

# Performance Report (FY23)



**Carbondale**



**School of Medicine**



**Edwardsville**



Southern Illinois University System

Submitted by the office of  
Academic Innovation, Planning and Partnerships  
to the Southern Illinois University Board of Trustees  
December 7, 2023



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## INTRODUCTION

### Southern Illinois University System

This report documents the SIU System's efforts to respond to the SIU System strategic plan and the three goals outlined in IBHE's "A Thriving Illinois" that addresses the need to close equity gaps, build stronger financial future for individuals and institutions and increase talent and innovation to drive economic growth. The report is focused on achievements from July 1, 2022 to June 30, 2023 (FY23).

This report derives from a crosswalk of our System's, campuses', and IBHE's strategic plans. From this we created the current reporting template for data and information reportable on all campuses.

## SYSTEM HIGHLIGHTS

SIU is meeting the challenges to provide a level of excellence in its mission of teaching, research and service. We take pride in our ability to address the needs of our students and in collectively making anti-racism, diversity, equity and inclusion a priority. In response to the pandemic, one such example involves the SIU System joining the state Illinois Tutoring Initiative in providing tutoring to young learners in K-12 schools who were impacted the most during the COVID-19 pandemic.

In 2021, the System established an Office of Community Engagement (OCE) and an Institute for Rural Health (IRH) to bring together the synergies in the SIU system to address the needs of our communities.

In OCE's ongoing commitment to serving the Southern Illinois region, they have taken several significant steps to strengthen their engagement and outreach efforts. First, they drafted initial content for the [OCE website](#), ensuring that it is informative, user-friendly, and up to date. To further facilitate OCE's mission, they established campus liaison teams, comprised of dedicated individuals recognized for their vital role in advancing OCE's objectives. These teams serve as invaluable advisors and assist in coordinating campus resources to address the ever-evolving needs of the communities with whom they work. Team membership is structured for a one-year term to maintain a dynamic and fresh perspective. Furthermore, OCE's engagement efforts have been bolstered with liaison team bi-monthly meetings, each of which centers on system-level collaboration opportunities, fostering a sense of unity and shared purpose among all team members. OCE is poised to make a significant impact on the communities it serves.

OCE's collaborative partnership with the Village of Brooklyn continued through FY23, with engagement of students from the SIUE Construction Management, Liberal Studies, and Integrative Studies programs. OCE's work in the area of broadband equity continues into its second year with the Illinois Broadband Lab with a focus on increasing access to devices through a partnership with PCs for People Greater St. Louis, increasing outreach and enrollment in the Affordable Connectivity Program through an AmeriCorp Lead for America Fellow, and development of a train-the-trainers digital literacy workshop to increase safe and impactful broadband usability in the region. Finally, OCE is also a core team member of the Partners for Reentry Opportunities in Workforce Development (PROWD), an initiative designed to reduce recidivism rates through training, employment, and supportive services to individuals incarcerated in federal, minimum-security prisons, during their transition to Returning Residential Centers, and upon release to the community. OCE is responsible for coordination of social service organizations, aligning regional social service providers and local workforce innovation area staff with targeted education and training programs developed or expanded in support of regional labor market needs, and development of digital literacy training.

The SIU System, through the work of the *Institute for Rural Health*, is committed to the understanding of the Social Determinants of Health and resulting barriers and vulnerabilities that impact rural communities. The *Institute for Rural Health* is being built on a foundation of Anti-racism, Diversity, Equity, and Inclusion, and with

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the utilization of a cultural competency lens to guide efforts that improve community resiliency, health outcomes, and individual health and well-being.

The intent is to unite and improve the effectiveness and reach of current programs, and to provide a stimulus for innovation and new programs, and to be better equipped to engage the people, communities, and organizations in the regions as partners thereby improving rural health in our footprint

The *Institute for Rural Health* (IRH) is working to synergize the public health strengths across campuses in a coordinated array of rural health services, research and non-degree-based education (educational programs not requiring Council on Education for Public Health accreditation) for Central and Southern Illinois and possibly beyond.

Current efforts include:

1. Submitted RME/Received temporary Institute Status from the Illinois Board of Higher Education
2. Creating an infrastructure that collaborates with existing and envisioned partners to optimize the health of the people living in the rural and small urban areas of the State of Illinois
3. Hosting *Institute for Rural Health / Office of Community Engagement* Listening Sessions across the SIU System to develop a network of communication, awareness, collaboration, and coalitions.
4. Secured \$1,000,000 in Congressionally Directed Spending and new State Appropriation
5. Engaged SIU School of Medicine Center for Rural Health and Social Service Development (CRHSSD) staff and Graduate Students to identify and prioritize rural health needs from the community, provider, and patient perspective
6. Engaged CRHSSD staff and Graduate Students to Identify SIU System resources that could be connected to providers to enhance their care delivery in rural communities to improve health equity, health literacy, and health outcomes.
7. Identify existing workforce development needs and ways to expand existing programs or create new ones to address gaps in workforce development programs
8. Purchase of a Mobile Clinical and Mobile Workforce Units
9. Expansion of pilot Certified Recovery Support Specialist Certification and Apprenticeship Program

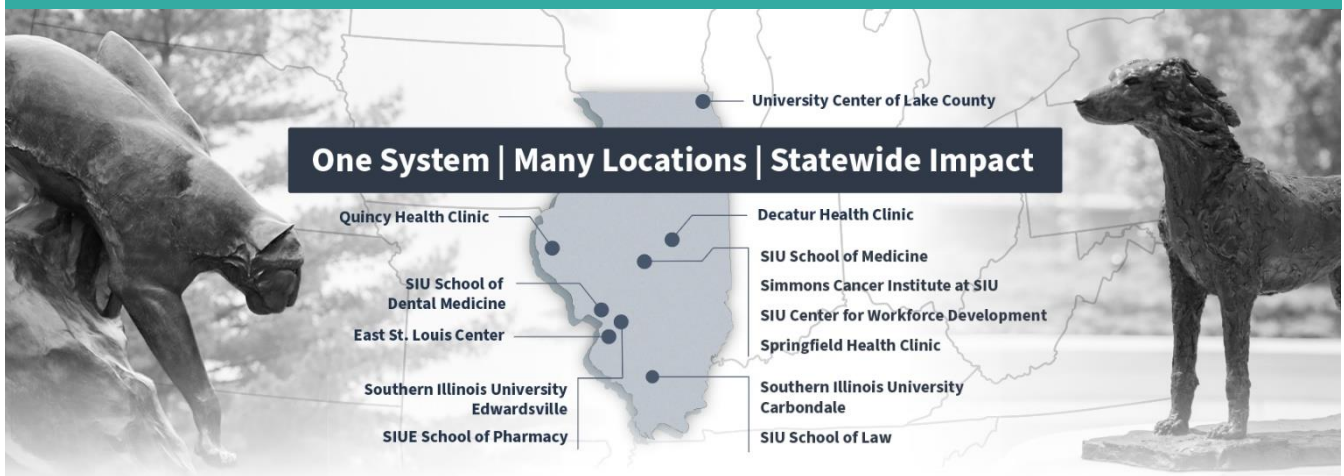
FY23 marked the first year of the Implementation Phase of the SIU System Strategic Plan. The six SIU System goals align well with IBHE's strategic plan and address (1) Academic Innovation and Student Success, (2) Anti-Racism, Diversity, Equity, and Inclusion, (3) Community Impact, (4) Research, Creative Activities, and Partnerships, (5) Faculty and Staff Success, and (6) Infrastructure. The six goals were subdivided into 15 different implementation teams. Each implementation team is composed of faculty and staff representatives from each of the three SIU campuses, and each team is charged with helping to identify ways our campuses can collaborate to advance the common goals of our system.

Already during the first year of the Implementation Phase, our campuses collaborated in novel ways that led to the development of the System-Wide SIU Online program, federal funding of joint workforce projects to support incarcerated individuals returning to the workforce, and jointly hosted professional development activities that supported 1,655 faculty and staff, to name a few examples. To help support the monitoring and reporting of the System Strategic Plan's outcomes, the SIU System works collaboratively with the Center for Predictive Analytics and supported the hiring of a research fellow to coordinate and take lead of all reporting activities. During FY23, the first SIU System Strategic Plan report was released to the public, and construction on an interactive and real-time dashboard took place. Construction of the dashboard was completed in early FY24. The System Strategic Plan has a dedicated webpage at <https://siusystem.edu/about/strategic-plan/> to ensure transparency

about the progress of the SIU System in meeting its goals as outlined in its Strategic Plan.

The following sections of this report provide a description of the Southern Illinois University Carbondale (SIUC), Southern Illinois University Edwardsville (SIUE), and the SIU School of Medicine achievements in the three areas, equity, sustainability and growth in the IBHE strategic plan, “A Thriving Illinois.”

“The Southern Illinois University System enriches students and diverse communities through inclusive excellence, experiential education and innovation. The system creates and shares knowledge that enables stakeholders to achieve their full potential, serves as an economic catalyst for the region and state, and advances global change, opportunities and social justice.”





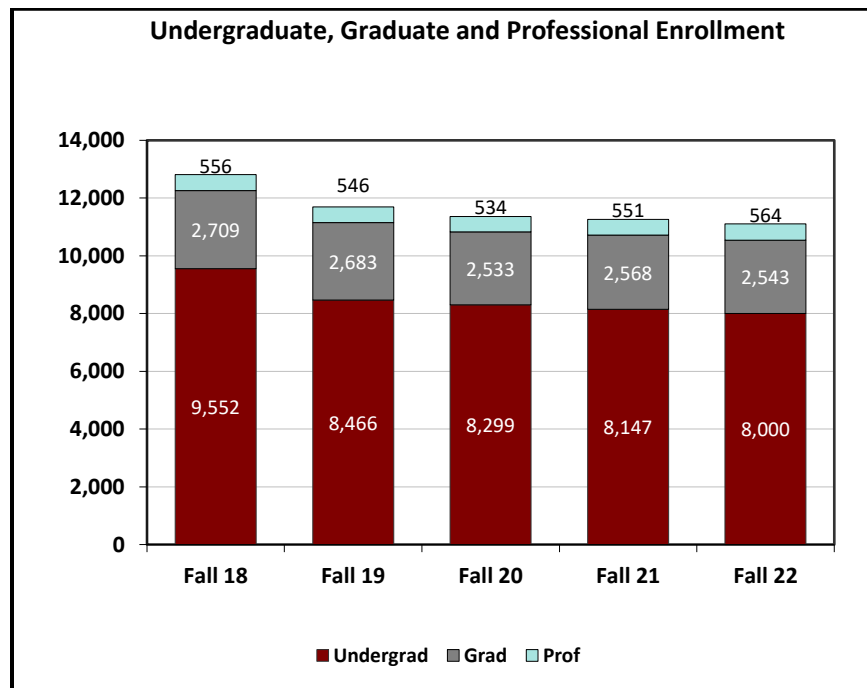


## Southern Illinois University Carbondale

### Summary Statement:

Through the hard work and dedication of its faculty, staff, alumni, and administrators, SIU Carbondale serves its students every day to carry out its mission of a *unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success*. The focus on student success is apparent in discussions that take place around campus on a daily basis, whether it is connecting students to academic resources, counseling, or other support services. Equipping students with the tools and assistance that they need to be successful, both now and in the future, is at the heart of all that we do.

Working towards the goal of 15,000 students by 2030, SIUC experienced enrollment growth for the first time in 9 years, with a 2.3% increase in students from fall 2022 to fall 2023. Overall enrollment for fall 2023 is 11,359 students and represents the greatest single increase in the number of students in more than 20 years. Especially notable is that this year's freshman class is up 6.8% over last year, making 2023 the fourth consecutive year with an increase in the number of first-time college students. This is a trend that the campus has not experienced in over 50 years, and we are making progress towards our target goal of 15,000 students by 2023.



