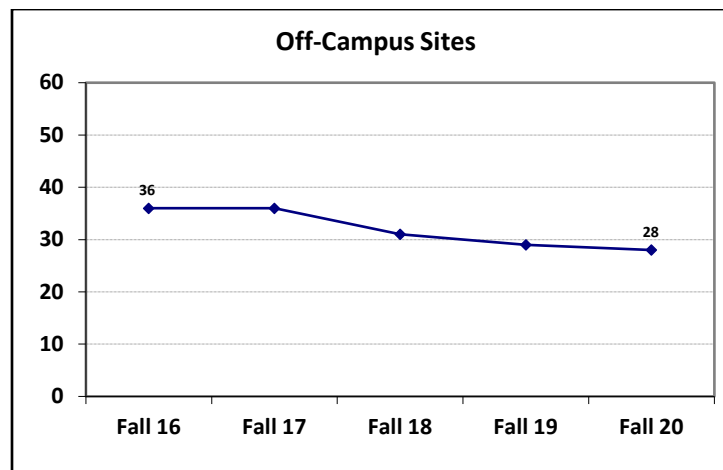
## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

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 law and accountancy are below the national average. 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.



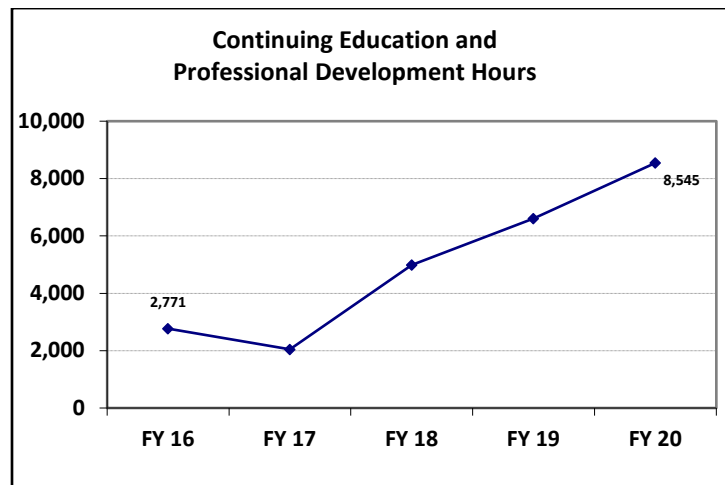
SOURCE: SIUC EXTENDED CAMPUS 09/09/2021

**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.

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### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

**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.



SOURCE: SIUC CONFERENCE AND SCHEDULING SERVICES 09/08/21

**SUCCESS:** Conference and Scheduling Services is taking a more aggressive approach in reaching out 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 marketing to 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.

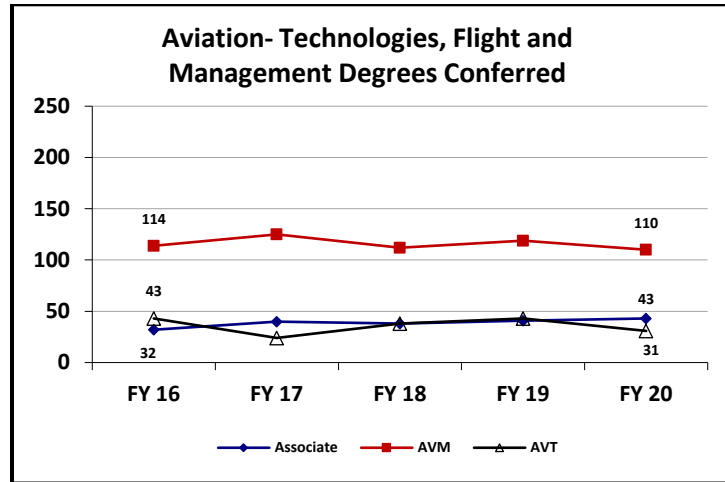
**CHALLENGE:** The number of hours students enrolled in continuing education and professional development are increasing, which demonstrates the demand. It is important to note the interest in courses that encourage lifelong learning, and thus recognize the need for specific employment-based credentialing.

## 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.



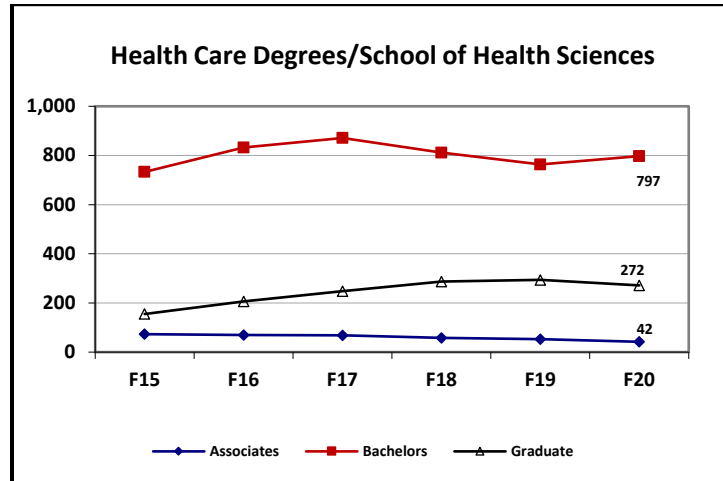
SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 08/18/21

**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

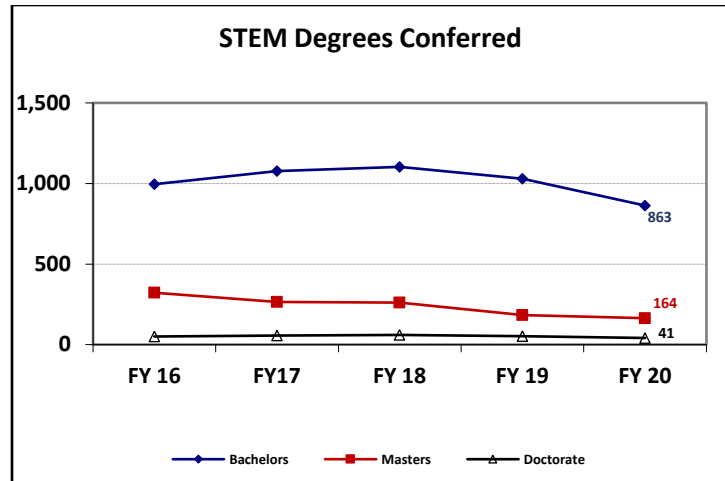


SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 8/26/2021

**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-online 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



SOURCE: SIUC FACT BOOKS ACCESSED 08/30/2021

**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.

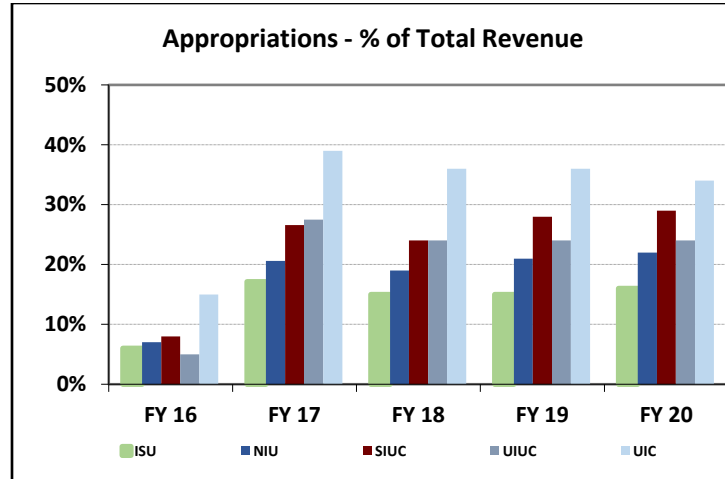
**CHALLENGE:** The University has a comparable commitment to the graduation rates in STEM graduate programs. SIU Carbondale is taking a closer look at attractive interdisciplinary STEM programs in high growth areas and has created a degree in fermentation science at the bachelor's level. If well-coordinated, 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

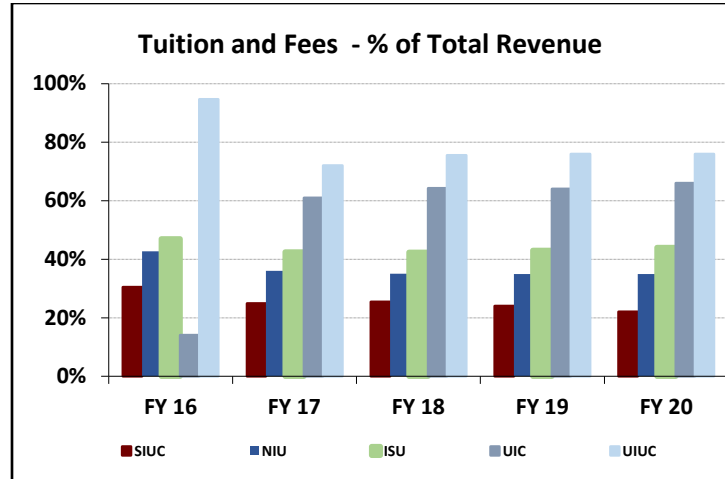


SOURCE: OFFICE OF THE PRESIDENT, SIU 09/20/2021

**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 challenges. 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 09/20/2021

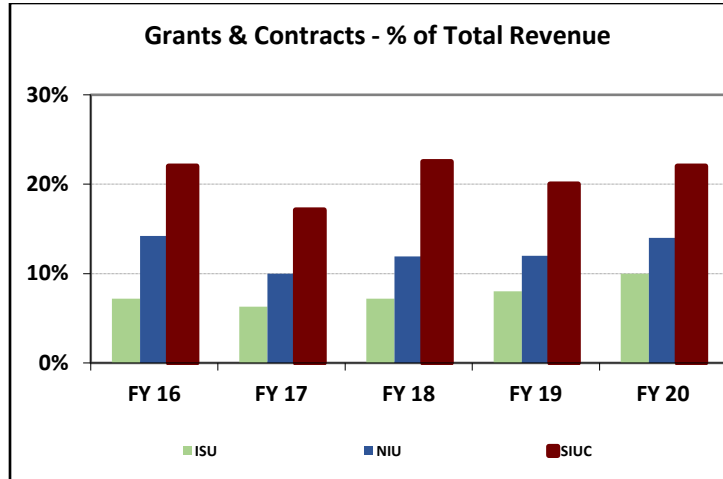
**SUCCESS:** Among the peer institutions in the state, SIU Carbondale relies the least on its student tuition to support operations. This relatively modest contribution to the University’s budget is offset even more by the federal and state sources of financial aid that students have to complete their 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 as 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 shouldered by grants, contracts, auxiliary services, and support from the SIU Foundation.



# PERFORMANCE REPORT

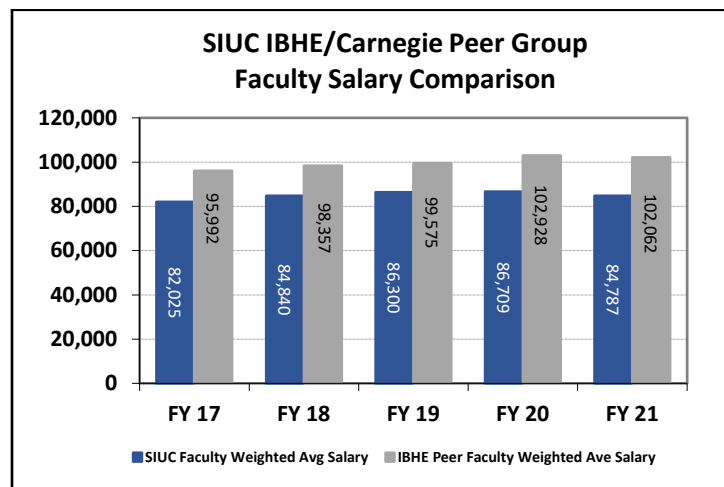
## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE



SOURCE: OFFICE OF THE PRESIDENT, SIU 09/20/2021

**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.



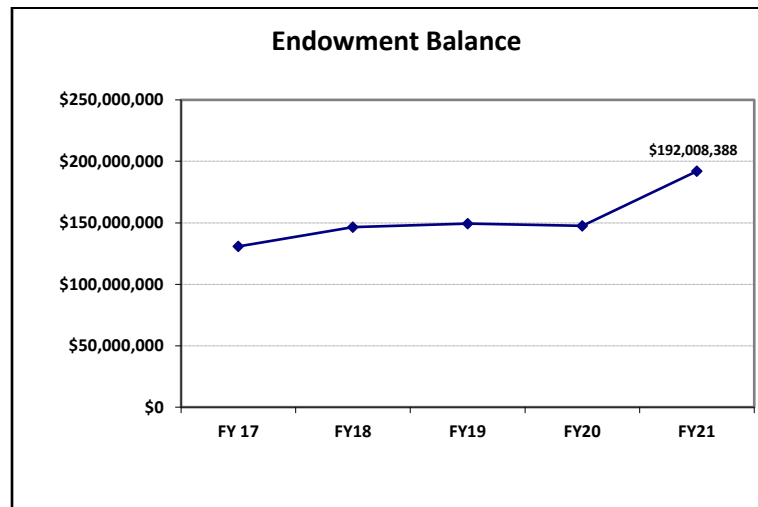
SOURCE: OFFICE OF THE PRESIDENT, SIU 09/20/2021

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

**SUCCESS:** From a statewide perspective, the University’s salary costs are very efficient. By hiring tenure-track 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 programs are sharing appointments to offset the costs of hiring new faculty. Through campus re-organization of merging departments into schools, programs are efficiently teaching curriculum that crosses over different disciplines. For example, in the School of Earth Systems and Sustainability, geology and geography courses in GIS are shared. In the School Analytics, Finance, and Economics, specializations have been added that provide students with options that cross-over. For example, Economics has a specialization in Finance, and Finance has a specialization in Economics. Both examples permit students to expand on their base degree without requiring additional coursework from the base degree program. In both cases, the cost efficiencies are recognized.

**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 cannabis research, to interest outstanding faculty elsewhere to accept job offers and to stay here for satisfying and rewarding careers.



SOURCE: SIU FOUNDATION 10/07/2021

**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

## **PERFORMANCE REPORT**

### **SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

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 \$192 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.

### VISION:

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**

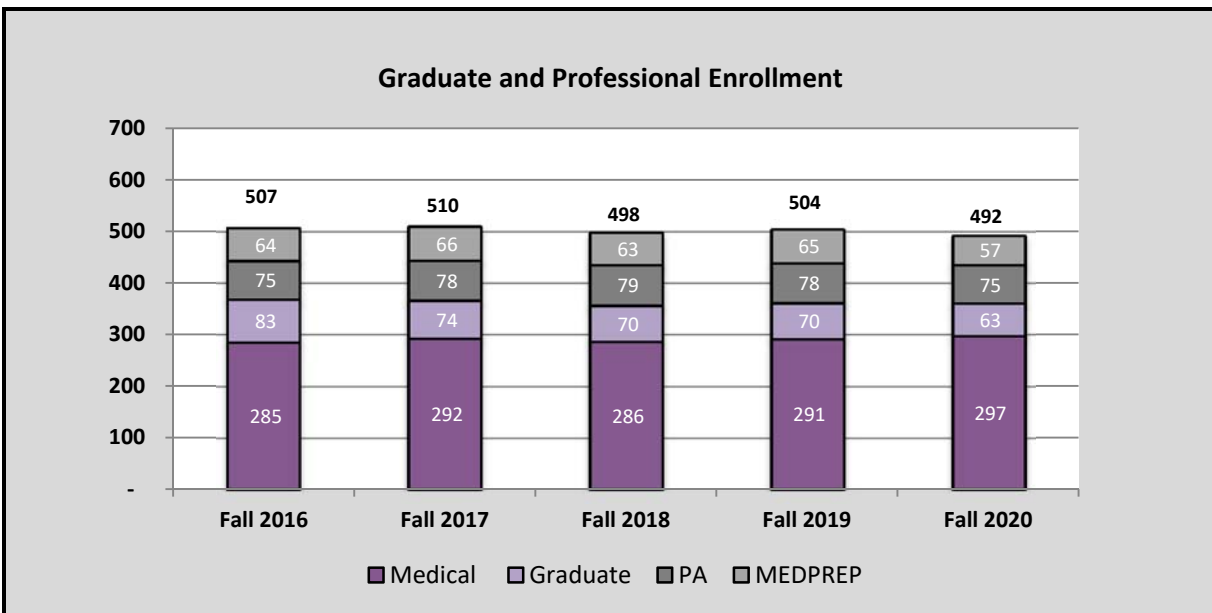
We create compassionate and healing environments for all. Love for our communities and respect for the individual are reflected in our programs and patient care. Our compassion will be driven by honesty, integrity and equity in our actions.

## 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 provides academic programs for medical students, resident physicians and fellows, graduate students, physician assistant students, community health workers and students in other medical pipeline programs. The SIU SOM is internationally recognized for innovation and quality in medical education. Initiatives to increase the number of health care professionals trained at SIU are critical and timely given recent projections by the Association of American Medical Colleges (AAMC) indicating a significant shortage of up to 139,000 physicians in the US by 2033.