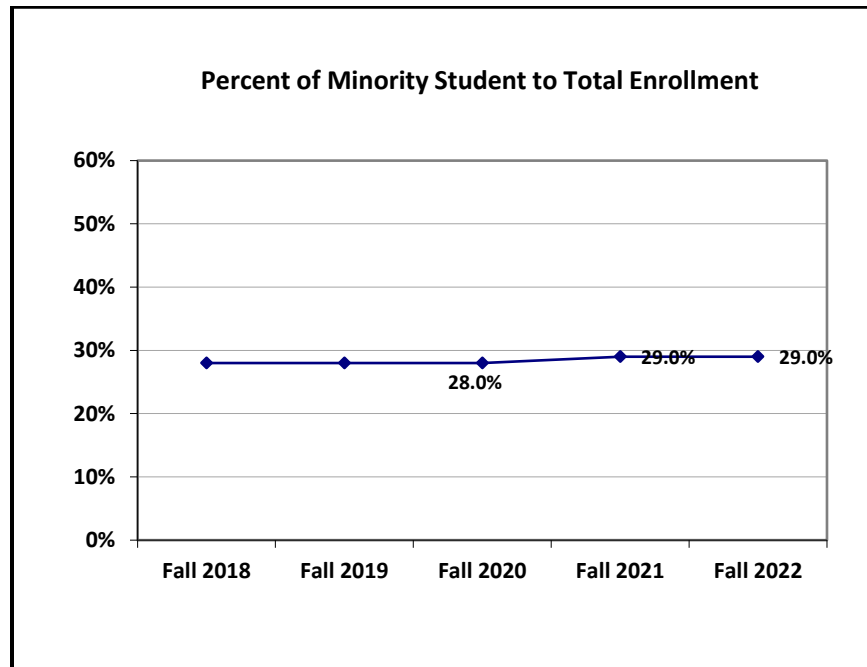
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/23/2023



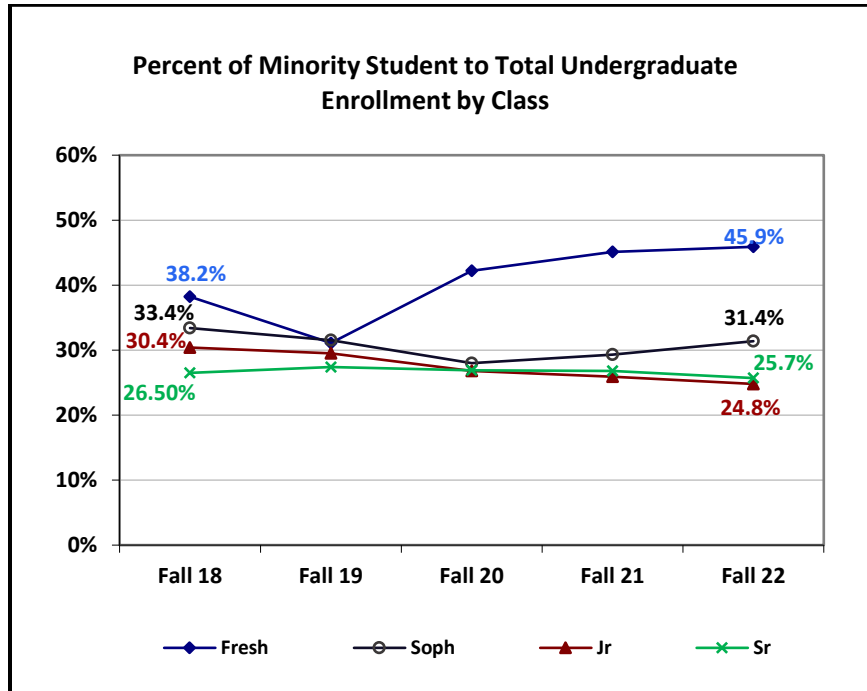
## Goal 1: Equity

**Strategy 1: Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices.**

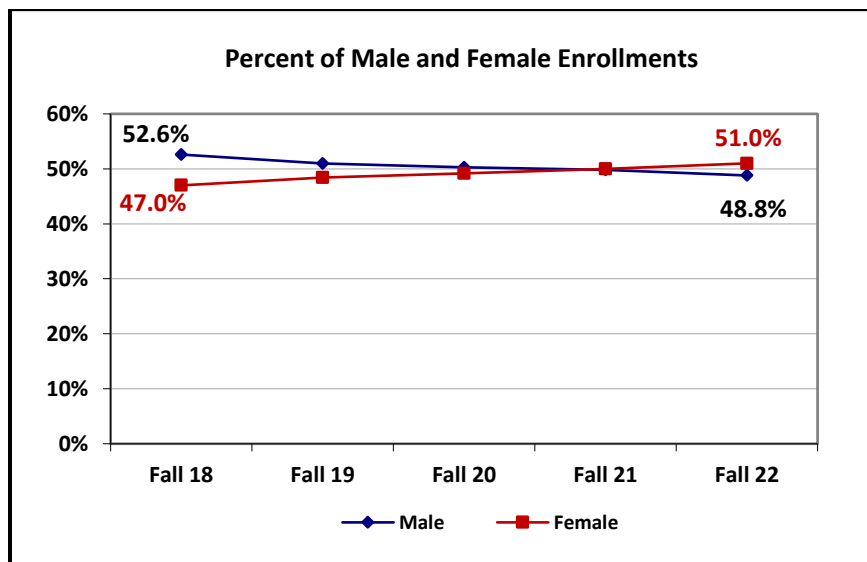
SIU is committed to its students and to offering tailored services for our unique and varied student populations. While growing our campus enrollment is a critical component of our strategic plan, it is equally important to provide support to our students throughout their educational journey. The university recognizes the importance of diversity in establishing a culture and environment where learning is enhanced, as evidenced by one of the pillars in the strategic plan, “Diversity, equity, and inclusion”. We are committed to recruiting and retaining students from underrepresented groups, as indicated by an increase in the percent of minority freshmen and sophomore students from 45.1% to 45.9% and from 29.1% to 34.1%, respectively, over the time period of fall 2021 to fall 2022.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/23/2023



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/26/2022



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESS 10/26/2023

We have made great strides in retention over the past decade. In 2011, the retention rate for first-year students was 61%. Although retention numbers have fluctuated over the past several years, we have maintained values above 70%. Fall to fall retention rates for 2017, 2018, 2019, 2020, 2021, and 2022 cohorts were 72.1, 75.2, 80.6, 75.5, 70.3, and 68.7, respectively.

SIUC achieves equity by developing and adapting services to meet the unique needs of different student segments. The First Saluki Center (FSC), tailored to first-generation students, provides support services in the areas of mentoring (peer and faculty/staff), first and proud living-learning community, scholarship opportunities (textbooks and tuition assistance), math and science tutoring, life skills and academic success workshops and a textbook lending library. 91% of FSC students participating in the peer mentoring program persisted in the following academic semester, 94% of the FSC students participating in the peer mentoring program are above a 2.0 cumulative grade point average, and 100% of FSC students would recommend the

peer mentoring program to other first-generation students. Overall, 176 first-generation students received assistance with a total dollar amount awarded of \$61,933 in FY23.

The activity level of the peer mentoring program is highlighted by the following statistics collected over the 2022-23 academic year:

- Peer mentoring/advising minutes accumulated: 20,676
- Peer mentoring/advising meetings held (fall/spring): 892/1163
- Emails sent to peer mentoring program participants: 3000+
- Outgoing phone calls to peer mentoring program participants: 300+

Several new initiatives have been implemented to recruit students to the FSC and expand services based on feedback. These include the following:

- Proactive Pre-arrival Outreach Campaign that sends email messages of welcome and support about the value first-generation college students bring to the institution.
- First-Generation Video Campaign
- Visible Campus Wide Support Network
- Math and Science Tutoring Program
- Celebrate All First-Generation college graduate’s success and accomplishments with graduation stoles.
- UStrive for College Partnership: SIU Carbondale profile in I’m First College Guidebook with a unique QR code which leads to SIU Carbondale’s home page. UStrive will provide data on how many students engage with the code.

The Center for Learning Support Services Tutoring Services had a record number of student requests and matched services during the Fall 2022 and Spring 2023 semesters.

Semester	Tutoring Requested	Tutoring Matched	Tutoring	Percentage
Fall 2022	624 Students	552 Students	72 Students	88.46%
Spring 2023	393 Students	340 Students	53 Students	86.51%
TOTAL	1,017 Students	892 Students	125 Students	87.70%

Semester	Academic Coaching Requested	Academic Coaching Matched	Academic Coaching Unmatched	Percentage
Fall 2022	78 Students	78 Students	0 Students	100%
Spring 2023	45 Students	45 Students	0 Students	100%
TOTAL	123 Students	123 Students	0 Students	100%

Academic advisors in exploratory student advisement (EXP2) work in collaboration with the Career Development Center staff to help students find a career path that is suited to them, increasing the likelihood of retention and, ultimately, graduation. The following testimonial is just one example of how EXP2 is transformational for our students: "Exploratory Student Advisement previously known as the CAS program was a game changer for me. Where I am from none of my friends had their minds set on college or what life would be like after high school. I wasn't the "perfect student" and my ACT score was trash even after taking the test 3 times. I was denied admissions to my first and second choice all based on a test score. It wasn't until SIU granted me admission based on my acceptance of what you formally known as the EXP2 program. In this program, I was assigned a mentor, academic coach, and a community that allowed me to be myself and excel in my academics. Not only did I come out of the program with a 3.768 GPA that established me for the

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remainder of my college career, but I was also accepted into the University Honors Program and had an opportunity to serve as a mentor for the CAS program the following year. This definitely shifted the trajectory of my college career."

Academic Advisors play a key role in retaining students. They provide proactive and comprehensive advisement through Navigate campaigns. Approximately 6 weeks prior to registration opening for the upcoming term, students receive an email from their advisor with a link to schedule an appointment. During the advisement session, advisors cover Degree Works audits, SalukiNet registration procedures and timelines, faculty office hours, in addition to reviewing classes to take for the next term, degree plans, and long-term plans. Students are made aware of the following units on campus that provide support: The Writing Center, Learning Support Services/tutoring, Financial Aid, The Counseling Center, Career Development Center, and SalukiTech.

In addition to academic services, SIUC strives to also provide support for the physical and emotional well-being of its students. TRiO Student Support Services (SSS) seeks to solve social, economic, and educational problems of first-generation, income-eligible and students with disabilities by providing group and individual support services. Saluki Cares is an early alert initiative composed of professionals from different areas of campus life who work with students on a regular basis: Academic units, New Student Programs, Center for International Education, University Housing, Wellness Center, and others. Referrals are made from faculty, staff, family members, peers, or by the student him/herself. HEROES (Higher Education Resources and Opportunities for Salukis in Need) is a program for SIUC students experiencing difficulties with housing insecurity, food insecurity, and other financial challenges, including access to healthcare, transportation, childcare, clothing, personal care items, and school necessities. HEROES also provides individualized support, guidance, and advocacy to ensure all students receive the necessary resources.

Engaging students in high-impact practices, including service learning, learning communities, research with faculty, writing-intensive courses, and internship and field experiences, contributes to the success of student learning and retention. The REACH (Research-Enriched Academic Challenge) award offers the opportunity for SIUC Carbondale undergraduate students to work with a faculty member on independent creative activities or research. There were 21 students receiving the award for FY23. Center for Autism and Spectrum Disorders offers opportunities for students to gain research experience and receive training from faculty and doctoral students. Fourteen students in the School of Physics and Applied Physics received faculty mentorship on research projects in FY23. During the 2022-23 academic year, as part of the Illinois Innovation Network (IIN), 3 SIUC students in the School of Computing participated jointly with the University of Illinois at Chicago (UIC) in a senior design project funded by Continental Tire. The "Solar Materials Project" was cross-disciplinary and engaged students in Mechanical Engineering, Electrical and Computer Engineering, and Computer Science to collaborate on building a cooling system for a car. The 19<sup>th</sup> annual McNair Summer Research Symposium took place on the Carbondale campus, featuring 17 poster presentations from undergraduate research students. Projects showcased at the symposium were from a variety of disciplines, including social sciences, humanities, and STEM fields. McNair Scholars and SI Bridges research programs host a 10-week summer research institute to introduce students to research, problem-solving and professional development. Other high-impact practices are ongoing, such as the offering of over 45 service-learning courses across 22 subject areas.

In fall 2022 and 2023, campus administrators, faculty and staff participated in a day-long retreat to share ideas to improve student recruitment and retention activities. Feedback and best practices were collected and used to develop action items for the campus strategic plan.

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**Strategy 2: Establish and implement institutional level equity plans, practices to close access, progression, completion and attainment gaps.**

SIUC offers a variety of support and programming to ensure equity and improve access.

Hope Chicago scholarships remove financial barriers for CPS students and families. Hope Scholars also receive wraparound support such as advising and mentoring to help them achieve their desired degree or certification. Hope Chicago is possible through support and investment from our partner colleges and universities, non-profit organizations, and our corporate and philanthropic donors who are working to see more students and parents achieve debt-free post-secondary success.

The Student Multicultural Resource Center at SIU Carbondale serves and supports all students. The Center houses the Black Resource Center, the Hispanic/Latino Resource Center, the LGBTQ Resource Center, and the Women's Resource Center. The Center also offers programming related to Heritage and History Months.

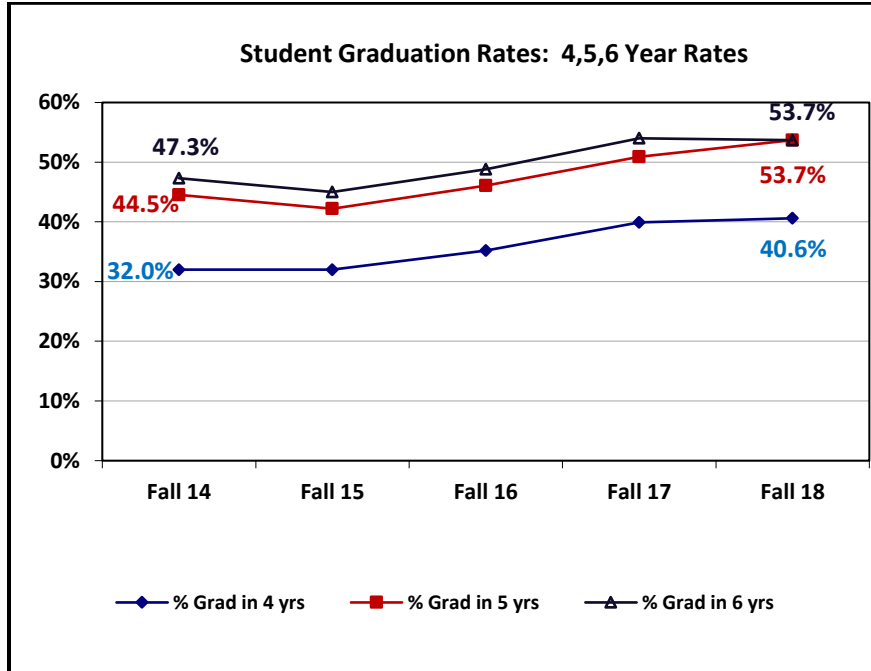
Leading for Antiracism, Diversity, Equity, and Inclusion Leadership Certificate is available to students with the intent of actively engaging students to deepen their knowledge and understanding of diverse perspectives, histories, and voices. Participants learn how patterns of perception, logic, thought, speech, behavior, and organizational structures influence racial equity in America and globally. Students completing this certificate will enhance their capacity to lead and work towards advancing antiracism, diversity, equity, and inclusion in the workplace and classroom.

In April, the SIU Foundation hosted the inaugural Saluki Ball at the Marriott Marquis in Chicago. The event was attended by 618 people and raised more than \$600,000 in funds that bridge the gap for students who need assistance completing their education at SIU.

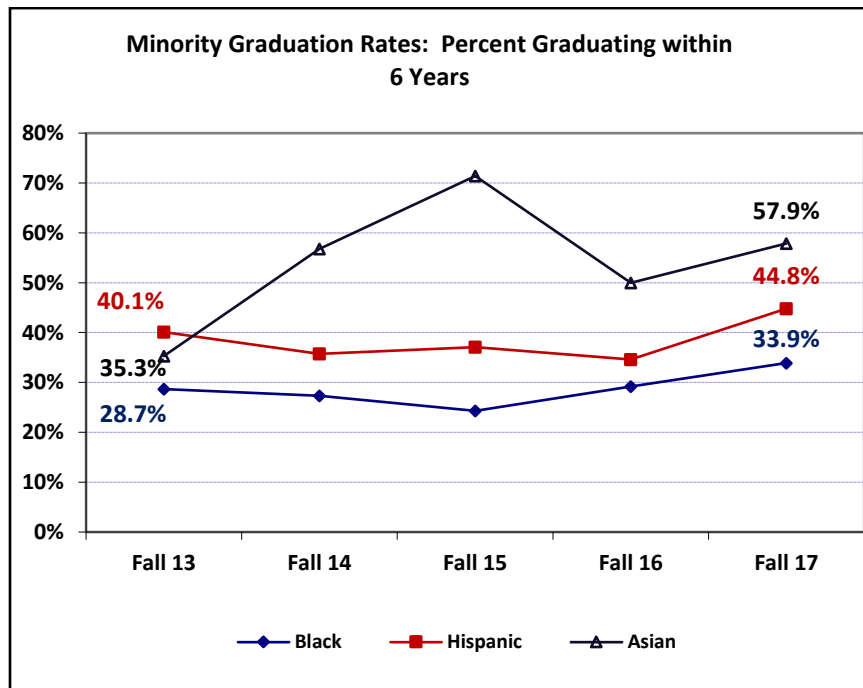
With its ongoing commitment to equity and access, the Foundation has established targeted areas of giving that support diversity initiatives such as expanding funding for the Student Multicultural Resource Center, hosting an annual DEI reception, providing professional development opportunities for students, offering need-based scholarships, and establishing a comprehensive support network focused on student success.

SIUC will continue to receive funding for the McNair Scholars Program to help disadvantaged students, typically from low-income families or groups that are underserved in higher education. Through 2027, the university will receive \$1.3 million to support students, approximately \$272,364 annually. Since receiving its first McNair grant in 2003, SIU has provided opportunities to 237 students with 119 continuing on to earn a master's degree and 17 earning doctoral degrees.

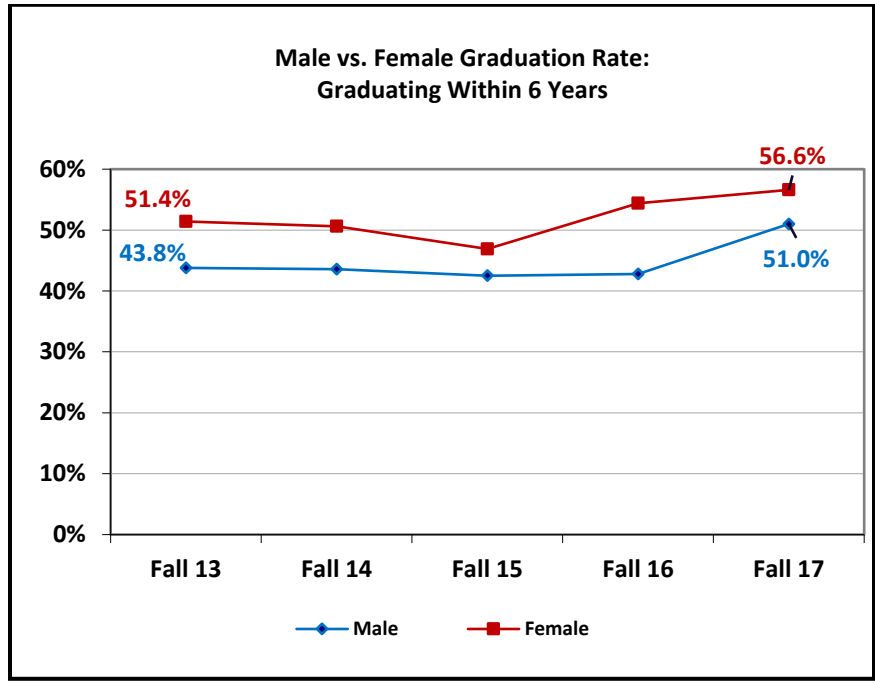
The retention strategies outlined in the previous section also align with the university's goals of improving persistence and completion rates through an ongoing comprehensive support structure for the most vulnerable students. Graduation rates have improved over time and have held steady within recent years. However, existing support should continue, along with new supports for the changing needs of our students, to increase this rate.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/23/2023



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/26/2023



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/26/2023

**Strategy 3: Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color.**

There are several examples that demonstrate how the campus supports this strategy.

The College of Liberal Arts (COLA) added ADEI Advocate responsibilities to the Associate Dean for Student and Curricular Affairs position so that discussions and decisions within the college are made through the lens of ADEI.

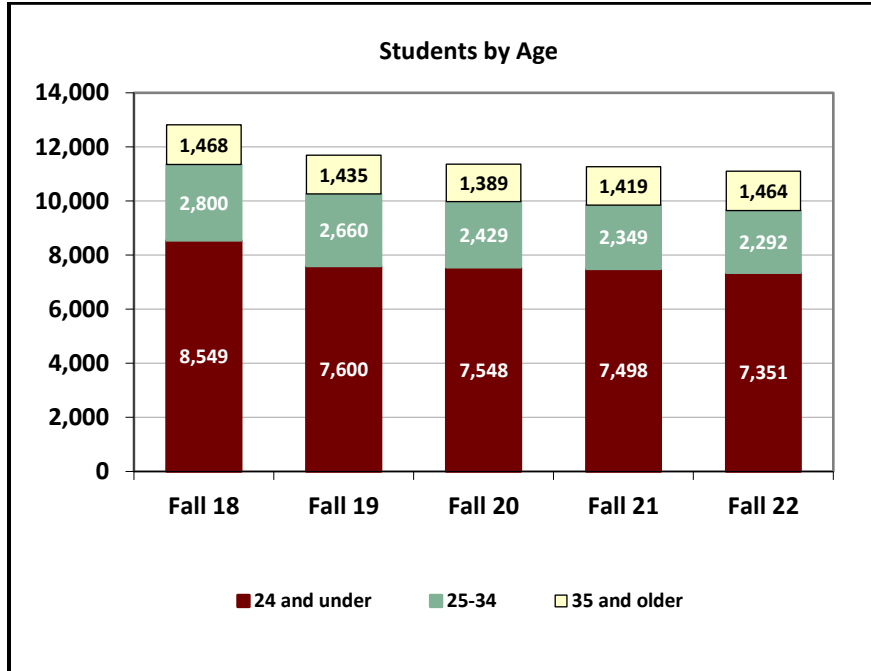
Within the School of Africana and Multicultural Studies (SAMS), a black female TT faculty member was hired and joined the school in fall 2023.

Annually, all faculty and A/P search committee members must complete anti-bias training. The content is available on the university’s learning management system platform and is titled: “Reducing Bias and Increasing Diversity: Inclusive Employment Practices”.