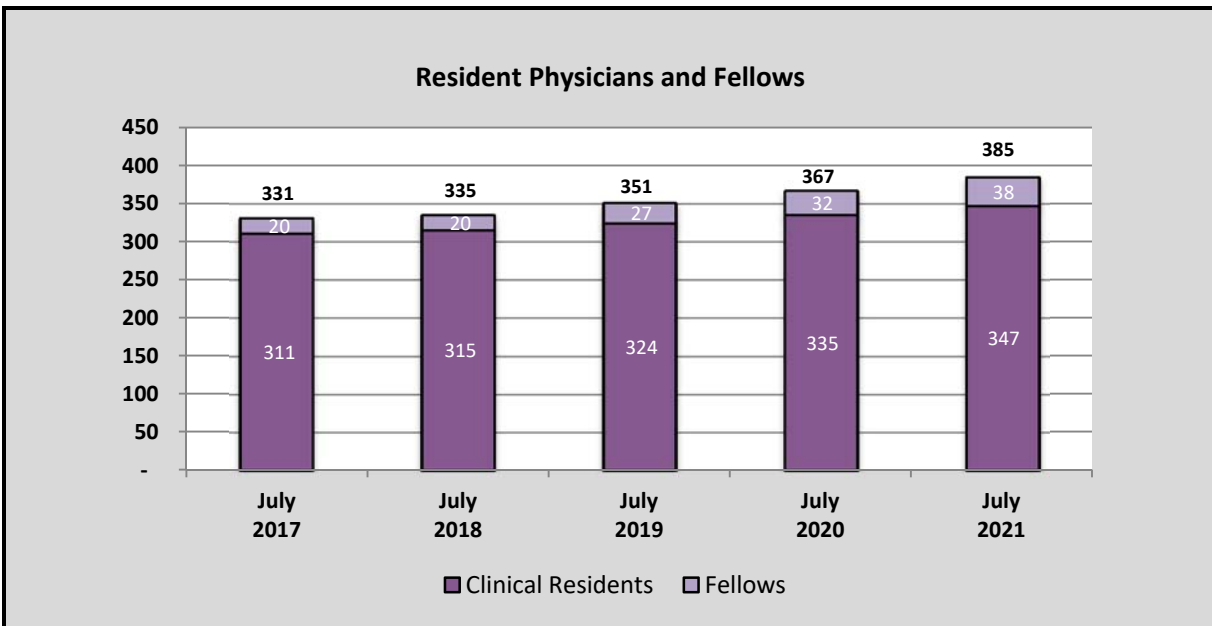


**SUCCESS:** SIU School of Medicine’s student enrollment has been stable over the past few years and will increase in the near term. With the implementation of the Lincoln Scholars Program (LSP) in FY2020, enrollment of medical students in the undergraduate medical education program (program leading to the MD degree) has increased from 72 to 80 students per academic class year. This will increase the overall medical school enrollment from 288 to 320 students with only minor variances year-to-year due to a small number of medical students on or returning from leave or repeating a school year. In FY2021, the Physician Assistants program initiated a new Doctor of Medical Science for Physician Assistants program targeted to PA students who aspire to faculty and teaching positions. Once fully implemented, this will increase PA enrollment by up to 100 students per year. The medical school offers graduate programs for masters and doctoral students in the biomedical sciences - pharmacology, physiology, and, in cooperation with the SIUC College of Agricultural, Life, and Physical Sciences, molecular biology, microbiology, and biochemistry. These graduate programs have maintained their

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

enrollments. Enrollment of MEDPREP students has also been stable during this period. Applications to the MD program remain strong, averaging 16.6 applicants for every position in the matriculating class over the last five years. Over the past five years, the Physician Assistant program has averaged 27.0 applicants for each open position and for fall 2020, over thirty applications were received for each available opening.

**CHALLENGE:** Enrollment in the medical school’s programs are expected to remain strong. Matriculation to the PA program is expected to increase due to the implementation of the Doctor of Medical Science for Physician Assistants Program while enrollment in the medical program is expected to increase to 320 students by FY2023 due to the addition of the Lincoln Scholars Program. Graduate science and MEDPREP program enrollments are expected to continue at current rates.



**SUCCESS:** Graduate medical education (GME) is formal medical education pursued after the student graduates with the medical degree to pursue specialty training and to become board certified in a medical specialty; it includes 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 21 residencies and 13 fellowships. The number of resident physicians and fellows averaged 354 during the most recent five-year period.

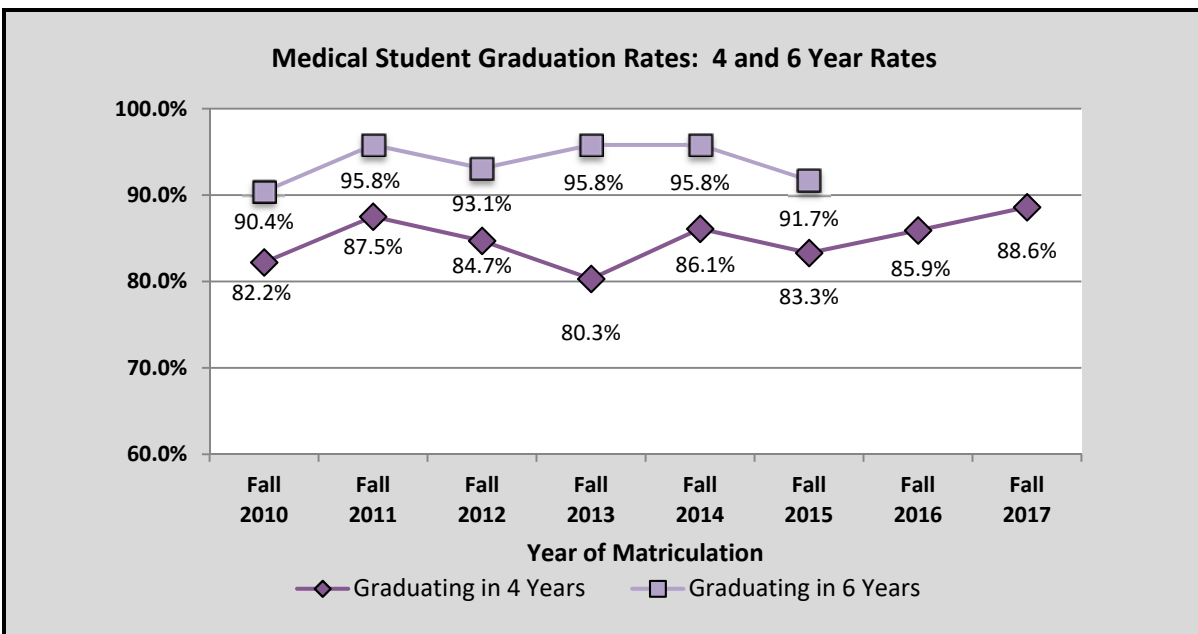
In recent years, SIU School of Medicine has worked with its hospital partners to significantly increase and expand graduate medical programs and to increase the number of residency and fellowship positions available. This includes an increase in the number of residency and fellow positions in Emergency Medicine, Pediatrics, Neurology, Dermatology, and Internal Medicine. New programs include a Family Medicine residency program based in Alton, IL as well as new fellowship programs in Critical Care Medicine, Hematology/ Oncology, Cardiology, and

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

Gastroenterology. Through these efforts, the number of residency and fellowship positions at SIU Medicine is expected to grow from approximately 330 positions in 2016 to 392 this year and then 412 positions in 2023; an increase of 82 positions (25%). These increases are vital to the School’s mission to provide healthcare to the region.

**CHALLENGE:** Residencies and fellowships are largely funded by the government (almost all federal funds through Medicare) and more recently by partner hospitals. The SIU SOM must continue to monitor and maintain health care partner relationships and funding sources to ensure continued support to these important educational programs.

Founded in 1970, SIU School of Medicine has graduated over 3,000 medical students and over 3,000 physicians have also graduated from the school’s residency programs and fellowships.



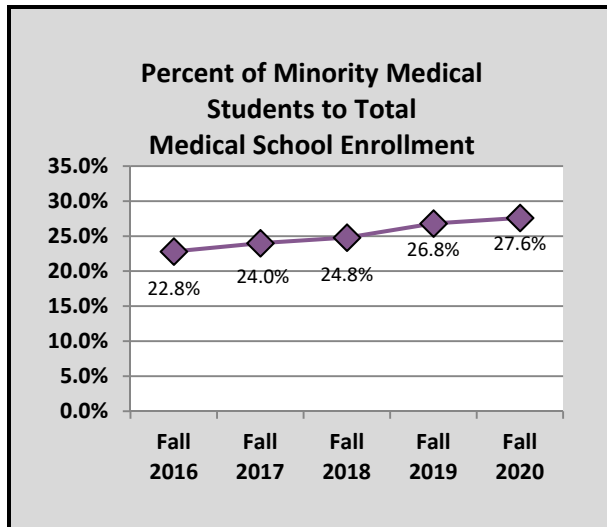
SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, JULY 2021

**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, 85% 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.)

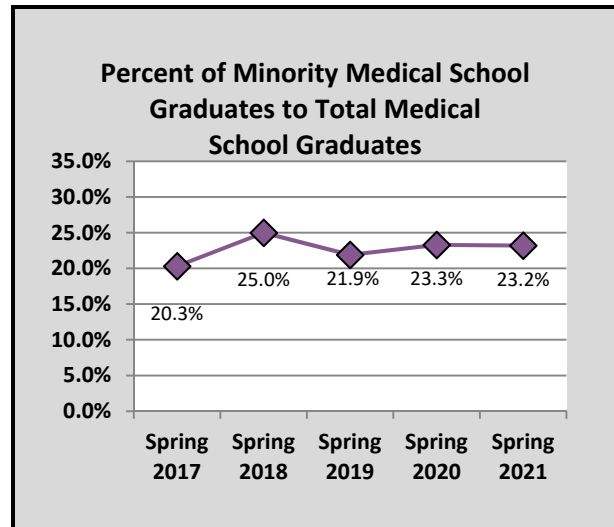
**CHALLENGE:** SIU School of Medicine’s goal is to graduate in four years all medical students who enter the MD program. In some cases, students encounter difficulty in completing their studies on time and may opt or be required to remediate some or all of an academic year. In other cases, economic,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

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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 SOM 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.



SOURCE: SIUC INSTITUTIONAL RESEARCH AND STUDIES, JULY 2021



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 25% for the most recent five-year period displayed above. When compared to other US medical schools, SIU's medical school rated near the 85<sup>th</sup> percentile in percent of graduates who are from Black or African-American backgrounds (data for graduates from 2014-2019). These data show 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. This is especially true for African-American or Black men, a cohort that has seen an overall 4% decrease in medical school applications to U.S. medical schools since 2017 compared to a 4.2% increase over that same time period for African-American or Black women. And while enrollment of Black or African American students in

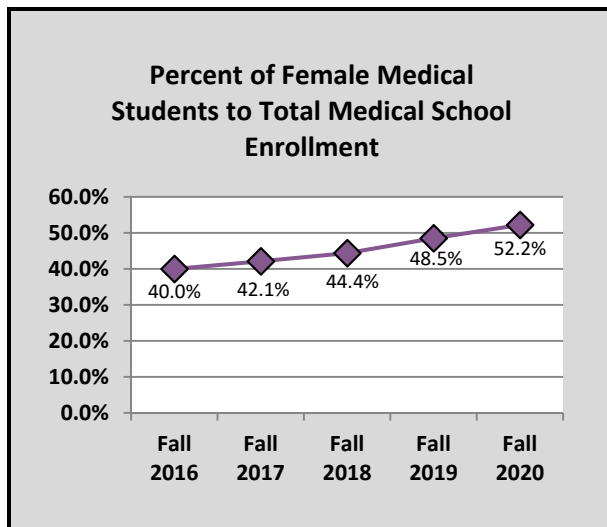


## PERFORMANCE REPORT

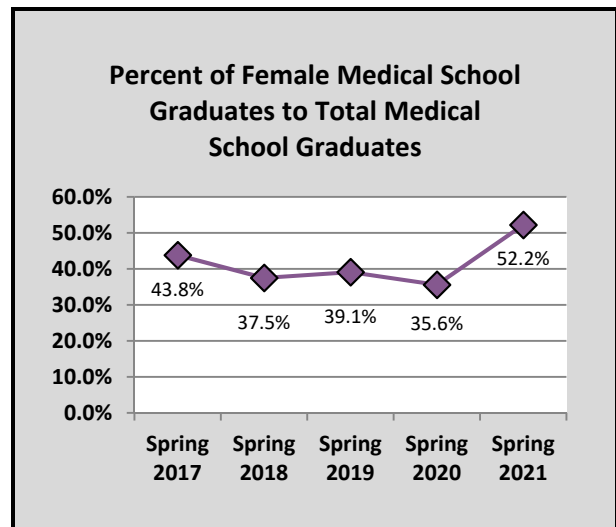
### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

U.S. Medical Schools has increased by 25% since 2017, the total enrollment of Black or African American medical students remains below 8% of the entire student population. Research presented by the AAMC suggests that this is due to limited knowledge of career options, poor access to African-American role models, finances, and attractiveness of other careers that are less educationally intensive. Reflecting wider population patterns, medical school applicants/matriculants from minority backgrounds tend to be concentrated in large urban centers. Competition among medical schools for these students is significant, with minority students preferring schools that offer substantial scholarships and other financial assistance, robust academic and support services to help them master the rigorous medical curriculum, and an already established community of students and faculty from minority backgrounds.

SIU School of Medicine has been able to succeed in recruiting, retaining, and graduating minority students because of its long-term focus on achieving a diverse student body, and its investment of resources and strategies employed to attract, retain, and serve minority students. Important programs have helped the medical school achieve a more diverse student body for example, the Medical/Dental Preparatory Program (MEDPREP) pipeline post-baccalaureate program, selection criteria gives preference to 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 over the 60<sup>th</sup> 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 2021



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, AUGUST 2021

**SUCCESS:** Enrollment of women in SIU’s MD program has increased over the most recent five-year period. During these years, enrollment for this group averaged 45.4% at SIU. This is comparable to all US medical schools where women comprise 49.6% of the nation’s medical school enrollment during this same time period. SIU School of Medicine ranks at the 75<sup>th</sup>

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### SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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 2020-2021 academic year, there were over 53,000 applications to all US medical schools, of which over half (53.4%) were women. In addition, the percentage of females enrolled in US medical schools reach 51.5% 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 2020, 50% 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.

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

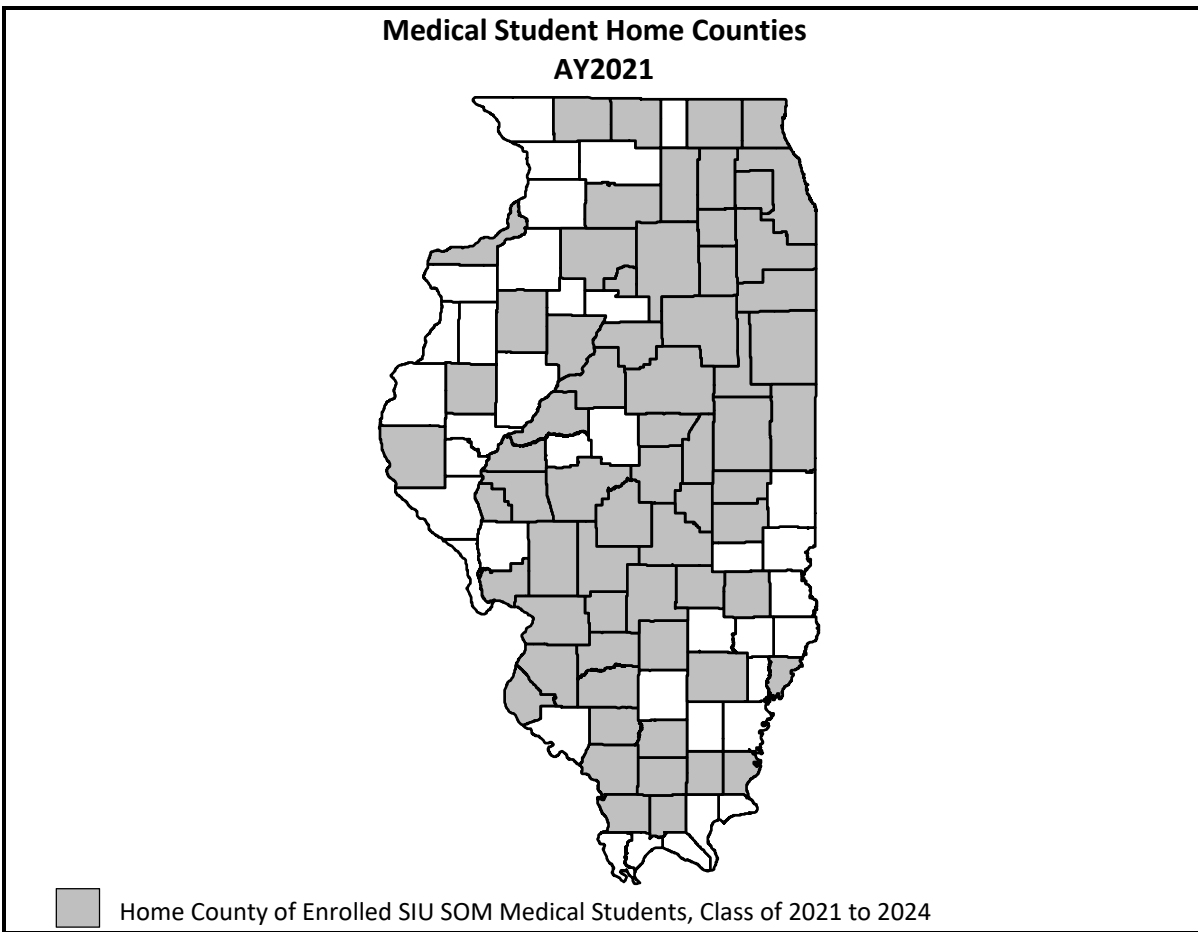
Medical students attending SIU School of Medicine normally first graduate from an approved baccalaureate program and must complete the Medical College Admission Test (MCAT) prior to admission. Most students come to medical school directly from their undergraduate programs; in some cases, students may 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.