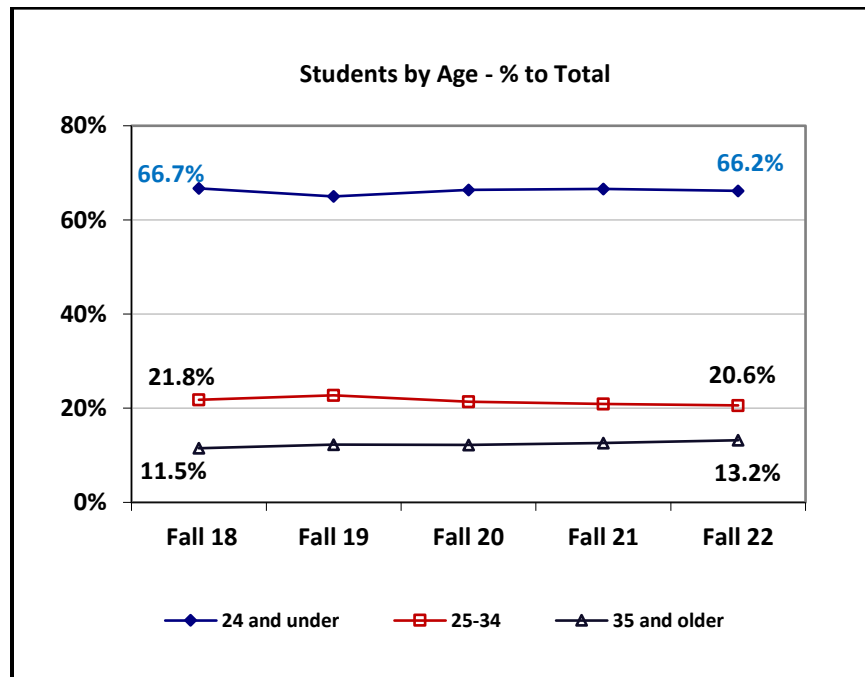
**Strategy 4: Attract working adults through outreach and supports specifically for them.**

SIUC has a long history of serving nontraditional students and continues to evolve its programming to adapt to the needs of this population.





SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/26/2023



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/26/2023

For students who cannot relocate to southern Illinois, the Saluki Step Ahead (SSA) program provides an option to earn their bachelor's degree remotely and at a lower cost. Programs selected for SSA are transfer pathways and offer an opportunity for students to complete their baccalaureate degree completely online. Currently, students can choose from 12 bachelor's degree programs. Scholarships are available to eligible students in the amount of \$8000 (\$4000 per year for two years) and students receive one-on-one academic advisement and 24/7 SalukiTech support.

SIUC Carbondale receives funding from the state-sponsored Grow Your Own Teachers grant (GYO) to support non-traditional students who desire to work in high-need teaching positions in Early Childhood, serving rural

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and minority communities throughout Illinois. The program strives to promote diversity, the wisdom of community, and the best education possible for students in the public school system.

In fall 2022, the School of Education launched a fully online EdD program, with an initial cohort of 22 students. Offering an online option increases access for individuals who work in schools, districts, government, and private agencies that serve K-12 and postsecondary students, families, and educators. The curriculum offers tools to improve practice-based preparation for those serving as educators and school leaders in various educational settings within Illinois and surrounding areas.

**Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework.**

SIU offers multiple programs that are designed to give students an early start to their college career. The Dr. Seymour Bryson Future Scholars program serves newly admitted students in Exploratory Student Advisement by providing the following: early registration for summer/fall classes, summer residence on campus, enrollment in 8 hours of UCC courses in the summer prior to the fall enrollment term, mandatory tutoring and academic coaching, and access to campus resources. In 2023, the Dr. Seymour Bryson Future Scholars program held its third summer session and 50 freshmen students took 8 credit hours (3 courses) in a 4-week span during the month of July. In Fall 2023, 47 of those 50 students enrolled and entered the semester with an average cumulative GPA of 3.10. A new element was added to the program in FY23; each weekend, the participants took a field trip to a Midwest city for an educational and cultural enrichment experience. One of their trips was to the National Civil Rights Museum in Memphis, TN.

The Saluki Summer Bridge program is designed to help first-year students get an early start and adjust to student life by providing a two-week experience where incoming freshmen participate in enrichment courses, engage in leadership activities, explore student employment opportunities, receive an introduction to SIU student learning platforms and meet campus faculty, staff, and administrators. Last summer, 20 future Salukis participated in the college transition program.

Project Upward Bound (PUB) Program at Southern Illinois University Carbondale is an educational assistance program funded by the U.S. Department of Education. It is designed to assist qualifying high school students in developing the skills and motivation necessary for successful completion of post-secondary education or training. Services are provided to participants during the regular school year and during six weeks in the summer. The Summer Bridge Program is also offered for Upward Bound seniors who have graduated and plan to attend SIU.



## Goal 2: Sustainability

**Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system.**

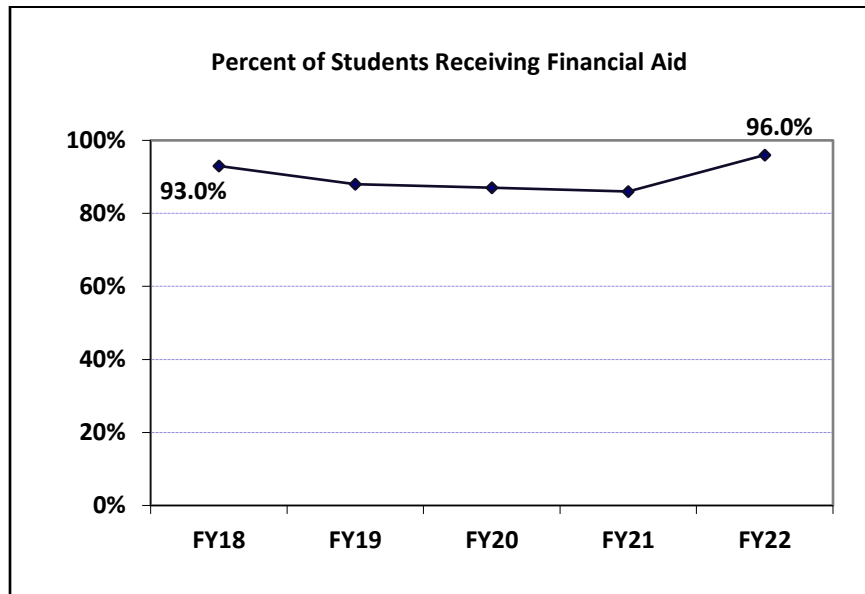
Since Fall 2017, out-of-state domestic undergraduate students have been charged the resident (in-state) tuition rate. Alternate tuition rates (ATR) are offered for the following student populations: Legacy ATR (for children and dependents of alumni), the High Achievers ATR (for international undergraduate students), the Veterans/Military VTR, the Active Duty Military ATR, and the Alumni/Post Graduate ATR (<http://tuition.siuc.edu/alternatetuitionrate.html>).

Each year, cumulatively, students are awarded over \$30 million in scholarships including over \$20 million in merit scholarships to undergraduates, more than \$6 million to new students, and over \$3.4 million in donor scholarships. There are many types of scholarships available for incoming freshmen, transfer students and current students. 2022-23 awards included, but were not limited to, the following:

- 28 Chancellor’s Scholarships, SIUC’s most prestigious first-year award. The students who received the award were selected from a pool of nearly 670 applicants with selection based on academic credentials, a record of leadership in their communities, and participation in extracurricular activities.
- 11 Provost’s Scholarships, SIUC’s most prestigious transfer student award. The fifteen recipients were among 150 applicants who competed for the scholarship. The award covers tuition and mandatory fees for two years.
- 860 academically high-achieving students were awarded the University Excellence Scholarships. The scholarships are renewable for three additional years.
- 51 academically high-achieving transfer students who also demonstrate leadership skills were awarded the Transfer Achievement Scholarships. The scholarships are awarded for two years. Recipients earned a 3.5 or higher transfer GPA and earned an associate degree prior to attending SIU.

The SIU Foundation raised over \$31.2 million through 38,621 gifts. It awarded a record number of scholarships (1,645) and total scholarship dollars (\$4,931,584) that accounted for 14 percent of all student scholarships in FY23.

As evidence of its commitment to removing financial obstacles for students, 96% received financial aid in FY22, which was attributed to an increase in merit-based scholarships. The university employs about 2,000 students on campus each year, providing additional financial support opportunities. Additionally, any student can request a 15-minute Virtual Financial Aid Advisement Session through Microsoft TEAMS to assist them in mapping out a plan to pay for college.



SOURCE: SIUC OFFICE OF FINANCIAL AID 10/24/23



### Goal 3: Growth

In FY 2023 Southern Illinois University Carbondale faculty received \$95.7 million in Research, Training, and Service grants and contracts, an increase of 20.5% compared to the previous year.

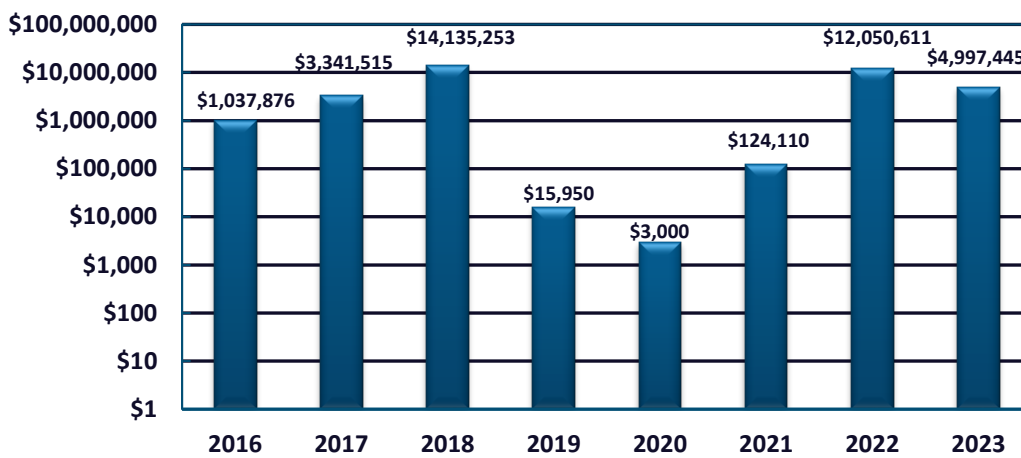
Faculty on the Carbondale campus were awarded \$67.3M with federal grant funding totaling \$28.74 million. Grant funding from the State of Illinois totaled \$44.44 million, and industrial grants and contracts totaled \$3.79 million.

Top federal funders of grants to SIUC in FY 2023 were the Department of Health and Human Services, the National Science Foundation, the U.S. Department of Agriculture, and the U.S. Department of Education. Top State funders were the Illinois Department of Economic Opportunity, the Illinois State Board of Education, the Illinois Department of Human Services, and the Illinois Department of Natural Resources.

Based on data collected by OSPA external grant and contract expenditures totaled \$51.52M and total expenditures grew by 24% compared to FY22.

The STEM Education Research Center (SERC) is a research and service unit at Southern Illinois University Carbondale whose mission is to organize and sustain a diverse community of faculty, staff and students to prepare the next generation of STEM educators, researchers and professionals. SERC seeks to advance STEM literacy at the local, state and national levels through multidisciplinary and integrative strategies in research, education and service. SERC builds partnerships with local, state and national stakeholders to advance STEM teaching, learning and research. SERC develops STEM education and research programs and support existing programs by obtaining external grant and contract funding, donations, and sponsorship.