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#### 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.



**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 FY2021, medical students came from 65 of Illinois' 102 counties and of these students, 92% were from downstate Illinois and 38% came from rural counties. Over half (55%) of the class matriculating in academic year 2020/2021 came from communities of 25,000 or fewer citizens.

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

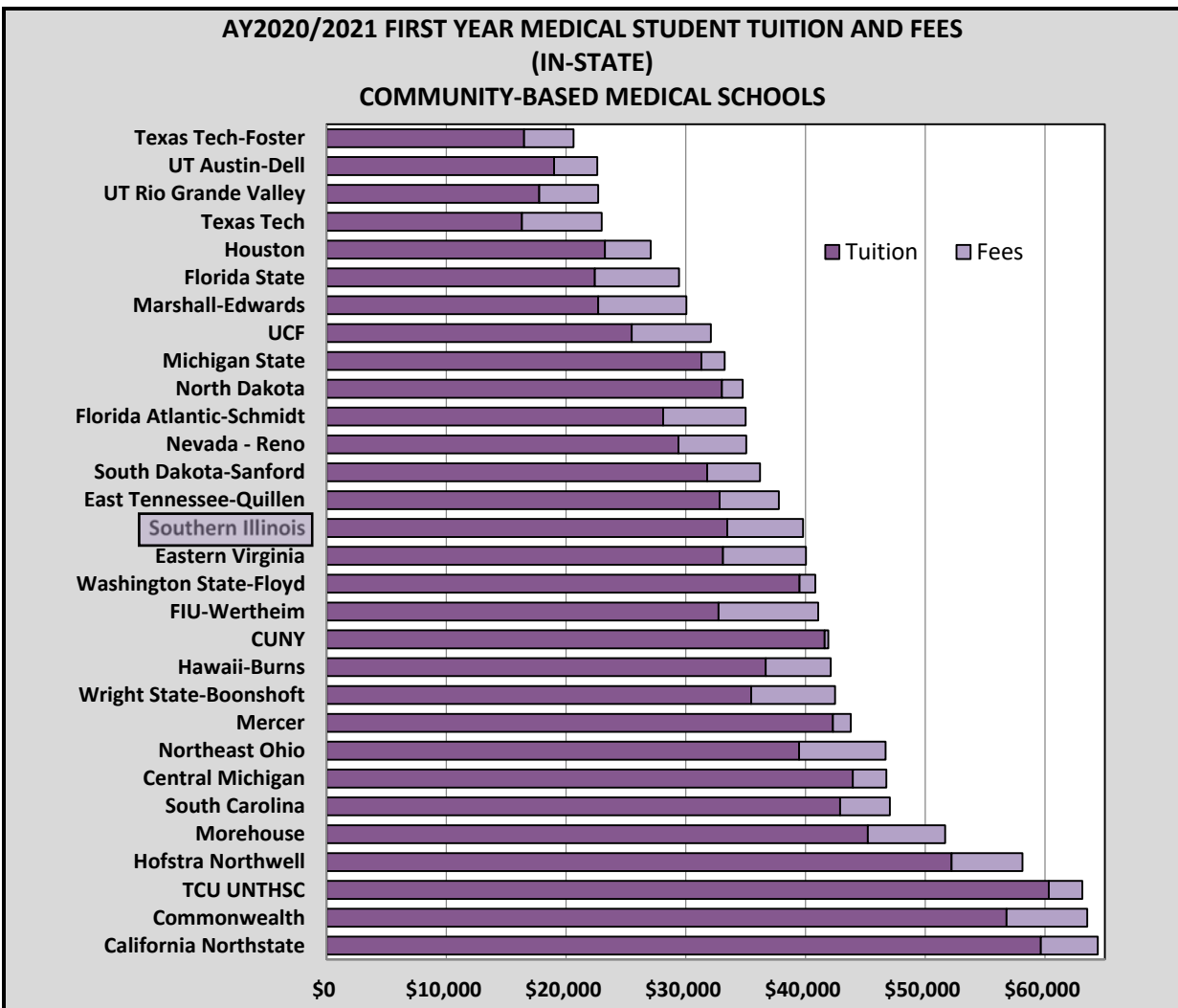
**CHALLENGE:** Recruiting medical students from these geographical areas is one factor contributing to the school's success in preparing its graduates for practice in rural and medically underserved areas. The medical school must continue to prioritize recruitment of medical students from the region as one key strategy in providing the physician workforce needed for central and southern Illinois. SIU ranks over the 80<sup>th</sup> percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, near the 60<sup>th</sup> percentile of graduates practicing in underserved areas, and at the 70<sup>th</sup> percentile of graduates practicing in-state (2021 AAMC Missions Management Tool listing graduates from 2006 to 2011).

## 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 it's 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.

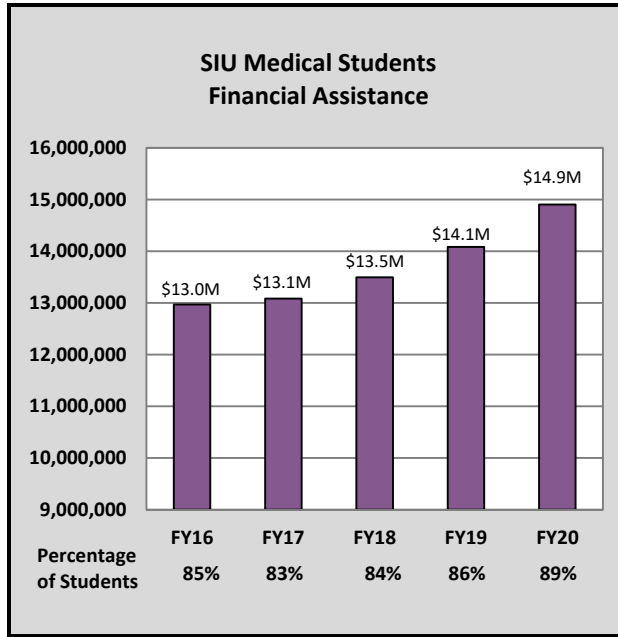


SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES, JANUARY 2021

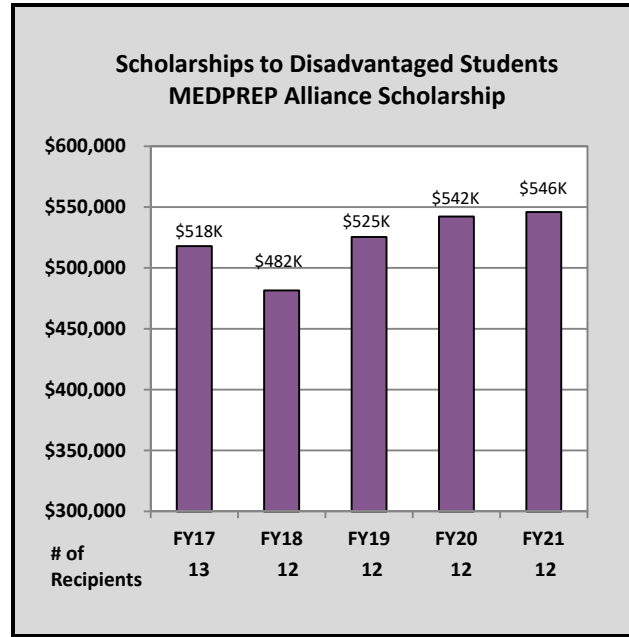
**SUCCESS:** SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 5.6% of the school’s FY2021 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 2021



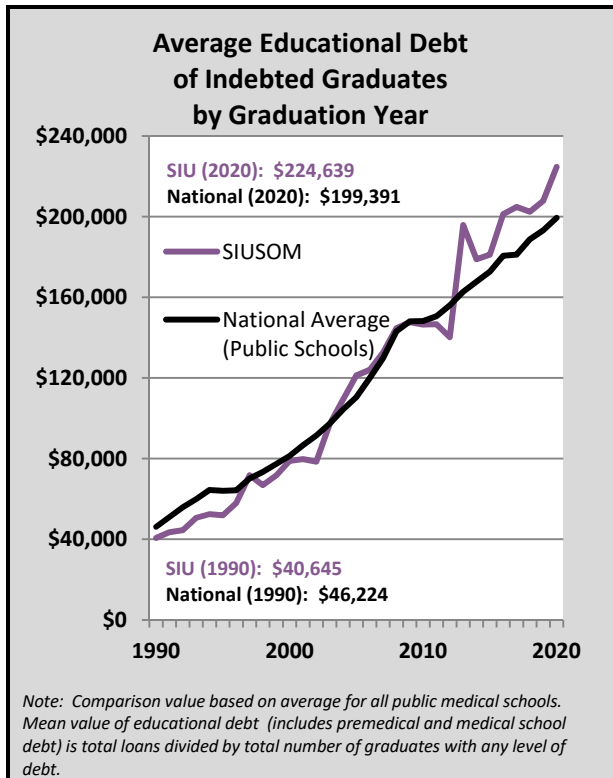
SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS AND OFFICE OF MANAGEMENT AND BUDGET, FALL 2020

**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 \$520,000 per year over the past several years.

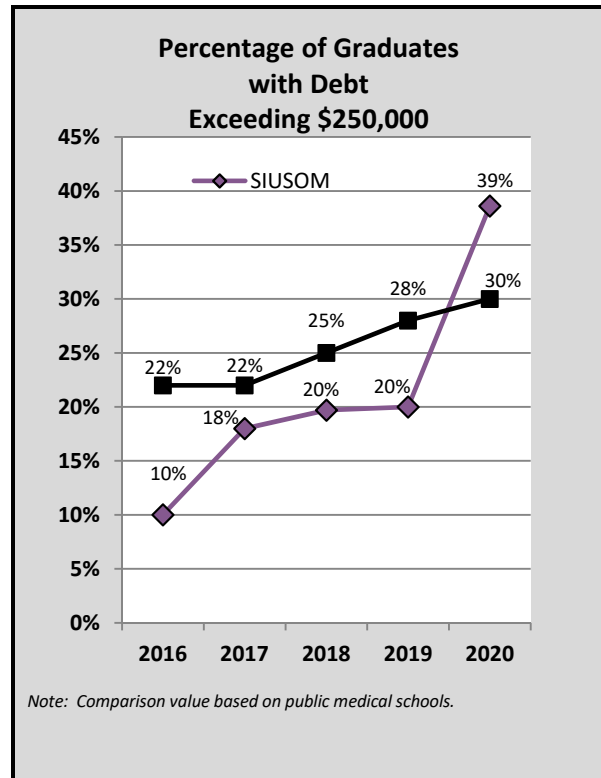
**CHALLENGE:** The School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school's Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and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

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## SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, SPRING 2021



SOURCE: ASSOCIATION OF AMERICAN MEDICAL COLLEGES AND SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, SPRING 2021

**SUCCESS:** 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.

**CHALLENGE:** 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 FY2020 the average educational debt (including premedical school debt) was \$224,639. This steady increase is consistent with trends at other public medical schools. Thirty nine percent of the 2020 graduating class incurred total educational debt in excess of \$250,000, more than double the number of students compared to 2019. (From 13 students in 2019 to 27 students in 2020.) With these debt levels exceeding the national average for all public medical schools, the amount of debt being carried by SIU’s medical school graduates remains a continuing concern. This is a special concern for physician workforce shortages. When medical student debt tops \$200,000, the students are less likely to choose lower paying specialties for their careers. These specialties include family medicine, general internal medicine, geriatrics, psychiatry, endocrinology, infectious disease, and several others. Large debt has contributed significantly to the severe shortage of primary care physicians.

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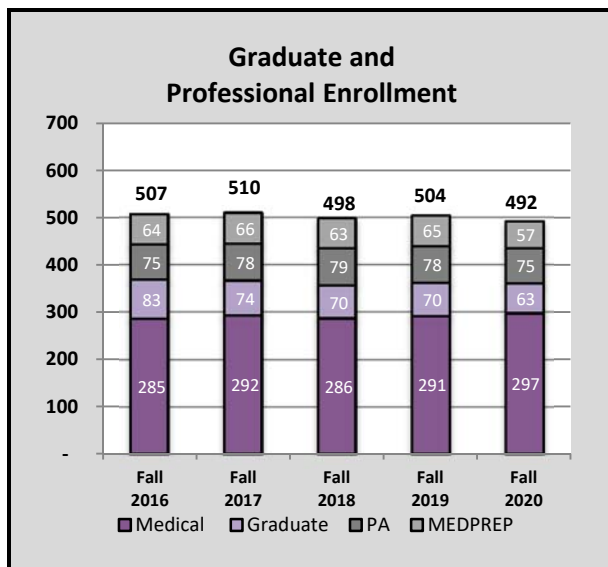
## SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

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

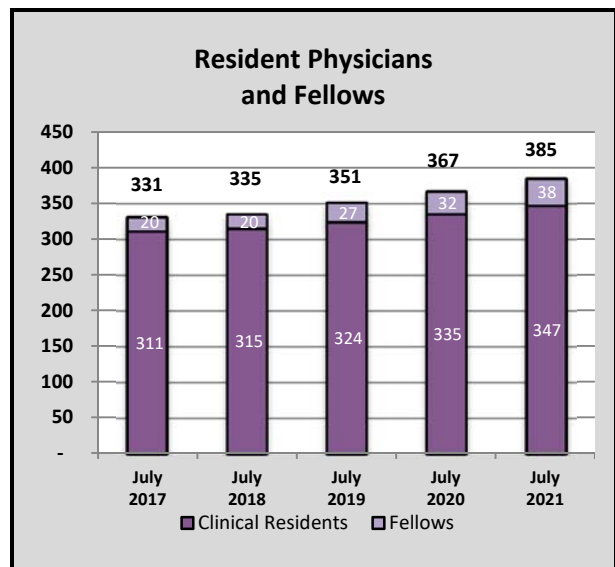
Excellence in professional and graduate education as well as leadership in research, scholarly, and creative activities is integral to the mission of SIU School of Medicine. The medical school has effectively adapted its curricula and programs to better meet the needs of students and the community.

**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 and other SIU health care students, (nursing, clinical pharmacy and behavioral health).



SOURCE: SIUC INTERACTIVE FACTBOOK AND MEDPREP



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

**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

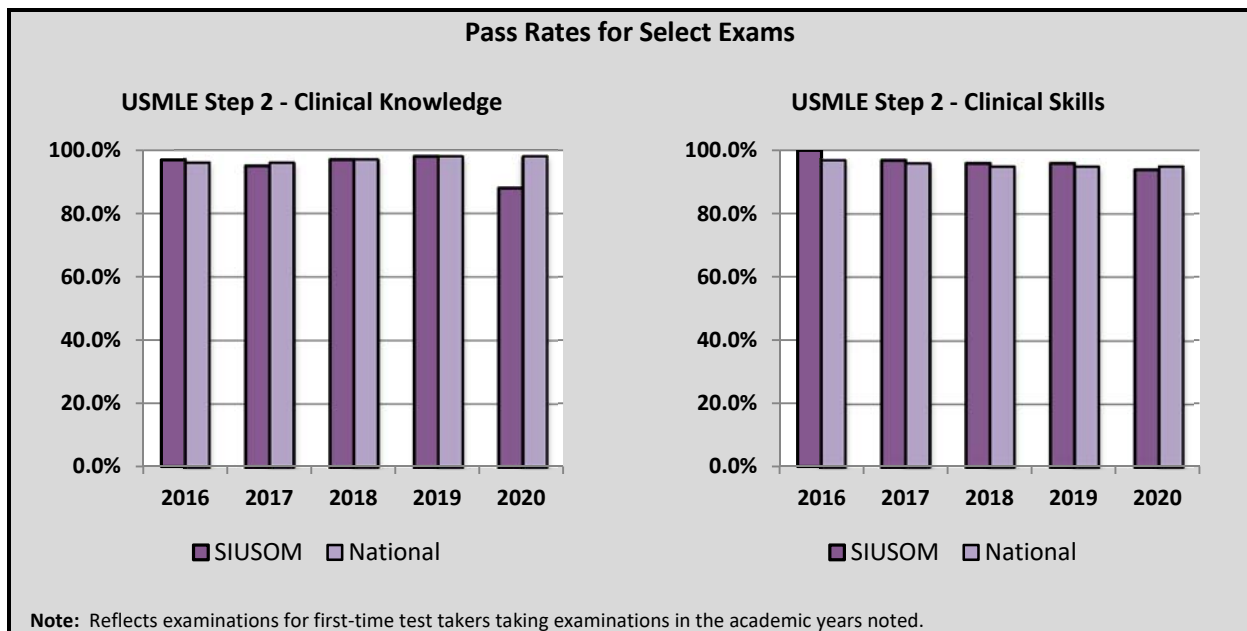


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their chosen specialties. Clinical residents and fellows trained in the school’s graduate medical residency programs and graduates of SIU’s physician assistants program are well prepared for medical careers, frequently opting to practice in central and southern Illinois. The medical school’s MS and PhD programs train scientists in pharmacology, physiology, and molecular biology, microbiology, and biochemistry, fields with direct application in the burgeoning biomedical industry. All medical education programs are accredited by their national accrediting agencies (Liaison Committee on Medical Education (LCME), Accreditation Council on Graduate Medical Education, Accreditation Council on Continuing Medical Education, and the Accreditation Commission on Education for the Physician Assistant). In 2015, SIU School of Medicine became the only medical school to receive a second consecutive full eight-year LCME accreditation with no citations. 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

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their fourth year. Of note, the Step 2 – Clinical Skills test was put on hold in March 2020 due to the impact of the COVID pandemic and since that time the exams sponsors – the Federation of State Medical Boards and National Board of Medical Examiners (NBME) – have announced that they will no longer use this exam going forward. While the Step 1 and Step 2 – Clinical Knowledge exams will continue to be conducted, as of spring 2021 the USMLE has indicated there are no plans to develop a new exam to measure the skills that were assessed in the Step 2 – Clinical Skills exam.

**SUCCESS:** The pass rate for USMLE Step 1 for the past three years has been 100%, significantly above the national average. Pass rates on the USMLE Step 2 – Clinical Knowledge examination are at or near national rates throughout the five-year period displayed above. For the Step 2 – Clinical Skills test, pass rates for SIU’s medical students typically exceed the national rate. The medical students’ performance on the USMLE reflects their readiness to enter and succeed in their medical residencies.

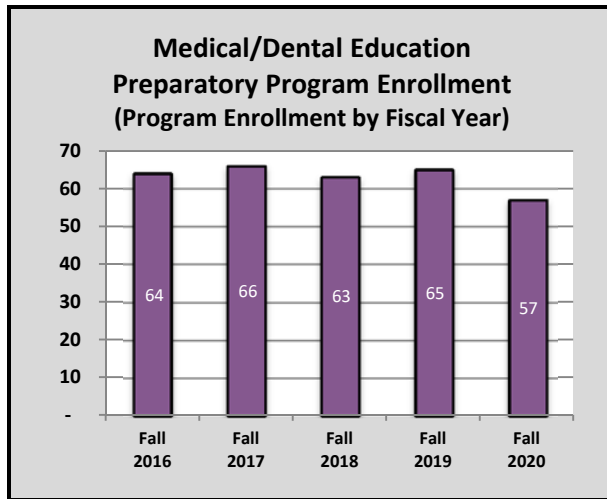
**CHALLENGE:** The United States Medical Licensing Examination is revised for test content on an annual basis by the National Board of Medical Examiners. SIU School of Medicine faculty must monitor evolution of the USMLE as well as SIU medical students’ performance on these tests and use that information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

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

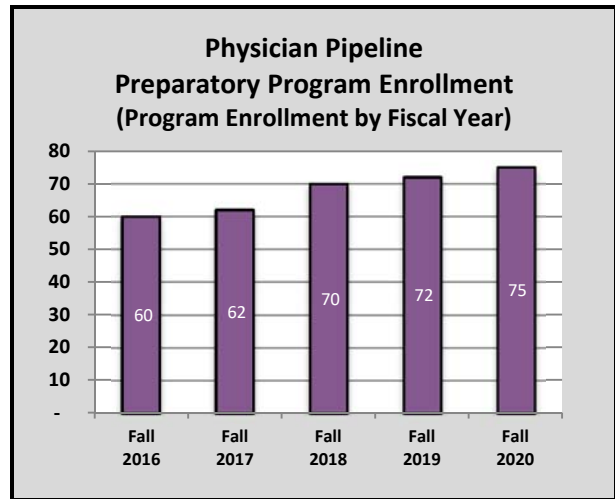
SIU School of Medicine offers two educational pipeline programs. Established in 1972, the Medical/Dental Education Preparatory Program (MEDPREP) is SIU’s nationally recognized post-baccalaureate program of preparatory learning for minority and educationally/economically disadvantaged students tracking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

In cooperation with the Springfield Public School District 186 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.

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SOURCE: MEDPREP, SEPTEMBER 2021



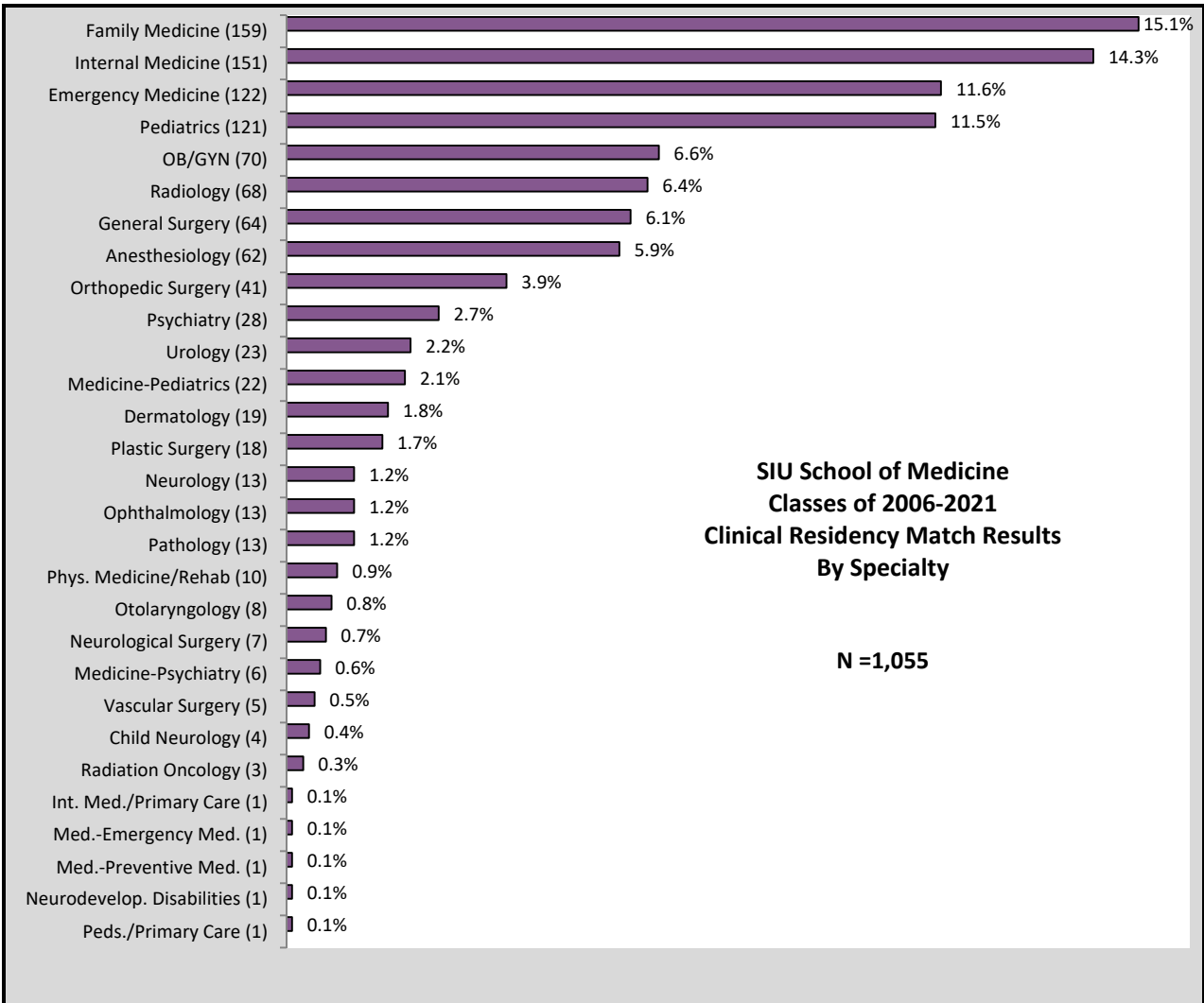
SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF EQUITY DIVERSITY AND INCLUSION, SEPTEMBER 2021

**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, 1,675 students have participated in MEDPREP. In the most recent five-year period, the program had a 92% completion rate and 82% 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. As of 2020, 75 students had completed the program and three graduates of the P<sup>4</sup> program were 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.

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



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF STUDENT AFFAIRS, MARCH 2021. EXCLUDES PRELIMINARY, TRANSITIONAL, AND SPECIAL FELLOWSHIPS (E.G., RESEARCH FELLOWSHIPS)

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 sixteen-year period (2006-2021) displayed in the chart above, SIU’s MD graduates entered residencies in 29 different specialties, including all of the primary care fields and numerous medical and surgical specialties.

## **PERFORMANCE REPORT**

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

**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 2021, a record-high number of applicants (over 42,500) applied for residency positions, an increase of more than 6,500 applicants (18.2%) over the last five years. This trend of increasing graduates is expected to continue as ten 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.

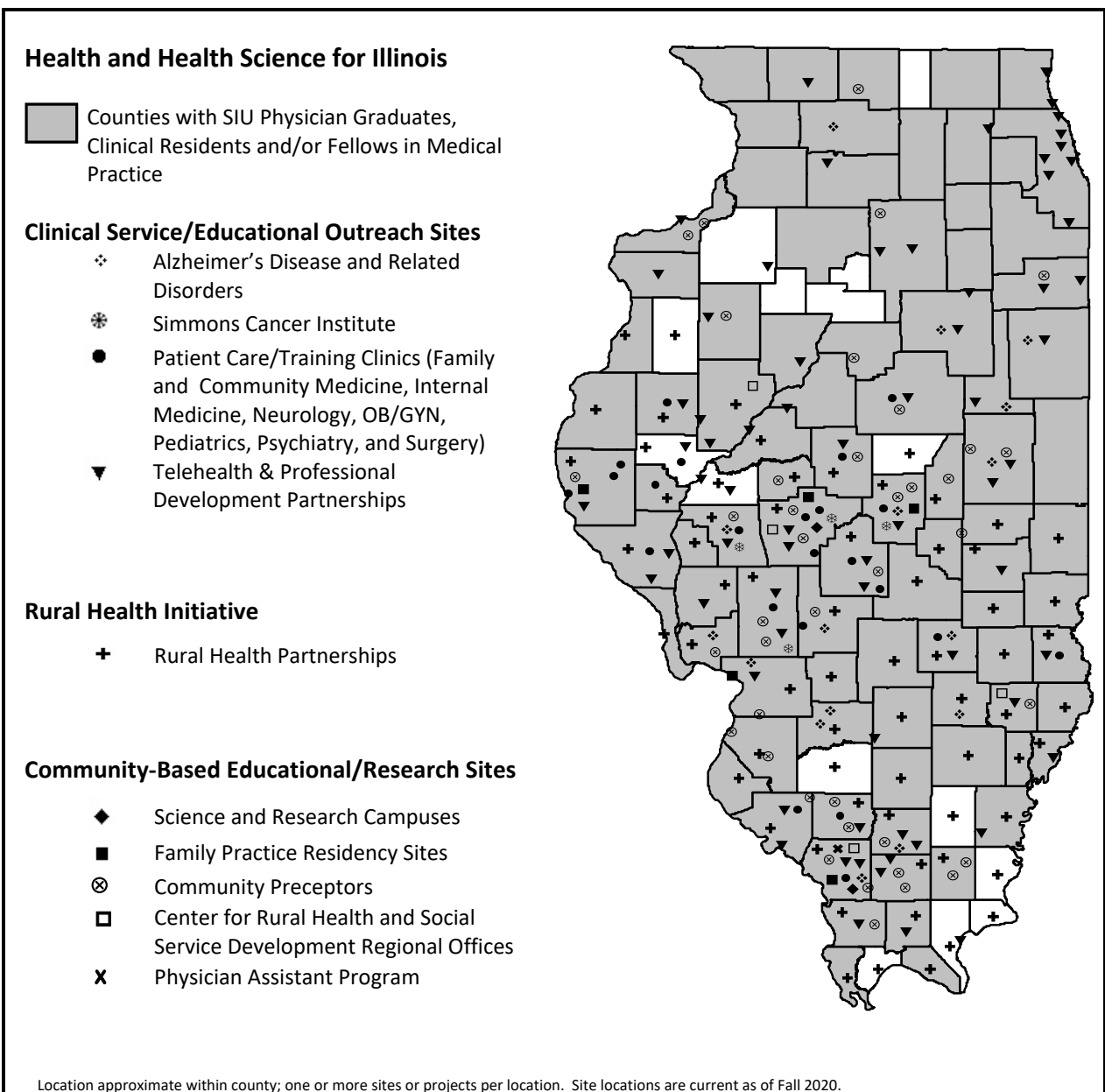
# PERFORMANCE REPORT

## 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**

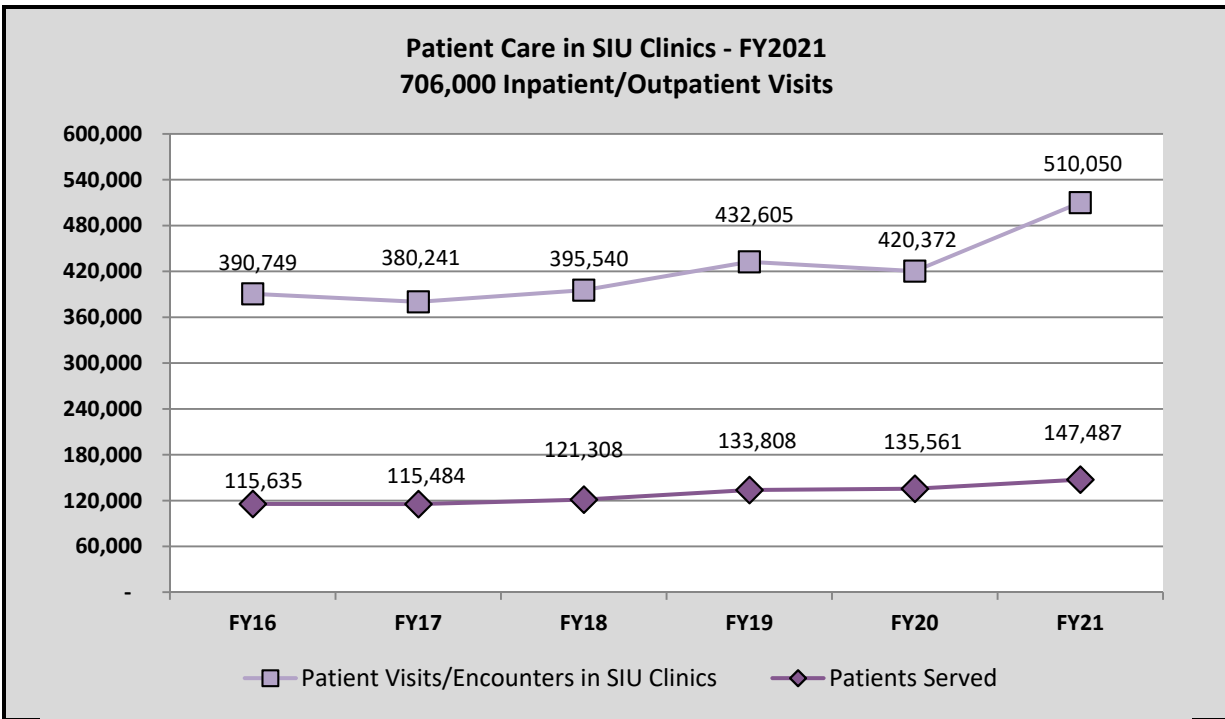
**SUCCESS:** Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school's MD program, residencies and fellowships practice medicine in 87 of Illinois' 102 counties. SIU patient care clinics are located in Springfield with family medicine centers in Alton, 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.

One impact of the COVID-19 Pandemic on SIU Medicine operations was a significant increase in the delivery of healthcare via telemedicine. During the first year of the pandemic (March 2020 to February 2021) over 77,000 telehealth visits were conducted with a monthly peak of 12,000 telehealth visits in May 2020 during the stay-at-home order in Illinois. During this time, patient encounters via telehealth were conducted for patients in 98 of 102 Illinois counties. As of the end of FY2021, SIU Medicine was averaging over 4,000 telehealth visits a month compared to approximately 2,000 telehealth visits in total in 2019.

In September 2020, SIU School of Medicine was awarded the Aspire Stellar Award by the Association for Medical Education in Europe (AMEE) in recognition of the school's commitment to excellence in a range of educational areas. This award follows five previous Aspire to Excellence Awards the school has received from the AMEE in recent years and SIU SOM is one of only two medical schools in the world to hold as many as five Aspire 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



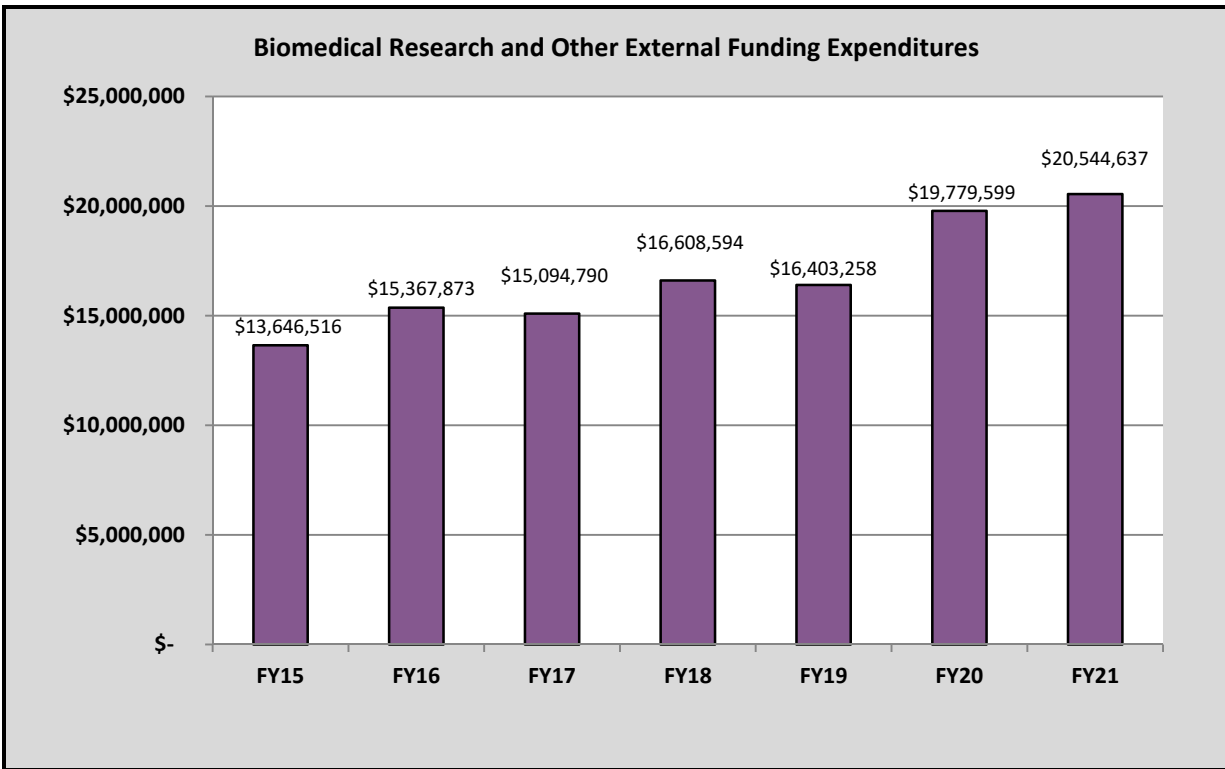
SOURCE: SIU MEDICINE, AUGUST 2021

**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 FY2021, approximately 290 full-time faculty physicians practiced at SIU Medicine; an increase of over 20% since FY2016. 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 147,487 patients during over 500,000 visits/encounters in SIU clinics. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 700,000 patient visits this year. SIU Medicine is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

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



## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE



SOURCE: SIU SCHOOL OF MEDICINE, OFFICE OF THE COMPTROLLER, OCTOBER 2021

**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 FY2021, the School received over \$20.5 million in external grants and contracts for research, teaching, and public service; an over 50% increase in funding since FY2015. Over this same time period, the school has averaged over 100 medical school faculty members with active grant funding. Additionally, the School’s faculty engaged in 434 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.