**SERC External Funding 2016-2023  
(Total \$35,705,760)**



Some of the grant-funded projects include:

- \$ 2.62M (\$743K) Solar STEAM Eclipse Initiative – NASA
- \$ 268K (\$ 63K) Einstein's Incredible Universe Eclipse Outreach – NSF
- \$ 6.03M (\$446K) Illinois Science Assessment Partnership: Item Development – ISBE
- \$ 1.33M (\$143K) Converging Earth Science & Sustainability Education and Experience – NSF
- \$ 5.84M (\$531K) Illinois Special Education Behavioral Training and Assessment– ISBE
- \$ 110K (\$ 26K) Scholastic Olympiad Initiative – Scholastic Trust of Singapore
- \$13.94M (\$1.03M) Illinois Science Assessment Partnership IGA – ISBE
- \$ 999K (\$199K) Pathways to STEM Leadership Development Program – NSF
- \$ 3.21M (\$238K) Illinois Science Assessment Partnership IGA – ISBE
- \$ 86K (\$ 1.5K) Making Math Connections 2 – ROE 45
- \$ 309K (\$ 8.4K) Disaster Mitigation & Readiness: Development of Educational Media –FEMA

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**Strategy 1: Leverage the Illinois Innovation Network (IIN) to strengthen regional focus, while connecting the state.**

As part of the statewide project to launch facilities for the IIN hubs, SIUC received \$2.5 million to renovate the McLafferty Annex and launch the Illinois Food, Entrepreneurship, Research and Manufacturing (iFERM) hub. The renovations will include a teaching kitchen and sensory lab, fermented dairy facility and fermented beverage facility for the hub with the goal of solving food/nutrition, agriculture and health challenges through transdisciplinary research, innovation and education. A secondary goal is to provide infrastructure for the development of Illinois agriculture value-added products. The iFERM hub will impact regional and Illinois communities by enhancing and supporting businesses and producers with unique economic development opportunities; increasing public health by supporting and creating new value-added healthful food and medicinal products; and providing job training for new and emerging workforce opportunities.

Two faculty researchers in the School of Biological Sciences were named Innovators of the Year by the Illinois Innovation Network. These awards not only strengthen the regional focus of the IIN and provide recognition of the work performed by SIUC faculty, but also provide a direct benefit to students. One of the researchers recently collaborated with students forming the team 'Carbon Down Under' and the local SIU spinoff company Thermaquatica Inc. to research methods for removing and sequestering carbon from the atmosphere. The work earned an XPRIZE for the student team, which received \$250,000. The second researcher received a \$290,000 grant from Green Core Ltd., Japan, and Ito En USA for the project, which will support SIU undergraduate and graduate students.

**Strategy 2: Align the state's economic development and higher education strategies, ensuring both address historic inequities.**

The Southern Region Early Childhood programs encompass a number of grant-funded initiatives that have had a significant impact on the children and families of southern Illinois. They include pre-kindergarten programs in public schools and community-based childcare centers, parental training programs and birth-to-three early intervention programs, and family literacy partnerships. These programs are made possible through extensive collaboration between SIU, public school districts, area early childhood programs, and community colleges.

The Center for Rural Health and Social Service Development (CRHSSD) at SIUC conducts research, needs assessments, demonstration projects, program evaluations, and trainings; tests new models of health care delivery; and develops policy recommendations to improve the health of rural communities in southern Illinois. The purpose of the CRHSSD is to bring together the resources of the University, faculty, staff, and students to work as partners with area agencies to address the most pressing health and social service problems of the region.

In fall 2022, SIUC launched a 2-year project to help educators around the state find effective ways to help students with disabilities and behavioral concerns remain in school rather than face disciplinary action, such as suspension or expulsion. The \$5.841 million Special Education Behavior Assessment Training (BAT) Project contract with the Illinois State Board of Education helps educators throughout the state address issues faced by students with unique challenges. Additionally, SIUC students are involved in the project which allows them to gain valuable experience through exposure to real-world classroom challenges. Components of the project include:

- Helping update the ISBE guidance document on challenging behavior.
- Identifying school districts with a disproportionately high number of special education students from culturally diverse backgrounds who are the recipients of disciplinary measures due to their classroom

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behavior and offering intensive services to address this disparity. This includes on-site assessment and training, as well as professional development and ongoing interaction and assistance.

- A free, virtual 3-day conference was held last fall to provide professional development on culturally responsive assessment and planning for special education and general education teachers and administrators at all grade levels.
- Monthly webinars, providing a wide array of information about classroom behaviors, student assessments, effectively addressing behavioral concerns and more. A statewide audience participates, and the topics have included implicit bias, viewing student behavior through a contextual lens, culturally relevant, and evidence-based behavior interventions.

### **Strategy 3: Encourage high school graduates to enroll in our higher education system and keep talent in Illinois.**

In March 2023 the STEM Education Research Center (SERC) co-sponsored and hosted the 45th annual Illinois Junior Science and Humanities Symposium (IJSHS) for High School student researchers. Students from across Illinois presented their original research projects at SIU and competed for scholarships and the opportunity to attend the national competition. IJSHS participants toured the campus, talked to admissions, attended multiple STEM demonstrations led by faculty and undergraduate researchers, and celebrated during the awards banquet. Hosting events such as the symposium and engaging high school students in our campus community encourages them to become future Salukis.

To streamline the application process for freshmen SIU offers automatic admission for students who are on track to complete the high school course pattern requirements and meet one of the following criteria: cumulative high school GPA of 2.75/4.0, ranking in the top 10% of their graduating class, test score equivalent to a 23 ACT or 1130 SAT. Participating in the Common App improves access to higher education by lifting barriers to applying.

### **Strategy 4: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future.**

Many programs across campus offer academic credit for internship and other workplace experiences. A culminating experience is an integral part of the curriculum in the Information Technology program. Students are required to complete three credit hours through either an internship or a senior project related to the student's academic and career goals. These activities allow students to integrate skills and knowledge acquired throughout the program. Communication Studies students are allowed to take up to nine internship and practical experience credits. SIUC's Counseling and Psychological Services has been an APA-accredited internship site since 1974, providing students with the opportunity to gain clinical and professional skills with a diverse, university student population.

For more than 30 years, the Career Development Center has given students a unique professional development experience through the Extern Program. The Extern Program is an unpaid one-week career preparation and exploration experience for students. Its purpose is to provide students with professional experience relating to their academic/career interests or to assist them in exploring and selecting a career field that is right for them. Students are matched with employers, often SIU alumni or supporters of the University, in a variety of careers and industries across the country.

SIUC and United Aviate signed an agreement allowing SIU School of Aviation students to have an accelerated career path to becoming professional pilots through United Aviate's program. SIUC aviation students and certified flight instructors in the program have the opportunity to gain experience and build their hours toward their R-ATP (restricted privileges airline transport pilot) and operate as co-pilots until they receive the

necessary hours. Partnerships such as these serve as a strong recruitment tool for high school students who are interested in aviation as there is a clear pathway from degree attainment to career field.

**Strategy 5: Enhance access to educator preparation programs.**

The university received a two-year Early Childhood Access Consortium for Equity (ECACE) state grant for \$937,000 to address the teacher shortage and offer innovative teaching methods for the youngest learners. Grant funds will be used for the following:

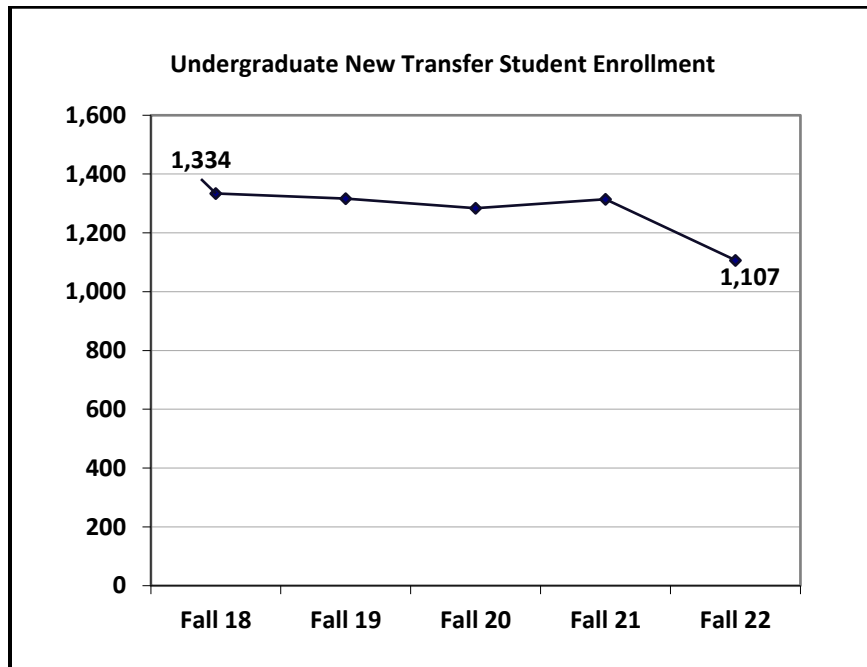
- Providing scholarships of \$31,000 per year to early childhood (birth through second grade) majors.
- Hosting a special 3-day Rooted in Play conference in June (2023) that early childhood educators or educators in training may attend for a nominal fee.
- Offering grants of up to \$6,000 for 20 conference attendees to use for early childhood classroom supplies.

Since 2019, the School of Education has received funding for the Grow Your Own program which provides an opportunity for current paraprofessionals or teaching assistants to pursue their Professional Educator License (PEL) with scholarship funding in the amount of \$25,000. The program has the following priority areas:

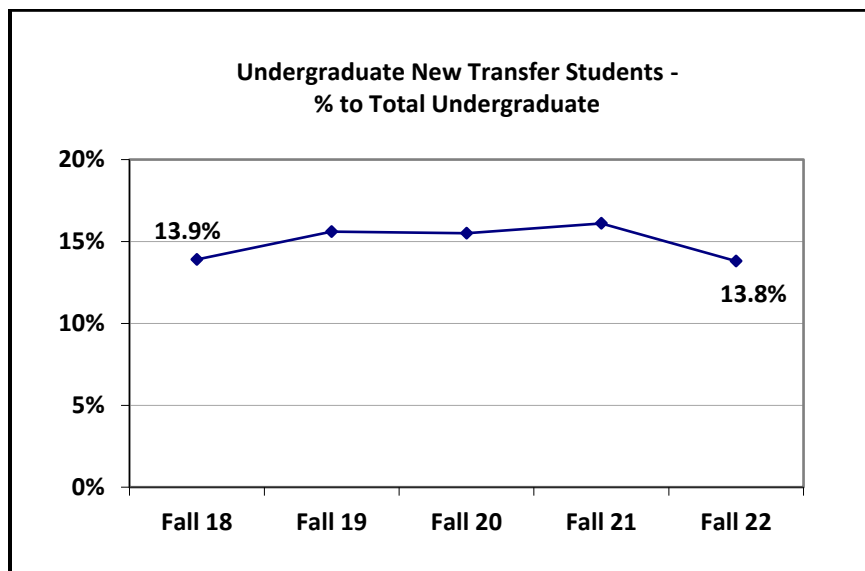
- Creating a pipeline of highly qualified teachers of color (GYO defines highly qualified as pedagogical and subject matter content mastery and a high degree of cultural competence).
- Supporting GYO teachers once they are in the classroom.
- Advocating to close the teacher-student diversity gap across Illinois.

**Strategy 6: Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials.**

In fall 2023, the university’s transfer student enrollment increased from 1,107 to 1,217 which represents a nearly 10% increase. SIUC recognizes the important role that community college partners play in offering an accessible, affordable education and a strong foundation for students who wish to continue their education beyond an associate’s degree.