# 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

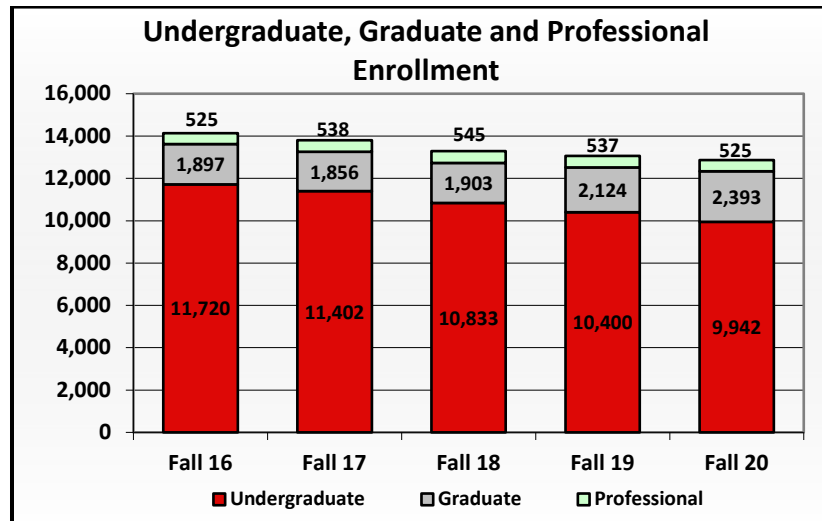
Southern Illinois University Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role 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 2020- 2021

**SUCCESS:** SIUE’s enrollment patterns have remained relatively stable but with a decline from 11,720 in Fall 16 to 9,942 in Fall 20. Student enrollment at SIUE has steadily increased since the nineties to an average of 13,428 for the last five years. These numbers are indicative of substantial success given the increasingly competitive higher education environment. During the fall 2020 term, 27 percent of undergraduates were new to the University: 16 percent of undergraduates were new, first-time freshmen; 12 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 almost the same size. Additionally, the ACT test scores for first-time, full-time freshmen have averaged 23.2 over the last five years (SIUE shifted to a test-optional admissions for Fall 21). 1,145 transfer students chose to come to SIUE in Fall 20. In spite of increased competition and fewer high school graduates, 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 business and other areas of demand.

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 2021* lists SIUE among National Universities reflecting the change in Carnegie status from Master’s Large to Doctoral Professional. SIUE ranks with schools such as Marshall University, Missouri State University and Northern Illinois University. The overall scores are based on the reputation of SIUE in

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

higher education, graduation and retention rates, faculty resources, student selectivity, financial resources, and alumni giving.

Our academic programs have also received national recognition for their excellence. 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 master's in Healthcare Informatics program was ranked 7th nationally by intelligent.com in its 2021 Best Online Master's in Healthcare Informatics Programs. The School of Pharmacy class of 2020 exceeded both state and national averages, boasting a first-attempt board pass rate of 94.87% on the North American Pharmacist Licensure Exam® (NAPLEX), placing SIUE in the top 25 of the 139 pharmacy programs in the country, and first among all pharmacy programs in Illinois and Missouri. The School of Dental Medicine's (SDM) class of 2021 achieved a 100% first-time pass rate on the new Integrated National Board Dental Exam (INBDE).

Additionally, our MBA program has been recognized by the Princeton Review among the top 50 online MBA programs and the School of Business has been recognized for fifteen consecutive years in the categories of best business schools. The *Washington Monthly* ranked SIUE 156, placing us in fourth place among public institutions in the state behind University of Illinois-Urbana/Champaign, Illinois State University and University of Illinois-Chicago. SIUE ranks 4th among Illinois Public Institutions on *Forbes* magazine's List of America's Top Colleges. The magazine's criteria are based on return on investment, including success after graduation, student debt, and student satisfaction. SIUE also ranks 2nd among all Illinois public institutions for lowest student loan debt for LendEDU. Finally, SIUE is included in *Washington Monthly's* "2021 Best Bang for the Buck" among Midwest institutions. The list recognizes schools that help non-wealthy students attain marketable degrees at affordable prices. SIUE is ranked in the top 5% in the nation by [College Factual](#) in its 2022 Best Value Schools for a Bachelor's Degree.

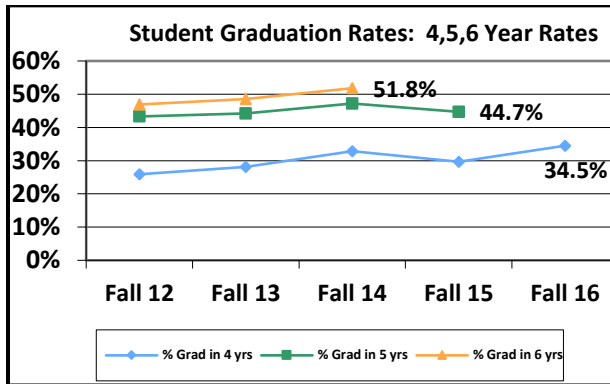
**CHALLENGE:** Like other public institutions of higher education, particularly those in the Midwest, SIUE continues to try to grow and find success in a highly competitive environment. The University continues its success in our programs in health-related disciplines, including Nursing, Pharmacy and Dental Medicine, 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.

As SIUE continues to develop new programs, the University is also working to revitalize and retool programs to better meet the needs of potential students and to attract new groups, including fully online and online degree completion 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. In the Fall of 2020, the University offered its first flexible, fully online degree completion in Applied Communication Studies – Public Relations Track, Business Administration, Criminal Justice

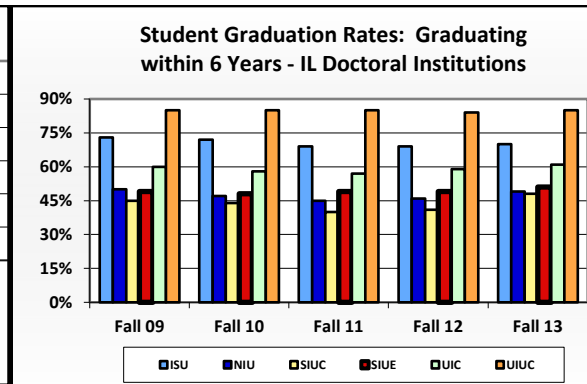
## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Studies, and Integrative Studies – Emphasis on Leadership in Organizations (the program has been one of the University’s innovative integrative studies offerings for several years). SIUE currently has 170 students enrolled in online degree completion classes, 35 percent of which are from historically under-represented background. Additionally, the University continues to develop combined-graduate and accelerated paths to degree, short-term credentials, post-baccalaureate and post-master’s certificates, and explore other innovative pathways to academic program offerings.



SOURCE: SIUE FACT BOOK 2019-2020



SOURCE: IPEDS

**SUCCESS:** Improving graduation rates and enhancing retention efforts remain top priorities for SIUE. SIUE has identified increasing retention rates across groups and improving six-year graduation rates as key performance indicators for the University. As displayed in the chart, SIUE has graduation rates comparable to NIU and SIUC and lagging behind ISU and the University of Illinois System. The six-year graduation rate for first-time, full-time freshmen was 51% as of fall 2020. Although not presented in the above charts, SIUE’s four-year graduation rate for sophomore transfer students was 56%. 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. While there were gains in retention, the six-year graduate rate goal still needs to be attained. The new strategic plan, which is currently at the stage of setting key metric benchmarks, has also included transfer student 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. Our Office of Retention and Student Success continues to innovate and adapt in the ever-changing higher education landscape and despite the on-going challenges of the COVID-19 global pandemic. In a similar vein, Academic Affairs worked innovatively to improve overall graduation and retention rates, including a strategic and intentionally developed plan for changes to academic course scheduling and section availability in response to COVID while recognizing the need to provide flexible options for students to meet their learning needs. The University has also engaged in several course transformation projects and annual analyses of high demand and high DFW courses with targeted interventions for redesign with the intention of improving student success. Additionally,

## **PERFORMANCE REPORT**

### **SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

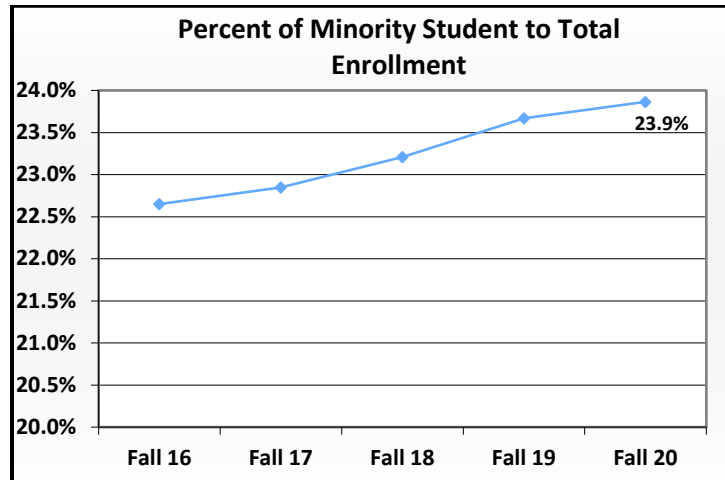
we offer adaptive sections of Math and English to reduce non-credit bearing AD course enrollments and increase students' ability to earn credit while working in an adaptive learning environment designed for improving students' successful outcomes. For example, our Math 120 (College Algebra) course redesign demonstrates that students who placed into Math 095 (Intermediate Algebra) perform just as well in the redesigned course as they did when taking Math 095 followed by Math 120. This past summer, we also offered free Academic Development Courses to help students catch up on academic preparedness prior to the start of the school year. The SIUE CORE (College Readiness: Transition, Engage, Achieve and Mentor) team offered UNIV 113, Preparation for University Chemistry, (credit-bearing college prep course) in the Spring of 2021. The SIUE CORE also continues to offer two key experiences for students: the SIUE Pre-Collegiate Program and the Summer Success Program. The Pre-Collegiate Program is a college preparatory program designed to assist high school students (grades 9-12) in their transition to post-secondary education upon high school graduation by offering engaging presentations and workshops on a variety of topics such as college financial planning, career and personality assessment, time-management, self-care, networking, test preparation and more. The Summer Success Program is a five-week program allowing students to take up to two college courses for free. While the Summer Success Program's focus is academic, it also involves a full range of social, cultural and recreational activities. These programs have shown the importance of a strong foundation for incoming freshmen to succeed, and we hope to be able to scale up these critical programs in order to offer these experiences to larger population of incoming freshmen.

SIUE continues to develop adaptive learning plans for students who need additional assistance in English, mathematics, and reading. We have sought and applied other innovative approach to engage with students who might be struggling, including implementing Starfish week-four intake survey and using the Starfish retention score as well as applying data analytics with assistance from the Center for Predictive Analytics (C-PAN) to determine what factors might be key in determining student's success beyond course performance.

SIUE's need-based aid strategy along with the recent SIUE commitment leverages institutional aid, MAP and Pell to create access and opportunities for students with household income below \$63,575 and with assets of less than 50,000. To further help students in achieving success through graduation and providing the necessary support for entering college-level work in the virtual learning environment, responding to global COVID-19 pandemic, SIUE hired three student success coaches (one exclusively designated to support the online student population). Student success coaches are equipped to address a variety of needs – study skills, time management, navigating campus systems like Blackboard and Starfish, and adjusting to new teaching modalities, while helping students progress in collaboration with their instructors and advisors to build a holistic network of support and assistance. Additionally, as the COVID-19 pandemic threatened college students' first-year experience, students, faculty and staff at Southern Illinois University Edwardsville sprang into action and devised a creative plan to provide new students with a support system centered on near-peer mentoring. The Cougar Connectors program, inspired by the Honors Student Association (HSA) peer-to-peer mentoring program, quickly developed into a robust and effective offering and during the program's launch

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

in fall 2020, 150 upper-class students volunteered to provide help and guidance to 1,500 first-year students.



SOURCE: SIUE FACT BOOK 2020-2021

**SUCCESS:** In 2000, 18.6% of the SIUE student body was made up of minoritized students; in 2020 the percentage has risen to 23.9. 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 10 institutions that have earned the distinction of receiving the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine for eight consecutive years. It is also worth noting that for the fall 2020 student cohort, the proportion of under-represented students is the highest in SIUE's history. A notable progress was also made in hiring diverse faculty. Overall, of the 17 new tenure track faculty members across all academic units, SIUE welcomed an outstanding and diverse group of teacher-scholars, including 7 who identify as White, 6 as Black Non-Resident, and 1 as Asian.

To demonstrate our institutional commitment to ensuring access and opportunities for our BIPOC students, in June 2020, Chancellor Pembroke convened an Anti-racism Taskforce (ARTF), charged to recommend meaningful actions to dismantle racism on campus. The ARTF brought forth 78 formal recommendations to the Chancellor and other campus leaders. University leadership understands that to truly realize the institution's values of diversity, inclusion and citizenship, leaders and constituents must take on the difficult, yet necessary challenge to bring awareness to and address inequity on campus and lead the way in the region and community to a more just society. To further this important work, the Chancellor also appointed Dr. Jessica Harris as the University's first vice chancellor for equity, diversity and inclusion (VCEDI). The VCEDI will serve an integral role in two important current initiatives – the [Anti-Racism Task Force](#) (ARTF) and the [Higher Learning Commission](#) (HLC) Quality Initiative focusing on anti-racism. In June 2021, the Higher Learning Commission, our



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### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

institutional accreditor, approved SIUE's Quality Initiative (QI) proposal. The University's QI will be an institutional change effort focused on improving retention and graduation rates of Black students. It will invite all members of the campus community to participate in transforming SIUE's culture into one where Black students can thrive. The purpose of the QI is to acknowledge structural racism as a predictor of educational and career outcomes among Black students and to build a multi-level program designed to enhance their daily experiences by reducing incidence, prevalence, and impact of minority stress and cultural trauma perpetuated by the institution. It also sets the following important goals:

1. Support Black students along the educational pipeline by developing a pathway for their enrollment at SIUE
2. Improve retention and graduation rates of Black students at SIUE by achieving year to year increases in retention, and by increasing the six-year graduation rate
3. Develop and nurture pathways to graduate and professional school and/or employment for Black students graduating from SIUE
4. Provide ongoing diversity, equity, and inclusion education, training and resources, through various modalities, to support self-awareness and professional development
5. Enhance efforts to recruit and retain Black faculty and staff

As a demonstration of an enduring commitment to centering antiracism at SIUE, 58 of the 78 ARTF recommendations (74%) form the basis of SIUE's QI and will be implemented during the QI period, with plans to persist beyond this window. The University is currently in the implementation of the QI primary activities across with inclusive input from university constituencies. Finally, in addition to the commitment of the Quality Initiative, the establishment of a new position of Associate Dean of Students for Diversity and Inclusion and Social Justice Scholarship program were among the additional institutional efforts focused on improving this graduation rate.

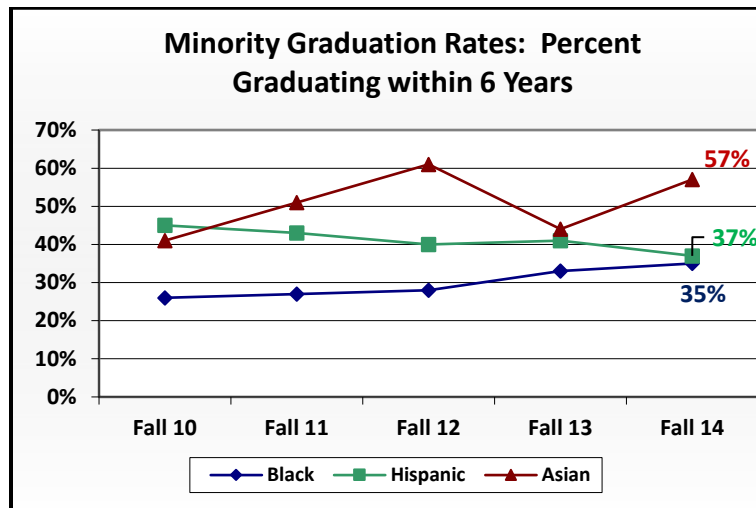
**CHALLENGE:** Although SIUE has increased representation of racial and ethnic minorities within the University as a whole, the University remains committed to broadening representation in STEM disciplines – an area where SIUE has not seen the same gains for historically under-represented students. SIUE's diversity plan and its goals contain elements that will promote an atmosphere of inclusivity and excellence that will support all students, faculty, and staff in their success. In order to address these challenges, 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. Another example includes the University's efforts to provide students from under-represented groups the opportunity to experience and successfully navigate STEM courses based on examples shared by Dr. David Laude, professor of chemistry at the University of Texas at Austin, who visited SIUE in 2018 to share with faculty and staff the

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

successful outcomes of efforts to close equity gaps in his introductory chemistry courses. Following his visit, we launched an effort at SIUE to address equity gaps in 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.