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 10/23/2023



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 10/23/2023

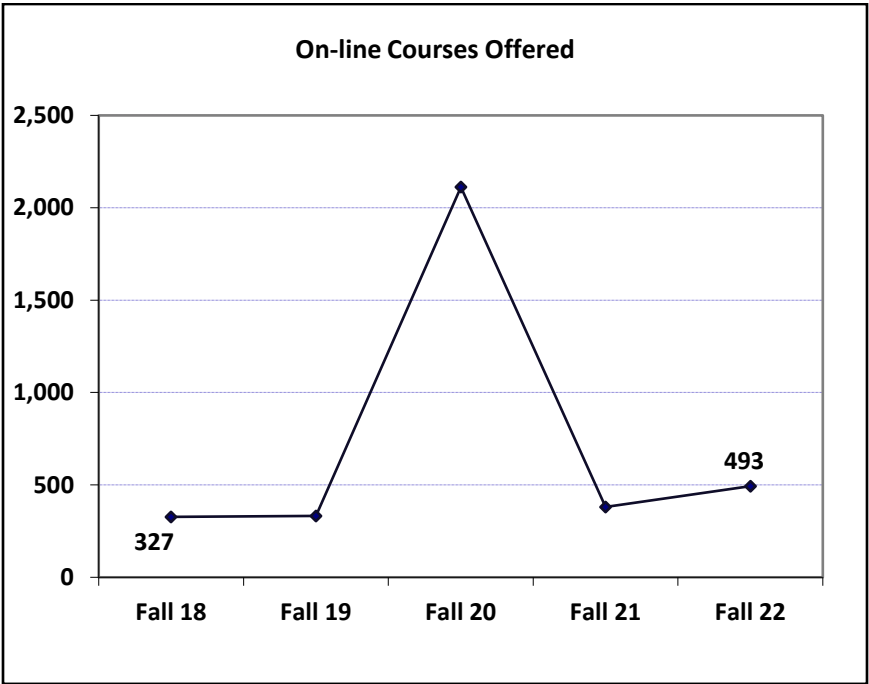
Over the past year, the University administration and staff have worked tirelessly to strengthen existing partnerships and pursue new partnerships and agreements. The Saluki Step Ahead program has expanded and now includes 12 academic programs:

- Accounting
- Business and Administration
- Criminology and Criminal Justice
- Early Childhood Education
- Elementary Education,
- Health Care Management
- History
- Industrial Management and Applied Engineering
- Information Technology
- Nursing (RN to BSN)
- Psychology
- Radiologic Sciences

After graduating with an associate degree from a participating community college, qualifying students can complete their bachelor’s degree online from SIUC in one of 12 programs. Students in the Saluki Step Ahead pathway will receive an annual scholarship of \$4000 for two years, the anticipated time to complete the degree, breaking down financial barriers. SIUC has expanded its Saluki Step Ahead agreements to thirty-five community college partners: Black Hawk College, Carl Sandburg College, City Colleges of Chicago, College of DuPage, College of Lake County, Danville Area Community College, Elgin Community College, Harper College, Heartland Community College, Highland Community College, Illinois Central College, Illinois Eastern Community Colleges, John A Logan College, Kankakee Community College, Kaskaskia College, Kentucky Community and Technical College System, Kishwaukee College, Lake Land College, Lincoln Land Community College, Lone Star College, Metropolitan Community College, Moraine Valley Community College, Oakton Community College, Prairie State College, Rend Lake College, Richland Community College, Rock Valley College, Sauk Valley Community College, Shawnee Community College, South Suburban College, Southeastern Illinois College, Spoon River College, Southwestern Illinois College, St. Louis Community College, and Waubensee Community College.

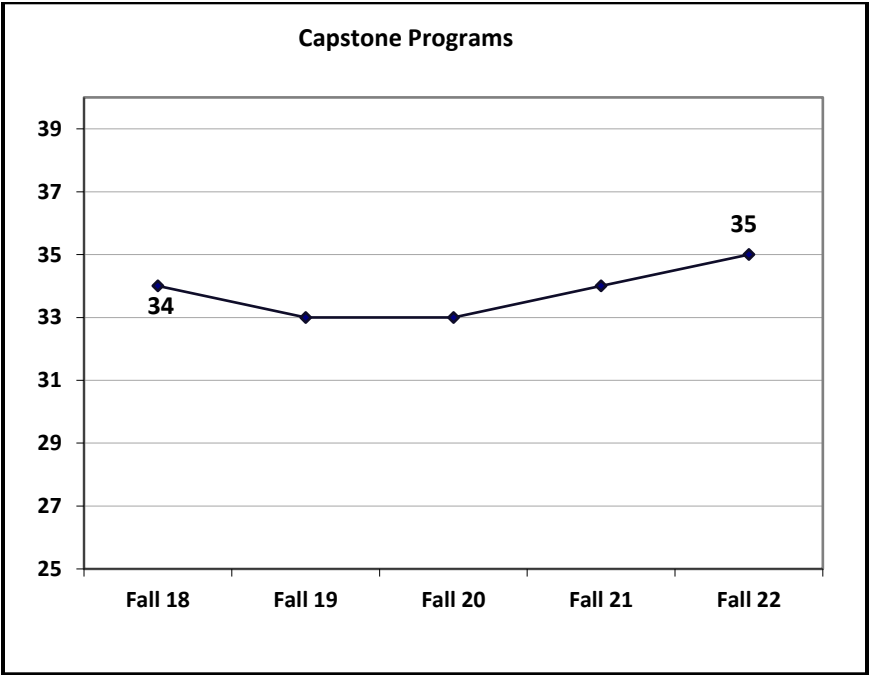


As flexibility in course offerings becomes a priority for an increasing number of students, SIUC has responded by offering more online courses to meet this growing demand. SIUC has also increased the number of fully online bachelor's degree programs from 12 to 24, with 11 of those being degree completion programs.



SOURCE: SIUC EXTENDED CAMPUS 10/27/2023 \*FALL 2020 COVID 19

The capstone option provides a pathway for students to earn a bachelor's degree while reducing the credit hours for completing general education requirements from 39 to 30. For nontraditional students who have attained multiple years of work experience, several programs offer academic credit that can significantly reduce the number of hours required to complete the bachelor's degree. These programs are attractive options for the working adult.



SOURCE: SIUC BANNER TABLES ACCESSED 10/23/2023

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SIUC offers 19 online master's programs and 17 accelerated master's programs, making advanced degrees more accessible and affordable, improving time to degree completion. In addition, there are 18 post-baccalaureate certificate programs available in a broad range of content areas.

The state of Illinois mandates participation in Reverse Transfer; however, SIUC added reverse transfer language to each of the Saluki Step Ahead agreements (both within Illinois and out of state) and has fulfilled 7 requests for Reverse Transfer.

In FY23, SIUC's articulation and evaluation office completed 1560 program articulations which included new agreements, revisions due to catalog changes and updates on existing articulations. As part of the Saluki Step Ahead program, 420 agreements were completed in 2023. In total, program articulations completed were 1,980.



## Points of Pride

The Princeton Review included SIU Carbondale among its "Best of the Midwest" in October 2022 and SIU was named in The Princeton Review Guide to Green Colleges: 2023 Edition for its work in making the campus greener and more environmentally friendly.

SIU Carbondale was named a Top 10 Military Friendly School among Tier 2 research institutions for 2022-23 in G.I. Jobs.com. The No. 8 composite ranking includes admissions and orientation, culture and commitment, financial aid assistance, and graduation and career ratings.

The "Green Fund" has awarded over \$2.1 million to 181 diverse sustainability projects since its inception in 2009. The fund was the result of a student-led initiative that collects approximately \$10 per semester via the "green fee."

The SIU Carbondale Flying Salukis captured an 11th consecutive National Intercollegiate Flying Association regional title Oct. 26-29.

A student business team from CoBA claimed the title of national champions when competing for the first time in the Deloitte FanTAXtic Case Competition, which asks students to present solutions to a realistic business challenge and address business and tax implications.

The College of Business and Analytics earned a top ranking from U.S. News & World Report for the 2023 Best Online MBA Programs. The No. 58 rank put SIU atop all other Illinois institutions of higher learning.

SIU Carbondale is an affiliate of the Argonne National Laboratory Joint Center for Energy Storage Research, a federally funded project to generate new battery technology for the future. Several of our faculty members use this and facilities at other national laboratories such as Oak Ridge to conduct their research.

The Counseling and Rehabilitation Education Program earned national recognition from U.S. News and World Report's 2023-2024 Best Graduate School Rankings, released in April. The program ranked 12th among the Best Rehabilitation Counseling Programs.

SIU Carbondale is among 208 public and private colleges and universities listed on Phi Theta Kappa Honor Society's 2023 Transfer Honor Roll, which recognizes excellence in the development and support of dynamic and innovative pathways for community college transfer students.

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SIU is one of the Top 10 Campuses for Students with Physical Disabilities by College Magazine thanks to its Access Inclusive Recreation program, the Saluki Express Paratransit for travel on- and off-campus, accessible buildings, programs and activities as well as available services such as classroom assistants, note-taking and other accommodations.

The School of Journalism and Advertising was awarded a \$2M contract with the Illinois Department of Public Health and the Illinois State Police, to provide videos, photography, advertising and social media campaigns, 2022.

The Daily Egyptian won 19 awards at the Illinois College Press Association (ICPA) annual conference in Chicago, March 18 – 19, 2023.

PotashCorp contributed to the College of Agriculture, Life and Physical Science's i2i initiative to create the Potash Corp Executive i2i Pathway to Excellence, a new option for students to conduct mentored research addressing issues facing agricultural industries.

SIU Foundation's Forever SIU Campaign has raised more than \$280 million for student scholarships, enriching programs, enhancing facilities, advancing research, and supporting faculty. The 2023 SIU Day of Giving raised more than \$4 million from 3,702 donors.

WSIU serves more than 5 million people in two-thirds of Illinois. It also includes the Southern Illinois Radio Information Service, which helps nearly 1,000 individuals who are blind or have other physical limitations.

SIU's accelerated RN to BSN nursing program graduated its first class of students in August 2022 with 14 of the 16 graduates attaining employment in southern Illinois.

The Mortuary Science and Funeral Service (MSFS) program became the first university-based program to have an on-site crematory through the generosity of private donors, the SIU School of Medicine, the College of Health and Human Sciences, and the SIU Foundation.

CyberSalukis, a School of Computing competition team, placed 16th overall in the U.S. Department of Energy's CyberForce Competition. The team finished 4th among the 12 participating teams from Illinois.

Southern Illinois University Carbondale's Saluki AdLab captured "the National Student Advertising District 6 competition in South Bend, Indiana, in spring 2023. This was the second time in three years that the School of Journalism and Advertising team won the district competition.

WSIU serves more than 5 million people in two-thirds of Illinois. It also includes the Southern Illinois Radio Information Service, which helps nearly 1,000 individuals who are blind or have other physical limitations.



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## Southern Illinois University Edwardsville

### Summary Statement:

**Southern Illinois University Edwardsville** has been shaping a changing world since 1957, offering excellent undergraduate and graduate programs, forged with a solid commitment to the economic development and workforce needs of Southwestern Illinois, the State of Illinois, the St. Louis Metropolitan area and beyond. SIUE's mission and strategic goals focus on expanding access and opportunity so that more adults can reap the transformative benefits of higher education. With a strong focus on cultivating change makers and graduates ready to make a difference in their professions and community, SIUE continues to power the talent needs of the region. SIUE boasts an excellent location, affordability, and an incredible faculty ready to serve a diverse student body focused on inclusion and equity. We are an institution with a clear mission and ambitious goals. As a premier metropolitan University, SIUE is committed to being a student-centered educational community dedicated to communicating, expanding and integrating knowledge while leveraging our assets to the benefit of our local communities. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs "develop professionals, scholars and leaders who shape a changing world."

We embrace continuous improvement, and we collectively plan bold actions to usher in social and economic mobility for our graduates. Our values clearly communicate that we prepare our students for a life of meaningful impact and engagement with their chosen professions and communities.

We are proud to be the number one producer of bachelor's degrees in the St. Louis Metropolitan Statistical Area (MSA). We are powering the workforce of today and positioning our students as leaders for the future. As an institution of higher learning and a partner to our community, we recognize our unique position to provide opportunities for producing and expanding knowledge while also serving as a community builder and economic driver for the region and the state.

Anti-racism, diversity, equity, and inclusion are deeply embedded in the University's mission, vision and values. These principles guide our actions and inform strategies throughout the university. Access and success are intertwined in the University's new strategic plan, setting a path forward for SIUE's continued rise as a national leader and model for equity, student success, and inclusive excellence. We are proud to report that the University achieved a historic milestone by being recognized for the 9<sup>th</sup> consecutive year by *INSIGHT Into Diversity* with the Higher Education Excellence in Diversity Award, the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus.

The University has embraced the framework of inclusive excellence and produced notable outcomes related to equity, sustainability and growth, which we share in this report. There is much more work to do. We launched our Community-Oriented Digital Engagement Scholars (CODES) program, which introduces underserved students to digital community engagement with its first cohort of scholars starting in fall 2022. To support our students, we eliminated non-credit bearing courses in ENG and MATH and created new co-requisite models to support student learning and success, alongside additional support for our diverse learners. We also made significant strides in partnering with state agencies and regional organizations on targeted initiatives to expand our regional footprint and live our commitment to growing the local economy by developing programs to serve our region's needs for a 21<sup>st</sup> century-ready labor force. Those efforts culminated in establishing the Southwestern Illinois Workforce Development Campus in Belleville, where SIUE will offer the only master's program in forensic sciences in the region and a number of community and professional partnerships focused on social justice and crime prevention as part of the newly established Center for Crime Science and Violence Prevention and the Institute for Community Justice and Racial Equity. SIUE faculty, staff, and students are poised for an even greater future as we pursue the ambitious goals of our strategic plan.

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## **Mission**

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develop 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.

## **Values**

### **Civic Engagement\***

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 practices 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  
Lifelong learning

\*(amended in Fall 2022)



## **Goal 1: Equity**

SIUE's commitment to building an inclusive, anti-racist and equity-minded campus supports the core of our academic mission. The University's new strategic plan is guided by the inclusive excellence framework, including a strong commitment to access and opportunity and equity. The University has made several positive strides in operationalizing inclusive excellence at all levels of the institution. One such step has been the shift to a test-optional admissions policy which will help us build a more just and equitable environment for all members of our community in alignment with our commitment to access and opportunity.

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SIUE recognizes and is deeply committed to making education accessible and affordable to all students. 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. SIUE anticipates expanding this commitment for the Fall 2024 entering class. Additionally, the University has developed with intentionality a focus on closing equity gaps. Several important initiatives which were implemented in Fall 2022 include eliminating all non-credit bearing developmental education courses by transforming them into enhanced co-requisite models as well as expanding support for SOAR and FAME and GAME programs that support Black students and under-represented students in their first-year experience.

**Strategy 1: Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices**

**Proactive and Comprehensive Advising:** SIUE has placed an emphasis on the retention of students from first to second year with a goal of retaining 90% of our new students. As part of this process, we implemented the use of our early alert and connection tool, Starfish, as a resource for faculty and staff to assist in the retention efforts. Additional communication and education were provided to faculty in order to improve the early alert participation and create greater connections for students. The EASE campaign is part of this early alert program that asks all faculty teaching undergraduate courses to respond to a survey about the students enrolled in their courses. If students are identified as struggling in the course, Student Success Coaches reach out to them to help connect students to additional resources. In Fall 2022, 87% of students who successfully connected with a Success Coach as a result of the Starfish notification persisted to the next semester. This was 11% higher than those who had a concern raised but did not meet with a Success Coach. Faculty members can also post "kudos" for students who are making notable progress.

In fall of 2021 the measured use of the EASE campaign indicated that over 80% of students receiving a D, F, or W in a course did not have a flag raised in Starfish. This improved to 59% in Fall 2022. As the University works to improve DFW rates in gateway courses, leveraging Starfish along with improvements in course design and pedagogy are critical to student success. Likewise, our successful intervention numbers improved from 8% of students with a successful connection to a staff member retained in Fall 2021 to 11% retention in Fall 2022. These data indicate that using Starfish as an early intervention platform to engage and connect students to address personal and academic challenges yields greater academic success and persistence.

SIUE also expanded the use of Starfish to help certain areas have specific flags and interventions based on a specific population served on campus. As a result, there were a total of 11,154 flags raised for 4,281 students. These flags are seen by academic advisors and success coaches across academic disciplines. Notes can be shared among campus personnel in order to help provide a more holistic and comprehensive support system for students.

Additionally, in Fall 2022, SIUE rolled out a texting software system. It was initially rolled out and piloted in the Office of Academic Advising, home to general advising. This office advises students who are not yet declared into a major. In early implementation there was a need for students to opt-in to the software and as a result, some advisors had low participation rates, but in the small samples used during the fiscal year, there was an increase in responses to take action when sent via text verses messages sent via email. However, a larger sample is needed to measure the effectiveness of the texting platform. Rollout to all academic advising units will occur during the 2024 fiscal year along with institutional support for encouraging greater student participation.

**Increasing Access to High Impact Practices:** SIUE's new Strategic Plan calls for every undergraduate student to engage in at least two well-designed and intentional high impact practices. SIUE has long been recognized for its undergraduate capstone experience, and we are building our inclusive high impact practices intentionally to promote learning and student success. Every senior student at SIUE is required to complete a Senior

Assignment in their 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 have been identified by the American Association of 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).

Nevertheless, outside of Senior Assignment and URCA, our students participate in a variety of high impact practices, as captured in the table below:

**High-Impact Educational Practices FY 23**

Activities	Number of Students*
Internships for academic credit	672
Co-op and non-credit bearing internships	264
Course-based undergraduate research	810
Graduate research	792
Freshmen experience	2,930
Study abroad	100
Service Learning	1,819
Field experience	733
Practicum	764
Laboratory work	4,398
Clinical experiences	2,488
Writing intense courses	2,950
Undergraduate Research and Creative Activities (URCA)	326

\*Numbers might include duplications

*Co-op and Non-Academic Internships* working with 162 Unique Employers

Expanding HIPs participation and ensuring early and frequent access is critical to an inclusive excellence goal. In particular, SIUE intends to ensure that these experiences are embedded early in the first year and occur in the co-curriculum as well. HIPs must be intentionally embedded and available to all students, not just those who are already high achieving. We are exploring avenues 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. Currently, the University has assembled a HIPs taskforce of faculty, staff and administrators, who are developing a plan to centralize the coordination, assessment, and the visibility of HIPs university wide. As we continue to expand the variety of HIP experiences inside the classroom, which is also a defined goal of our new strategic plan, we are confident that our students will be better prepared to face challenges in a rapidly changing world by fostering adaptability, resilience, and the ability to navigate complex situations.



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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 (SCC). In FY23, the SCC engaged approximately 175 students, staff, and faculty from at least 8 disciplines in partnership projects and initiatives with Alton, Brooklyn, and East St. Louis. By embedding community-based learning projects into the curriculum, SCC makes HIPs more accessible to all SIUE students. SCC, furthermore, coordinates community engagement efforts for the SIUE Truth, Racial Healing and Transformation (TRHT) Campus Center. The goals of TRHT are embedded into the approach and work of SCC but is evidenced most clearly in student engagement with projects, such as the E-Stories initiative. In FY23, 20 students participated in activities related to TRHT.

SCC hosted its first speaker series in Spring 2023, bringing 3 food justice scholars and practitioners to the region to inspire and collaborate with SIUE faculty, staff, and students, as well as SCC partners. Each speaker was paired with a research team and a local SCC partner. Research teams were comprised of a faculty fellow and 2 undergraduate research assistants. Research teams worked closely with the speakers and local partners to identify unique solutions to local manifestations of the global problem of food access and dignity.

**Meeting Students' Needs:** SIUE's Division of Student Affairs focused its attention on supporting student well-being, basic needs, and career-readiness competency development as we endeavor to strengthen overall student success.

- **Basic Needs and Student Well-being**
  - 397 students were served through the Cougar Cupboard, an increase of 25.5% over FY22.
  - 484 students accessed the Cougar Career Closet, providing gently used professional attire, an increase of 245% over FY22.
  - Student Affairs was the recipient of 4 major grants to support student needs:
    - Illinois Board of Higher Education's End Student Housing Insecurity Grant (\$50,000)
    - Illinois Board of Higher Education's Mental Health Early Action on Campus Act (\$94,916)
    - Department of Education's Childcare Access Means Parents in School Grant (\$432,934) supported 16 children's attendance at the SIUE Early Childhood Center
    - Illinois State Board of Education's Preschool for All (\$68,036) supported 30 children's attendance at the SIUE Early Childhood Center.
  - We recognize that students' physical and mental health must be part of our approach
    - Counseling Services conducted a total of 3,085 appointments, an increase of 11% over FY22. An additional 140 crisis appointments were conducted, an increase of 98% over FY22.
    - Health Service filled 2,201 prescriptions at the on-campus pharmacy, an increase of 37% over FY22.
  - 251 Care reports were received by the Dean of Students Office, an increase of 33% over FY22.
- **Career-Readiness Competency Development**
  - 2,020 employers participated in employer recruitment activities.
  - 6,935 Job Postings were processed through the Cougar Jobline.
  - 4,716 unique students utilized Career Development Center's services or programs.
  - 2,039 (76% increase) students participated in Career Fairs engaging with 551 employers (39% increase).
  - Student Affairs piloted a career-competency focused Student Employee Development program. The toolkit helps supervisors of student employees reflect on their skill development

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and how to translate their experiences to competency-based language for use in resume-writing, interviewing, and their future careers.

**Instructional Material Costs and Open Educational Resources:** In FY22, a collaborative team of faculty staff, and administrators, were selected through a competitive call to participate in a yearlong AAC&U Open Educational Resources Institute. With the help of a faculty mentor and extensive training sessions, the SIUE team engaged in researching our current use of OER and ways in which we can further increase our engagement with these resources, known to contribute to sustainable instructional costs, providing universal access on day one and closing equity gaps in student outcomes. SIUE has been committed to cost savings to our students through its textbook rental program. In order to sustain this program, given the rise of the cost of digital materials, we needed to identify saving measures and OER was one such strategy. With the new OER initiative, the OER team focused on raising awareness among faculty about quality, availability, success outcomes and ease of use. Here are several accomplishments in FY23:

- Presented OER opportunities to more than 20 departments and schools/colleges
- Promoted a perspective on Diversity, Equity, and Inclusion through OER during Diversity Day, 2022
- Won two U.S. Department of Education OER textbook development grants through CARLi in 2023 (Dr. Chaya Gopalan and Dr. Mark Poepsel)
- Funded original, faculty-created courseware for more than 25 different courses (several with multiple sections), saving over \$100,000 and potentially much more across multiple years in digital courseware and textbook cost
- SIUE School of Nursing in partnership with SIUC and SWIC nursing faculty submitted a \$2,000,000 grant proposal to the U.S. Department of Education Open Textbooks Pilot program to develop an open textbook in pharmacology
- To further promote textbook rental sustainability and affordability, the University worked with Cengage unlimited to provide all-inclusive access to e-books and digital instructional materials across all disciplines providing faculty flexible options in selecting the best educational resources for their respective courses while maintaining cost saving it to the students (the launch of Cengage unlimited was in Fall 23).

**Strategy 2: Establish and implement institutional level equity plans, practices to close access, progression, completion, and attainment gaps**

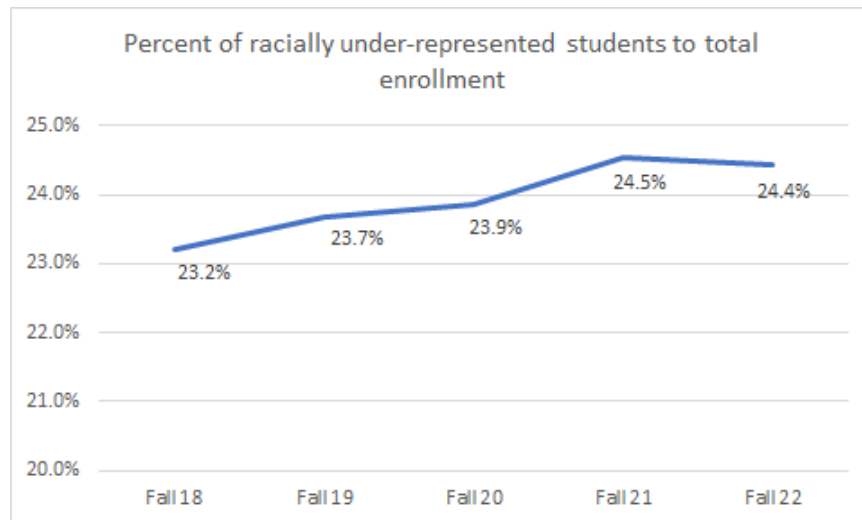
**Institutional Level Equity Plans:** SIUE's strategic plan's pillar one and pillar two focus on access and success. This plan outlines ambitious enrollment goals that depend on diversifying our student body and meeting the needs of populations historically underrepresented in higher education. SIUE's plan is rooted in the idea that attending college is not sufficient, graduation is critical. SIUE's plan calls for enrollment to grow to 14,500 by 2025 and sets goals for retention and graduation rates that require closing equity gaps and would set SIUE as a leader among public institutions, particularly at the forefront of public universities that also focus on access. SIUE's retention goal is 90%. The six-year graduation rate goal is 75% and the four-year graduation rate goal is 45%.