This work, along with the important challenges noted in the ARTF recommendations and reports will drive the University forward. SIUE’s commitment to inclusive excellence certainly meets challenges but the institutional leadership at the campus and the System’s level remain strongly committed to this important work.



SOURCE: SIUE FACTBOOK 2019-2020

**SUCCESS:** SIUE has seen improvement in the six-year graduation rate for Black and Asian students. Through a variety of strong programs bridging Student Affairs and Academic Affairs, SIUE plans to work toward positive trajectories for all students.

**CHALLENGE:** SIUE remains committed to improving the retention and graduation rate for all students. While we recognize that graduate rates has been increasing for some minoritized groups, there is still need for growth in the six-year graduation rate for Black and Hispanic students. To address these challenges, SIUE continues to support programs for students from under-represented groups, including racial minorities, through the Student Opportunities for Academic Results (SOAR) program. SOAR serves all under-represented 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. According to analysis from C-PAN, SOAR and FAME/GAME participation positively influences student success for African American students who participate in the program. Although the experience

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### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

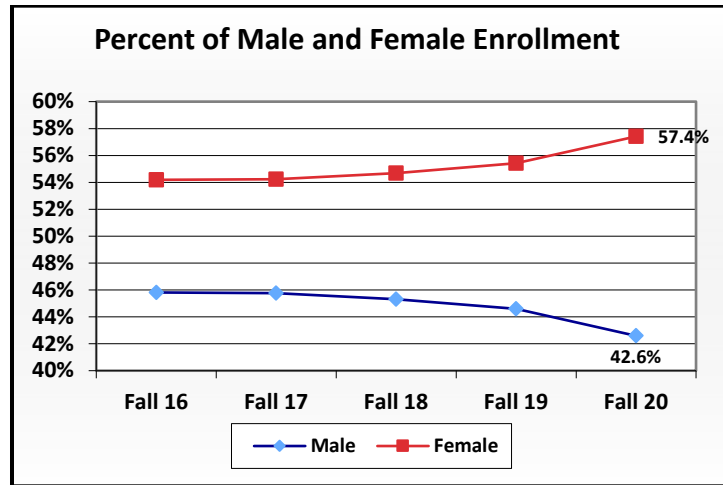
in these programs is deep and impactful, participation in the program has been capped. To further the scope of the program, we added another contributing faculty mentor in FY 21 and hope to continue to expand these transformative opportunities.

Graduation rates for Black students continue to be lower than SIUE's targets and the overall rate for the University. Academic Affairs will work to improve this rate and will partner with Student Affairs to develop plans to address student success for this group. In this respect, the University's Quality Initiative offers an accountable, financially committed and assessable way to demonstrate the University commitment to the recruitment, retention, and graduation of Black students as well the outcomes of our strategic effort to improve those. 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.

Ultimately, the goal for all student groups is to increase the graduation rate and to secure similar outcomes across all groups. SIUE is also engaged in developing external proposals for TRIO Student Support Services grants. An example of seeking external funding while building on Southern Illinois University Edwardsville's success in the digital humanities, is SIUE's project, CODES: Community-Oriented Digital Engagement Scholars, which over the summer of 2021 received \$100,000 in funding from the National Endowment for the Humanities. CODES is a three-year project that will implement a general education pathway that introduces underserved students to digital community engagement. It's first cohort of scholars will begin in fall 2022. The project is led by principal investigator (PI) Jessica DeSpain, PhD, professor in the Department of English Language and Literature and co-director of the SIUE Interdisciplinary Research and Informatics (IRIS) Center, and co-PI Connie Frey Spurlock, PhD, associate professor in the Department of Sociology and director of the SIUE Successful Communities Collaborative (SSCC). Additional key SIUE personnel include Jessica Harris, PhD, vice chancellor for equity, diversity and inclusion, and Howard Rambsy, PhD, professor in the Department of English Language and Literature. CODES is a collaboration with Lewis and Clark Community College. This project is designed for first-generation, Black, Latinx and/or Pell-eligible students to help them understand the integral role of the humanities in transdisciplinary problem solving at the earliest stages of their college careers. Embedded with community organizations, students will learn how to engage ethically and effectively in digital and face-to-face environments, a skill the humanities are uniquely equipped to address. Research team courses are designed to focus on the problem first and give students hands-on experience with essential 21<sup>st</sup> century career skills, including creative problem-solving, collaboration, ethical literacy and adaptability.

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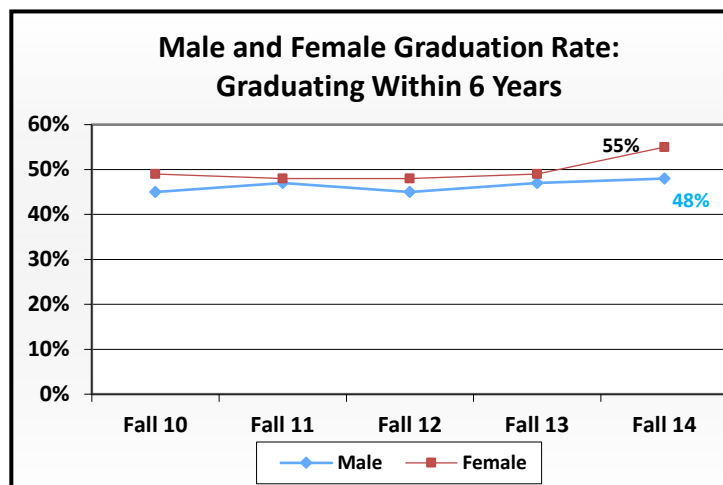
## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE



SOURCE: SIUE FACT BOOK 2020-2021

**SUCCESS:** SIUE has maintained relatively 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 over-represented.

**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.



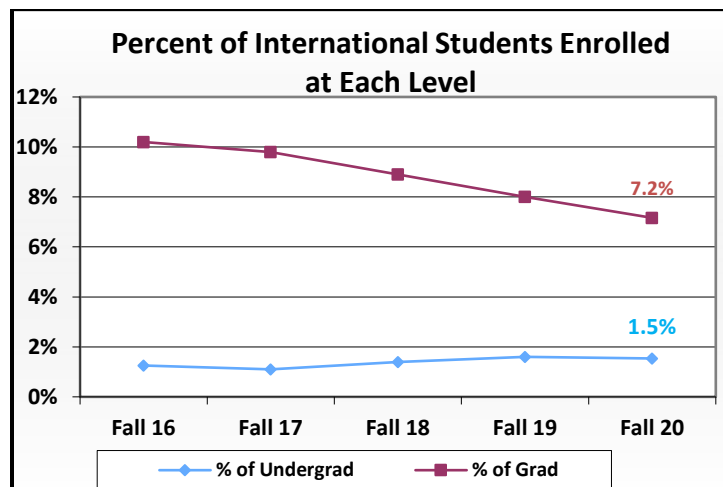
SOURCE: SIUE FACT BOOK 2020-2021

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

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

**CHALLENGE:** The graduation rate for female students appears to have increased between Fall 13 and Fall 14 compared to that of male students. 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. Closing equity gaps remains a central charge for SIUE.

SIUE examines undergraduate retention and graduation rates by program, and annual reporting requests programs to discuss barriers to timely completion. University leadership and Faculty Senate reduced the minimum number of credit hours required for baccalaureate degrees from 124 to 120 in FY 14. Each step may contribute, in some small way, to long-term improvements in the graduation rate and a reduction of time to degree.



SOURCE: SIUE FACT BOOK 2020-2021

**SUCCESS:** SIUE has revitalized internationalization efforts and has increased the number of international partnerships. The Office of Graduate and International Admissions specializes in international recruitment, particularly for graduate programs. International students comprised 7.2 % of fall 2020 graduate enrollment. International enrollment has remained relatively steady for undergraduates, at 1.5 %. While we acknowledge the challenges of the COVID-19 global pandemic and the difficult circumstances it has created for international students, which are reflected in the lower number of students who were allowed to enroll in our programs due to the shift to remote instruction, we remain firmly committed to increasing our international student enrollment by creating flexible and attractive academic options in strategic areas of growth.

**CHALLENGE:** SIUE recognizes an opportunity to increase international enrollment, expand opportunities for cultural exchange 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.

# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

### High-Impact Educational Practices

Activities FY 2020	Number of Courses/Experiences	Number of Students
<b>Internships for academic credit</b>	33	344
<b>Undergraduate research</b>	47	2168
<b>Freshmen experience</b>	164	3070
<b>Study abroad</b>	1	3*
<b>Service Learning</b>	24	1278
<b>Laboratory and field work</b>	113	4,922
<b>Practicum</b>	8	91

**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). To increase access and participation in high-impact practices, particularly for historically underserved students, in fall 2019, the Office of the Provost launched Scholarly Connections and Rewarding Engagements (SCoRE), a program to provide students, especially during their first two years at SIUE, with broad access to high-impact, experiential learning activities outside the classroom. During the program's pilot year, there were approximately 120 first-year student participants. All participants were from an under-represented group (racially minoritized, rural, first generation, and/or Pell eligible). During the first year, students participated in workshops and other activities aimed to support them with transitioning to college. SCoRE will now be housed in the new Office for Strategic Partnerships, Student Pathways and Engagement that is part of the recently created Equity, Diversity, and Inclusion Division. The office will be responsible for aligning and coordinating an array of programs, services and initiatives using best practices to promote retention, completion and post-graduation success for historically marginalized students.

**CHALLENGE:** Expanding HIPs participation and ensuring early and frequent access is critical to an inclusive excellence goal. SIUE recognizes an opportunity to increase access to high-impact practices in addition to the Senior Assignment in order to engage every student at least twice during his or her time at SIUE. Avenues are being explored to expand 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 SIUE Successful Community Collaborative (SSCC). In 2019-

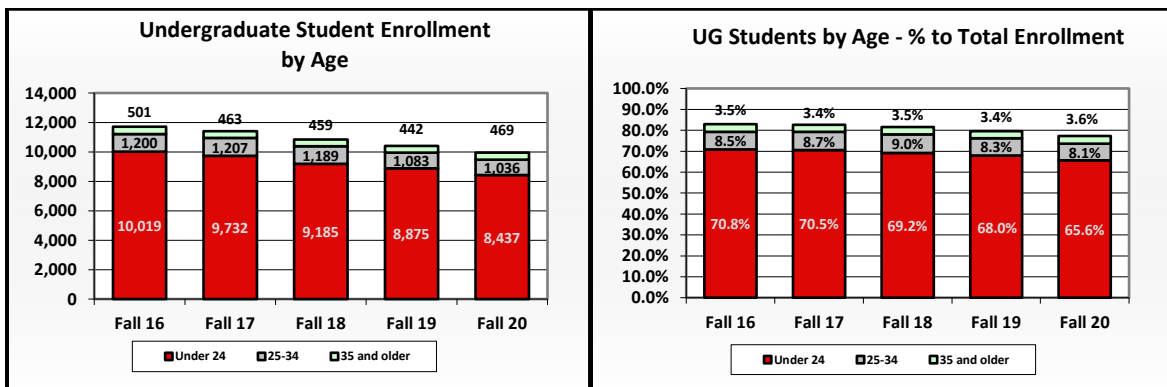
## PERFORMANCE REPORT

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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. In 2020, our inaugural partner, the City of Highland, returned to launch a second partnership. With support from the Illinois Innovation Network, a collaboration was launched with Venice, Madison, and Brooklyn, involving the Western Illinois Institute for Rural Affairs, SIUC, and SSCC. In March 2021, SSCC coordinated students to run a vaccine registration phone bank. Approximately 1,200 people were registered. Another example of the important work of High Impact Practices on the SIUE campus includes SSC's partnership with the SIUE's Truth, Racial Healing & Transformation (TRHT) Campus Center to embark on a collaborative story-telling effort called the E-Stories project. The project captures the individual experiences of 23 community members through oral histories and digital storytelling, conducted by Sociology and Black Theater Workshop students and assisted by twelve Undergraduate Research and Creative Activities (URCA) students and three Sociology interns. SIUE's TRHT is working with *I Am East St. Louis, The Magazine* as a community partner and the stories are expected to be shared on social media and through the magazine issue.

\*Study aboard courses in the Spring 2021 continued to be adversely 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

**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. While growth of online, HyFlex, and hybrid courses grew exponentially due to the pandemic, steady intentional growth for online programs, online degree completion and online post bachelor's certificates has been strategic to meet the needs of our student population.

## PERFORMANCE REPORT

### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Online Program Type	Number
Fully online program (graduate and professional)	12
Online Degree Completion	5
Post-baccalaureate certificate	4

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. Additionally, programs such as the fully online Master's in Criminal Justice Studies, Healthcare Informatics, and the new addition of the fully online Master's in Public Administration.

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

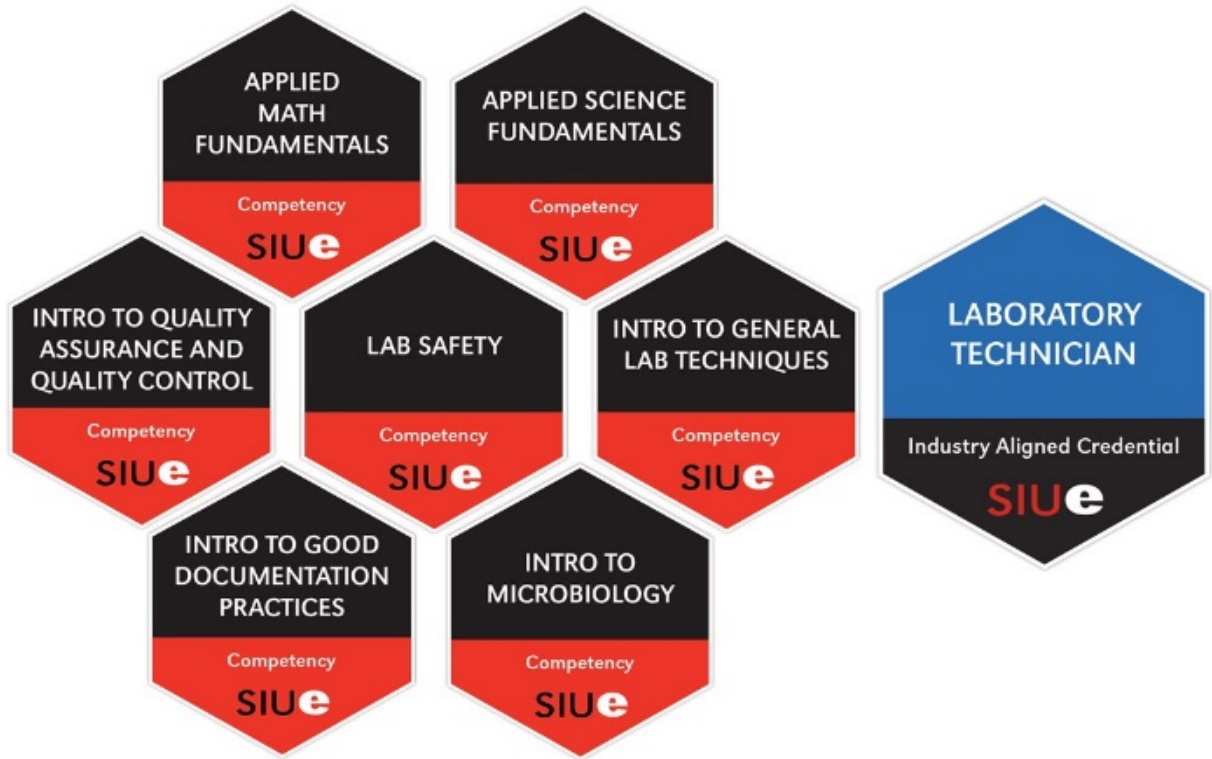
- Established three distinct tracks for alternative digital credentials in Laboratory Technician, Food Science Technician and Chemical Technician as presented in Figure 1
- Created a call for proposals to support the creation of Post Baccalaureate Certificates by the School of Graduate Studies
- Included Student Success Coaches to serve traditional and non-traditional/online learners
- Expanded Veterans' Services
- Maintained corporate partnerships with BJC, SSM, HSHS, Anderson Hospital, and Baptist Health, and Gateway Regional Medical Center
- Reestablished a corporate partnership with Clay County Hospital
- Continued partnership with Madison CUSD 12 to prepare teacher mentors and elevate student outcomes
- Changed scholarship distribution to include awarding of targeted funding such as Cougar Pride and Johnetta Haley in conjunction with the admission letter
- Added Housing and SIUE Commitment scholarships were introduced and available to transfer students
- Acquired license to offer Continuing Education Units in psychology
- Offered new and existing conferences and non-credit offerings in virtually supported formats and on ground as allowable
- Expanded professional development courses to include series in Grant Development and Data Analytics
- Issued approximately 1,276 Continuing Education Units (CEU's) for the fiscal year



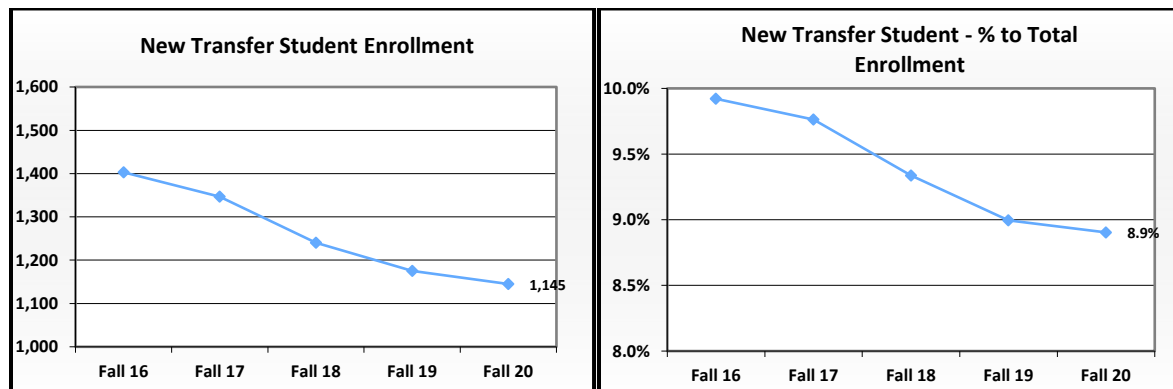
# PERFORMANCE REPORT

## SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Figure 1. Laboratory Technician Credential Constellation



**CHALLENGE:** In order to fulfill this recommendation effectively, SIUE must 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. We are also planning to add more online degree completion to the currently existing number of programs, with a possible starting date for an online degree completion in Psychology slated for Fall 2022. We plan to create a pathway for general education and new online programs where there is demonstrated need in the labor force with additional investment in marketing and a focus on surveying the needs of our current non-traditional student population.



SOURCE: SIUE FACT BOOK 2020-2021

## PERFORMANCE REPORT

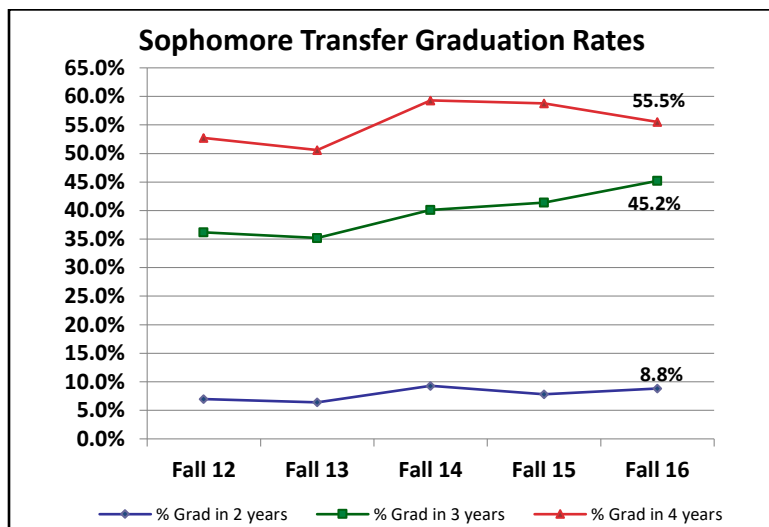
### SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

**SUCCESS:** SIUE has launched new 2+2 agreements with community colleges in the region to enhance the number of transfer students coming to SIUE. 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. Our efforts to increase the recruitment and successful transition of transfer student include offering a designated SIUE academic advisor to specific community colleges, such as SWIC, example. We have also offered various financial support to our transfer student population as reflected in Figure 2.

Figure 2. Transfer Scholarships offered in FY 21

Scholarship	Offer Count
Cougar Pride	779
Haley	163
Phi Theta Kappa	142
Housing	912
SIUE Commitment	162

**CHALLENGE:** While there has been a drop in the overall transfer enrollment, the drop is at a lower pace than the overall enrollment drop in major community college feeders. SIUE believes these are opportunities to strengthen partnerships. Additionally, it should be noted that there has also been declining enrollment among our major community college partners. 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. Between Fall 20 and Fall 21, SIUE signed 10 partnership agreements (2+2) with 7 new community colleges. SIUE has opportunities to strengthen off-campus programming and to enhance student access through other means, including corporate partnerships as well as growing online and distance options.



SOURCE: SIUE FACT BOOK 2020-2021

## PERFORMANCE REPORT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

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

Adams	103	Ford	5	Livingston	9	Randolph	74
Alexander	4	Franklin	83	Logan	38	Richland	25
Bond	109	Fulton	16	Macon	161	Rock Island	42
Boone	5	Gallatin	8	Macoupin	329	Saline	31
Brown	11	Greene	64	Madison	2827	Sangamon	649
Bureau	9	Grundy	19	Marion	117	Schuyler	17
Calhoun	38	Hamilton	23	Marshall	4	Scott	12
Carroll	1	Hancock	10	Mason	27	Shelby	36
Cass	24	Hardin	10	Massac	9	St Clair	1,51599
Champaign	75	Henderson	0	McDonough	13	Stark	2
Christian	76	Henry	25	McHenry	65	Stephenson	9
Clark	20	Iroquois	17	McLean	123	Tazewell	130
Clay	17	Jackson	63	Menard	35	Union	16
Clinton	271	Jasper	45	Mercer	6	Vermilion	28
Coles	79	Jefferson	93	Monroe	249	Wabash	9
Cook	687	Jersey	118	Montgomery	137	Warren	5
Crawford	14	Jo Daviess	7	Morgan	50	Washington	54
Cumberland	15	Johnson	11	Moultrie	17	Wayne	19
DeKalb	27	Kane	53	Ogle	14	White	15
DeWitt	19	Kankakee	35	Peoria	159	Whiteside	5
Douglas	11	Kendall	20	Perry	34	Will	158
DuPage	106	Knox	21	Piatt	17	Williamson	95
Edgar	21	Lake	59	Pike	19	Winnebago	56
Edwards	2	LaSalle	43	Pope	2	Woodford	33
Effingham	171	Lawrence	15	Pulaski	1		
Fayette	51	Lee	5	Putnam	0	<b>TOTAL</b>	<b>10,415</b>

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

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

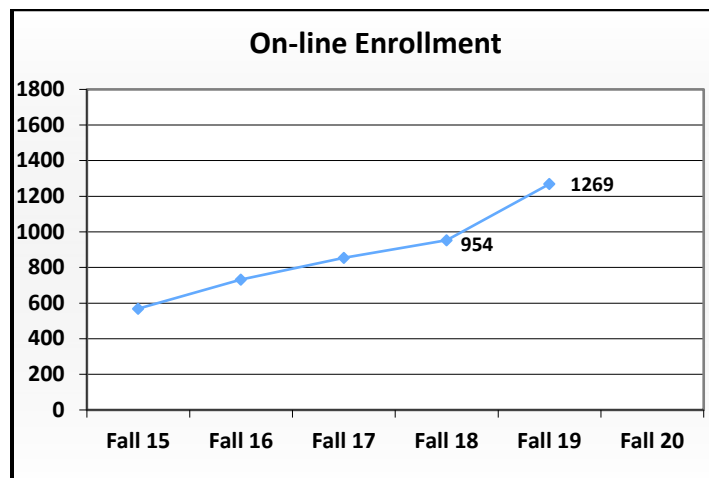
- Continued expansion and marketing of unique 3-week Winter and May-Mester sessions
- Established an Office of Online Student Services for undergraduate degree

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completion programs

- Established a process for academic units considering offering a program in a fully online format
- Funded over \$50,000 in course redesigns to ensure adherence to compliance requirements, accessibility needs, and best practices in online learning
- Created a service to help faculty caption video content for online courses
- Four online degree completion programs launched in fall 2020 and students were admitted either to one of the programs on in a track to prepare for one of the programs. In its first semester, online degree completion enrolled 83 students in 657 credit hours
- Continued partnering with the School of Engineering to offer online non-credit corporate classes with Boeing



SOURCE: SIUE INSTITUTIONAL RESEARCH

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

**CHALLENGE:** Although SIUE’s campus planning activity, New REALITY in 2012-2013, 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. We have begun working on a process by which the chemistry program can map

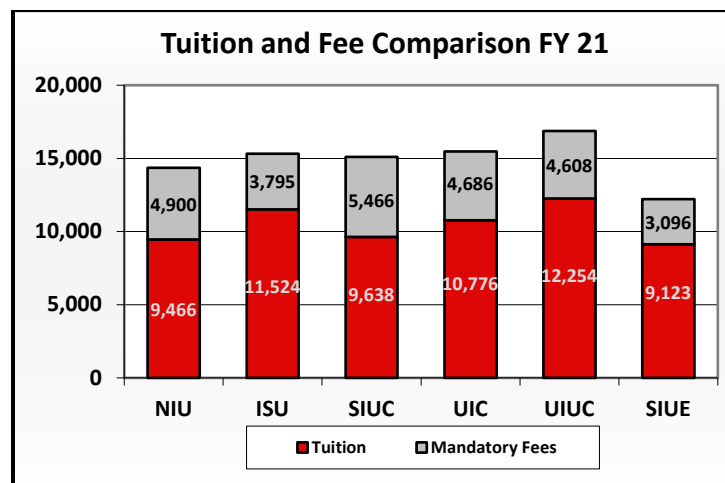
\*In the Fall of 2020, SIUE had 33,985 record number of online enrollments. This rapid increase was a direct result of the shift to remote instruction because of the ongoing COVID-19 pandemic.

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curricular outcomes to alternative digital credentials in order to determine how credit could be awarded. The University is also committed to developing and implementing a plan to offer a path to complete the general education requirements within the next two years as part of our overall strategy to continue to diversify the student body and for SIUE to provide flexible and strategically developed learning opportunities for our student population. Finally, SIUE has developed industry-aligned credentials that fall under Workforce Innovation and Opportunity Act (WIOA)-eligible training, meaning students can participate at no cost. To offer the credentials, SIUE works with the [Madison County Employment and Training Department](#), (MCET), the WIOA grantee for a four-county area in southwestern Illinois, which includes Edwardsville. MCET, a longtime partner of SIUE, is tasked with providing a trained workforce for area businesses. SIUE’s use of badging programs illustrate how linking learning and work can further universities’ commitment to supporting the economic viability of our communities. Our work has also increased in the area of apprenticeships and pathways as well. For example, another SIUE-MCET partnership involves an apprenticeship program with the [National Corn Ethanol Research Center](#), which is part of SIUE campus.

### **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

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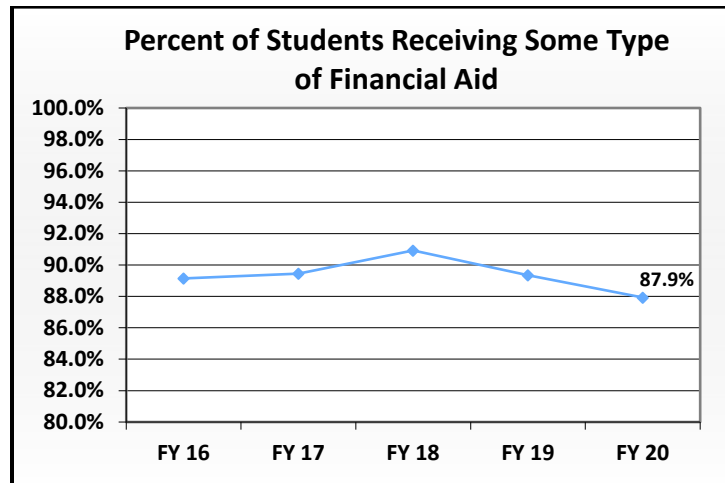
remained student-centered. This student-centered approach is further strengthened in our *SIUE Commitment*, which covers tuition and mandatory fees for new four-year undergraduate students who are Illinois residents, have a family income of less than \$63,575 and assets less than \$50,000 based on submitted Free Application for Federal Student Aid (FAFSA) and who meet basic requirements. In fall 2019, 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. According to [AffordableSchools.net](http://AffordableSchools.net), SIUE is among the [top five most affordable](#) 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 nationally for affordability, according to affordable schools' list of the best affordable masters of nursing education online degrees in 2019 (According to [onlineu.org](http://onlineu.org)). Additionally, it is worth noting that SIUE is among the top 25 most affordable schools in the nation for earning an online master's degree. SIUE ranks #16 in its 2021 Most Affordable Online Master's Programs. Several online master's degrees ranked for affordability are listed below:

- #4 Online Master's Degrees in Physical Education
- #11 Online Master's Degrees in Nursing
- #16 Online Master's Degrees in Criminal Justice
- #21 Online Master's Degrees in Teaching
- #22 Online Master's Degrees in Education

Additionally, SIUE is ranked in the top 5% in the nation by [College Factual](#) in its 2022 Best Value Schools for a Bachelor's Degree.

**CHALLENGE:** Although SIUE's tuition and fees are lower than many other state institutions, it is increasingly tuition dependent as state appropriations continue to decline. Maintaining affordability, even in lean times, is an important part of the University's public commitment. SIUE will continue to monitor tuition and fee rates. Although future increases may be necessary, SIUE prides itself on remaining an affordable option for Illinois' families. Students who applied to SIUE, but did not enroll were often 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. The SIU commitment at both campuses will further strengthen our commitment to access and opportunities for Illinois residents.

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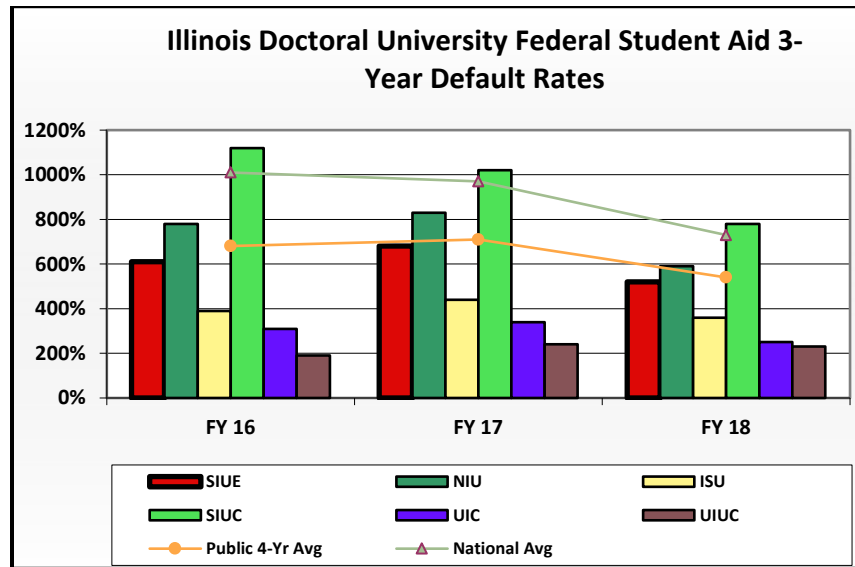


SOURCE: SIUE FACT BOOK 2020-2021

**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 2020, more than 87% of SIUE students received some type of financial aid. SIUE serves a diverse population of students and plays an important role in supporting recipients of federal Pell grants and subsidized student loans. Moreover, SIUE’s comprehensive campaign has strengthened the endowment to enhance scholarship offerings. Likewise, beginning in FY 2013-2014, the University significantly expanded institutional scholarship commitments which have been maintained through this year. SIUE is also fully committed to the *SIU System Commitment*, our system-wide initiative beginning in fall 2021 that will cover tuition and mandatory fees for new four-year undergraduate students who have a family income of less than \$63,575 and meet basic requirements.

**CHALLENGE:** SIUE’s six-year graduation rate for new freshman cohorts who received federal Pell Grants has averaged 36% over the past five years. 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. A commitment to close equity gaps calls on institutions to invest in student support and learning scaffolding.

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SOURCE: DEPARTMENT OF EDUCATION – FEDERAL STUDENT AID WEBSITE

**SUCCESS:** SIUE’s default rate is below the national average both overall and for public 4-year institutions.

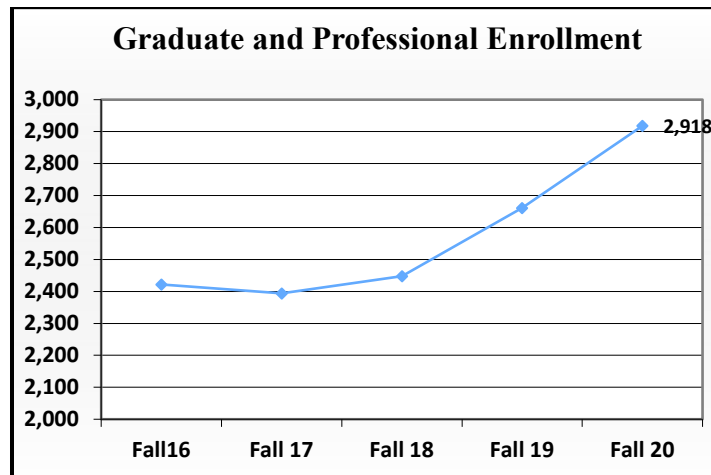
**CHALLENGE:** Higher education is increasingly expensive. SIUE will continue to work to assure that the public understands the true cost of attending the University while devoting attention to increasing retention and graduation rates, and to facilitating employment through relevant academic programming 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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**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 post-secondary 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)

	National Board Dental Exam Part I		National Board Dental Exam Part II		Integrated National Board Dental Exam		Regional Clinical Licensing Examinations
	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate
2020	NA	NA	NA	NA	100%	NA	92.6%
2019	NA	NA	86%	89.7%	NA	NA	98.7%
2018	*	*	94.3%	91.4%	NA	NA	93.9%
2017	88%	88.5%	100%	90.8%	NA	NA	90.4%
2016	91%	94%	91%	91%	NA	NA	75.5%

\*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
2020	92%	87%
2019	94%	88%
2018	91%	88%
2017	81%	87%
2016	75%	84%

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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			
2020			100%	100%
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
2020	94.87	88.43
2019	96%	88%
2018	97%	89%
2017	93%	88%
2016	92%	86%
2015	97%	94%
2014	92%	95%

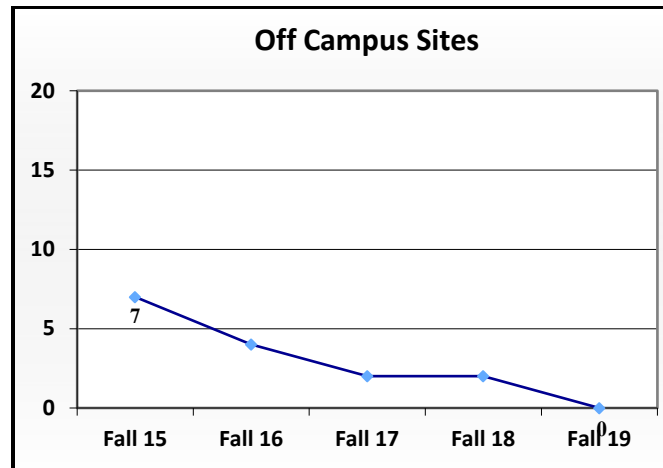
**SUCCESS:** SIUE continues to offer a wide array of academic programs that support critical needs in the region. Moreover, SIUE is growing academic partnerships with corporate partners to serve people seeking additional academic credentials and certifications. Students in Dental Medicine, Nursing, and 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%. 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. Our latest success comes from the School of Dental Medicine, where the class of 2021 achieved a 100% first-time pass rate on the new Integrated National Board Dental Exam (INBDE).

**CHALLENGE:** While graduate enrollments had been on the decline to a low of 2,394 in 2017, in the past three years graduate student enrollment has risen steadily to 2,918 in Fall of 2020. 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. A strong example of this growth was the rapid increase of graduate students in our

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MBA program, which has seen the highest enrollments in more than 25 years. In just over two years, the MBA program has experienced exponential growth, from 93 students in fall 2018 to 392 students in fall 2020. A shift to growing graduate enrollment must coincide with an abiding commitment to our undergraduate program.

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



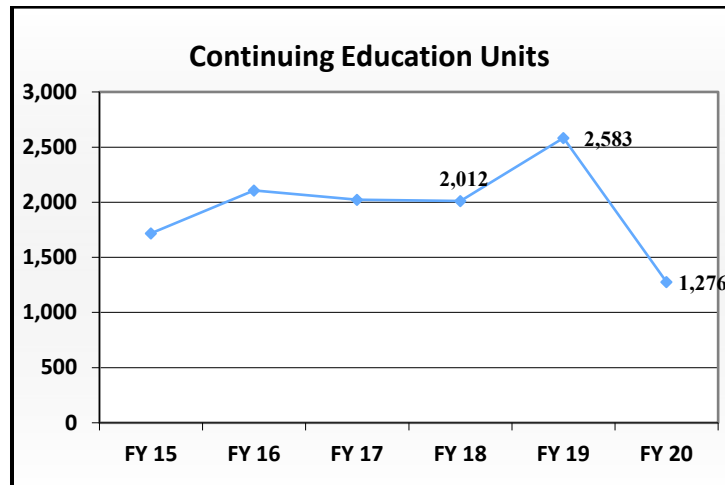
SOURCE: HIGHER LEARNING COMMISSION

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

**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. We will continue to seek specialized opportunities for off-campus partners while recognizing that online and hybrid options have been preferred.

In order to continue meeting the needs of new student populations, SIUE will seek to identify additional programs outside of teacher education that are well-suited for off-campus delivery and delivery through new modalities. This challenge was a consideration during the New REALITY planning process and remains at the foreground of Academic Affairs planning.

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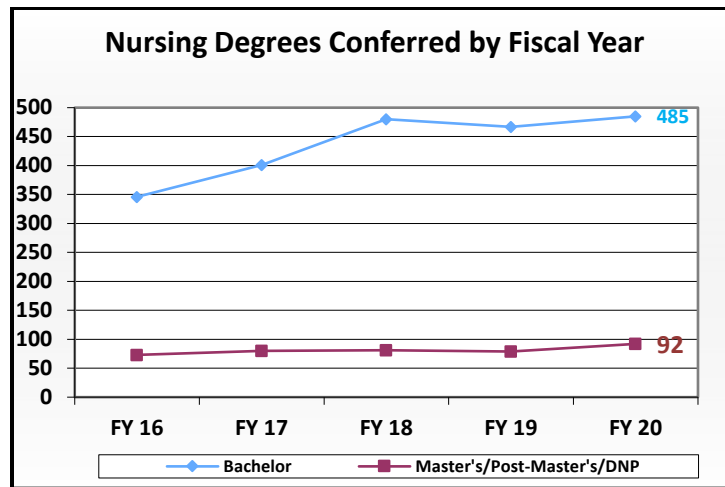
SOURCE: SIUE EDUCATIONAL OUTREACH DEPT.

**SUCCESS:** The Office of Online Services and Educational Outreach has maintained programming for adults in the region through continuing education and professional development programming.

**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 Online Services and 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. 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. It should be noted that the drop in the number of credits was also due to the challenges of holding gathering of outside groups on campus because of COVID-19. Regardless, we are continuing to find innovative ways to offer educational experiences outside the classroom to meet the needs of the community in both the virtual and physical learning environment.

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

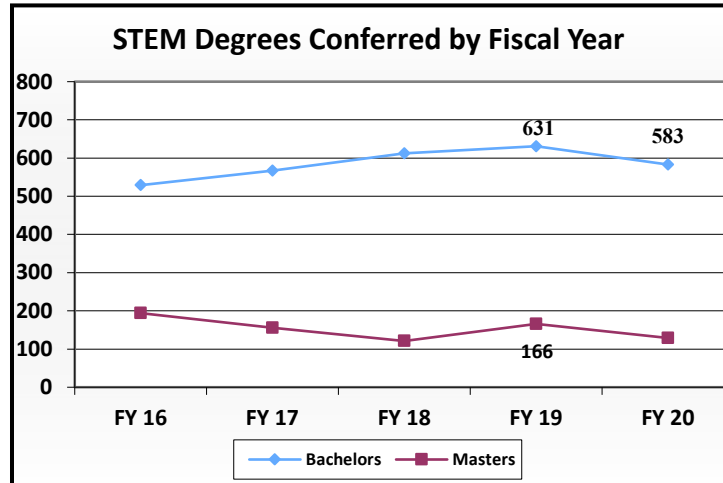


SOURCE: SIUE FACT BOOK ANNEX - IPEDS AND IBHE REPORTS

**SUCCESS:** SIUE offers a unique array of programs to meet the needs of the region. In FY 2020, it awarded degrees in 45 undergraduate and 68 graduate and professional practice programs. The School of Nursing graduated 577 (undergraduate and graduate) students in FY 2020. The School of Nursing undergraduate programs grew dramatically between 2012-2018; the graduate program continued to grow enrollment during this time, as well.

**CHALLENGE:** The critical shortage faced in nursing has also made it challenging to secure faculty members in the School of Nursing. Program growth must be accommodated by adequate numbers of faculty, placement sites, and staffing. Led by innovative administrators and a strong faculty, SIUE sees tremendous potential for the nursing programs to serve the public agenda by partnering with community colleges and other institutions. 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 College, Rend Lake College 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. The School of Nursing has also engaged in co-branding with community college partners and has employed the use of a program advisor who stays in touch with the students who choose SIUE to ease the transition as they pursue their continued nursing education at our institution. Additionally, we made available accelerated path to graduate education options in Nursing. 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:** While there is a slight dip in 2020, SIUE continues to remain stable in the production of STEM degrees. The School of Engineering and the science programs in the College of Arts and Sciences support STEM education on campus.

SIUE continues to meet the healthcare needs of the region. The School of Dental Medicine graduated 56 students in FY 2020 and continues to demonstrate excellent student learning outcomes. The School of Pharmacy graduated 84 students in FY 2020. 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 59 in fall 2020. 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. Fall 2020 showed a decrease from 30 to 21 students. 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 2020, the School of Education, Health, and Human Behavior had 52 students in the undergraduate special education program. The graduate program in special education enrolled 19 students.

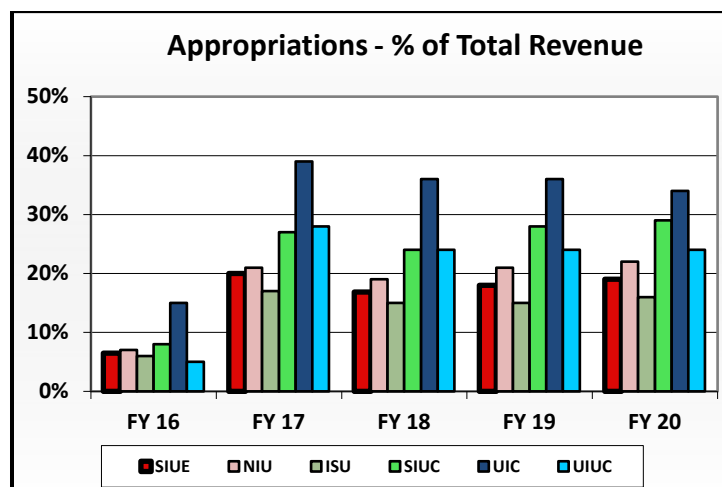
SIUE continues its innovative work in developing alternative credentials, apprenticeships and pathways. As a recognition of these efforts, the University received the Innovation Award from the Illinois Council for Continuing Higher Education for its work in developing digital badges in collaboration the SIUE Department of Chemistry, and the Madison and St. Clair County employment, workforce and training groups to assist both traditional students and non-credit students in identifying and articulating demonstrated competencies to be competitive in the job market.

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**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 performance indicator in the strategic plan. In FY 20, the University has added 10 new 2+2 with 7 new community college partners. This year, we are collaborating with Waubonsee Community College in Business Administration for the first time to include an Online Degree Completion (OLDC) program. We are also working with Kishwaukee College to develop partnerships in Business Administration and Criminal Justice OLDC. Other partnerships currently in development include Engineering with Lincoln Land Community College, Public Health with Lewis & Clark Community College, Social Work with SWIC and Pharmacy with Lewis & Clark Community College. SIUE also has a significant opportunity to broaden participation and strengthen instructional practices in STEM as well as recognizes the need to broaden representation in STEM disciplines.

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

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



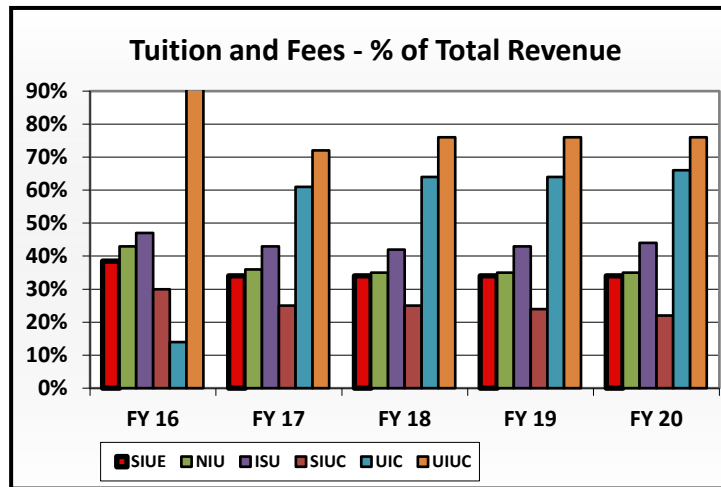
SOURCE: IBHE ANNUAL REPORT ON PUBLIC UNIVERSITY REVENUES AND EXPENDITURES

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

**CHALLENGE:** SIUE has become heavily reliant on growing enrollment and increasing efficiencies. As such, the University has become as lean as possible. If the percentage of SIUE's state appropriation continues to decline, the University will need to find creative ways to further

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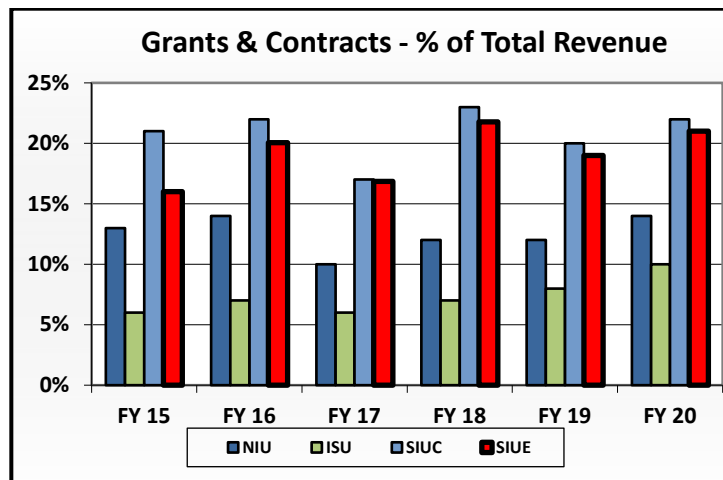
enhance service delivery while keeping at the forefront its central mission to educate students of Illinois.



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

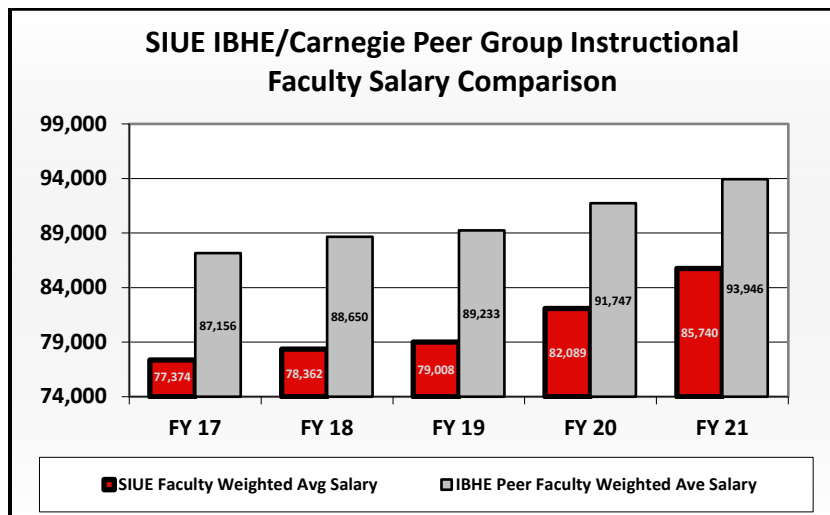
**SUCCESS:** In fiscal year 2020, SIUE received over \$67 million in grants and contracts for research, teaching, public service, and student support from funding private, state, and federal organizations. Funding from federal agencies includes the National Institutes of Health, National



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Science Foundation, Department Health and Human Services, Department of Education and Health Resources and Administration. With these efforts, SIUE is near the top of the pack among state peers in terms of grants and contracts as a percentage of total revenue. SIUE is third highest Doctoral/Professional University nationwide in research expenditures according to the 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 increasing state and regional partnership to become competitive in funding programs that call for large, multidisciplinary collaborations.



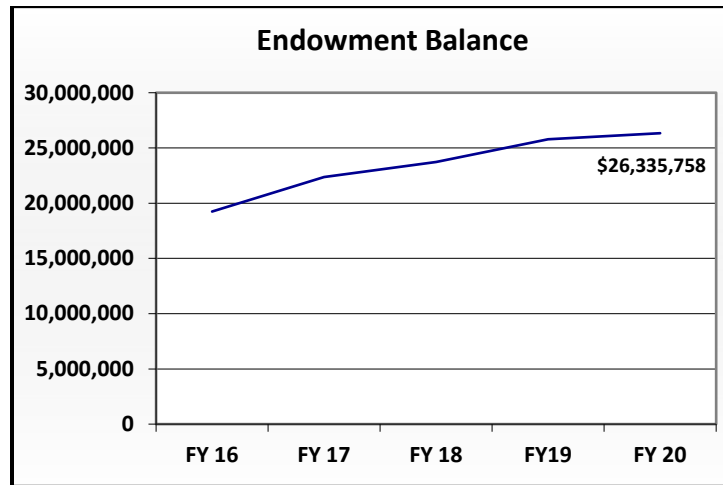
SOURCE: FY 2021 COMPARATIVE SALARY STUDY

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

**CHALLENGE:** Faculty salaries continue to be below the median 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 for the period FY19-FY22 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 (general salary increases included FY19, 1%, FY20 ,2.75%, FY21, 2.75% and FY22, 2%). These investments have narrowed the difference between SIUE faculty salaries and

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the IBHE peers, but more needs to be done to meet this goal. SIUE continues to find ways to hire high quality faculty by offering competitive salaries and start-up packages for incoming faculty.



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 in FY 20 at a total of \$ 26,335,758, an impressive growth of 96 percent in the past decade. The FY 20 total net contribution received were \$ 4.8 million, exceeding the pre-COVID 19 budget of 4.15 million. These funds are critical to offering more scholarships to prospective SIUE students. As an example, the \$ 62,000 raised for the SIUE Student Emergency Assistance Fund were made available for students who faced financial challenges during the unprecedented time of the COVID-pandemic.

**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. 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.