SIUE is committed to developing and maintaining a campus climate that embraces and celebrates diversity, fosters inclusion, cultivates belonging and advances equity. To better understand campus constituents' experiences and perceptions of the campus climate and identify areas for improvement, in March 2022, SIUE participated in an SIU system-wide campus climate survey administered in partnership with INSIGHT Into Diversity Viewfinder Campus Climate Surveys. The survey provided data related to: Perceptions of Antiracism, Diversity, Equity, and Inclusion; University Responsiveness to Bias Incidents; Perceptions of Campus Safety; Religion/Spiritual Affiliation; Political Views; Experiences of Employees and Students of Color; Experiences of LGBTQIA+ Employees and Students; Experiences of Employees and Students with Disabilities; Experiences of

Employees and Students with Military Experience; Experiences of International Employees and Students; Perceptions of the Overall Climate, Learning, and Work Experience.

While generally the results of the survey were positive, there are a number of opportunities to consider as we chart a path forward. In addition to action planning in response to the findings of the campus climate survey, SIUE will develop an institutional level equity plan in coordination with the SIU System office and based on forthcoming guidance from the Illinois Board of Higher Education (IBHE). Equity will be a measure of institutional effectiveness and excellence, with accountability infused throughout the organization.

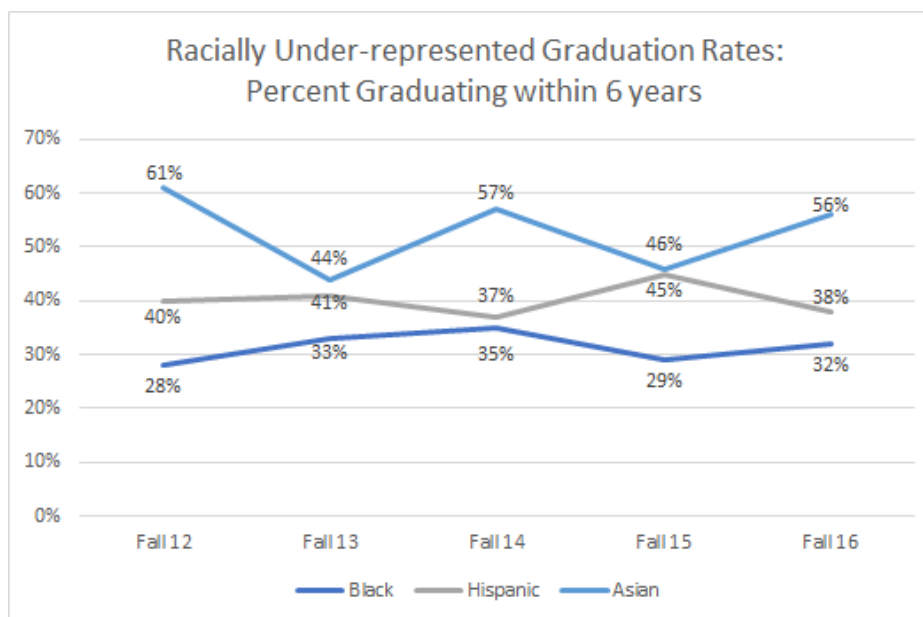
**Closing Completion and Attainment Gaps:** SIUE’s new Strategic Plan emphasizes an institutional commitment to closing equity gaps in terms of access and completion.



Source: SIUE Factbook 2022-2023

SIUE’s commitment to diversity and inclusion continues to be reflected in our growing enrollments of racially-minoritized students and enhanced campus support systems. In 2000, 18.6% of the SIUE student body was made up of racially minoritized students; in 2022 the percentage has risen to 24.4%. Since 2008, SIUE has increased its percentage of under-represented students at a greater rate compared to the median of its IBHE peers.

However, while enrollments numbers are shifting the demographics of SIUE’s total enrollment, other student success indicators illustrate that the University must do more to support Black students, in particular, in successfully completing their educational journey at SIUE.



Source: SIUE Factbook 2022-2023

The current six-year graduation rate at SIUE is 52%. Comparatively, just 32% of African American students graduate from the University in six years. Moreover, the overall fall 2021 full-time freshmen-retention rate was 71%, compared to just 58% for full-time African American freshmen. (Note: Prior to the pandemic, SIUE's retention rate had climbed to 79% with gains across sub-populations, but the University experienced a setback). While these data points highlight glaring inequities in student outcomes, we have positioned the University to close these advancement gaps by scaling existing successful practices.

One exemplar of SIUE's efforts to support students historically underrepresented in higher education and specifically African American students are the SOAR and FAME/GAME programs, respectively. SIUE's Student Opportunities for Academic Results' (SOAR) intentional, culturally relevant programming and culture of care have proven to significantly increase the odds of African American students being retained and graduating. SOAR facilitates the Project FAME (Females of African-descent Modeling Excellence) and Project GAME (Goal-Oriented African American Men Excel) leadership programs. The purpose of FAME and GAME is to provide cultural and educational enrichment, and holistic services and support to first-year Black students. Project GAME has successfully served African American men at SIUE since 1999, offering comprehensive academic support services and addressing various retention issues relating to this population of students. Project FAME, a parallel program designed for African American women, was created in 2003.

While these experiences have been deep and impactful, participation has been capped due to limited human resources. Between fall 2004 and spring 2021, FAME and GAME were taught by a sole instructor. As a result, students had to apply to participate and space was limited to 40 to 50 students each year. Institutional investment to hire two tenure-track faculty in the Department of English the last two years have allowed for expansion. These new hires have been especially critical given our efforts to accommodate the participation of *all* incoming Black students in FAME and GAME in Fall 2022, with a rebranding of the programs as the Black Scholar Experience. The Black Scholar Experience (BSE) is a comprehensive academic and advising program designed to engage students and strengthen their ability to graduate. Through the development of academic cohorts, proactive advising, and educational programming that highlights African American ideas and interests, the BSE builds upon the positive outcomes of initiatives already offered through SIUE and is expanding offerings from a select group of 40-50 first-year Black students each year to serve all incoming Black students. As a result of this important and transformative initiative, in FY23, SIUE had 298 students enrolled in the program.

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If we are to achieve our goals around equity in student attainment and success, then we must also ensure that we have an excellent and diverse faculty and staff. The new Strategic Plan affirms this commitment and does so in alignment with the SIU System's goals. Locally, the project team, *Toward an Inclusive Model of Excellence*, funded by an NSF ADVANCE award, worked with deans to develop Equity Score Cards. Likewise, the team worked to identify resources and efforts to advance diversity, equity, and inclusion in faculty hiring, retention, and promotion, and these forms will likely be revised to include student equity goals. The team expanded its Department Chair Resources Toolkit, including a set of questions for units to use to review faculty evaluation criteria and processes. The questions were successfully piloted with two departments and two schools. Three short pre-print articles focused on department chairs' roles in fostering equity were linked on the website prior to their 2024 publication. The Center for Faculty Development and Innovation continued hosting workshops to reduce bias and to train male faculty as allies and advocates.

### **Strategy 3: Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color**

SIUE's NSF ADVANCE team has worked with the Equal Opportunity and Access Office, deans and others to promote more equitable recruitment and hiring practices. The Provost and Vice Chancellor for Academic Affairs and the Vice Chancellor for Anti-racism, Diversity, Equity and Inclusion are both co-investigators on this important project. In addition to the aforementioned climate surveys, the group has developed resources on their website to support search processes.

One important addition was the implementation of an Equity Advisor program. Equity Advisors (EAs) lead and shape efforts to recruit high-quality, student-centered faculty. EAs serve as non-voting members of search committees and provide guidance to committees on equitable, inclusive, and accessible hiring practices that will attract a diverse pool of applicants. EAs have been assigned to all searches in which one was requested for faculty and administrative searches. The Equity Advisors supported 8 faculty searches for the 22-23 academic year. They also partnered with the ADVANCE team to curate and develop search committee resources, particularly new online resources for department chairs. Currently there are 3 employees serving as Equity Advisors, with support from the Office for Equal Opportunity, Access and Title IX Coordination. Although the Equity Advisor program was instituted as part of the NSF ADVANCE grant, and the grant period formally ended September 30, 2023, the Vice Chancellor for Anti-racism, Diversity, and Inclusion is working with Equity Advisors and others on a redesign of the program to promote sustainability, greater capacity and impact.

### **Strategy 4: Attract working adults through outreach and support specifically for them**

SIUE continues to respond to the needs of adults with some college and no degree as well as place bound and incoming students wishing to pursue their studies fully online. The University is located in a metropolitan statistical area with more than 400,000 adults with some college and no degree. The opportunity to expand access to higher education and to re-engage students who have not yet completed their post-secondary degree is a priority. These efforts have relied on leveraging our integrative studies and liberal studies programs, building new online degree completion programs and creating an infrastructure to support the unique needs of non-traditional students. Beyond degree programs and credit-bearing credentials SIUE has been deeply engaged in workforce development activities and in the development of relevant, industry-aligned digital micro-credentials.

Five fully online undergraduate degree completion programs are currently available and have continued to grow in both scope and enrollment. Online Student Services is currently increasing staffing and marketing to attract, admit, and retain adult students. Additionally, collaborative work with ITS allows us to utilize best practices in course design within the online courses. Instructional designers work with faculty content experts

to create courses that are aligned with course and program outcomes with a consistent look and feel to aid the student experience. As of fall 2023, 298 individuals are admitted as fully online students and they generate 2,954 credit hours. Opportunities to bring back stop-out students and to reach new students are made possible through these options. Strategic and incremental growth is expected as SIUE makes continual investment in resources, efficiencies, and best practices to better serve this market segment. These programs are aligned with market potential and campus strengths.

Additionally, accelerated fully online graduate programs and post-baccalaureate certificates allow working adults to earn credentials while balancing work and family responsibilities. Currently, the University offers 7 post-baccalaureate certificates and 25 unique, fully online graduate learning opportunities.

SIUE has also harnessed the opportunity to explore, market, and provide targeted resources to adult students through streamlined Credit for Prior Learning (CPL) opportunities and Alternative Digital Credentials (ADCs). While the University has demonstrated strength in technical areas that align with the University’s Research Centers, for example chemical process technician credential, that also match employer needs, the University is expanding these offerings and cross-walking with credit bearing courses when appropriate. New staff serving in this area have helped to develop additional digital credentials that align with course outcomes and meet industry needs. As an example, students who already have significant experience with Interpersonal Communication may choose to take the alternative credential constellation that includes seven distinct “badges” (see chart below). They may take these in any order at any time and if they are successful in demonstrating competency, they can earn and display the credential on their resume to help raise their competitiveness on the job market. If the student earns all of the credentials in the collection, they can petition to have the course transferred into SIUE as the 3-credit hour equivalent for Interpersonal Communications via CPL. Expansion to include Public Speaking and other 21<sup>st</sup> century skills is well underway. Industry aligned credentials such as Grant Writing, and Data Analytics and Downstream Bioprocessing can meet industry needs and are also in development at this time.



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## Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework

SIUE continues to offer two key student experiences through our CORE programs: the SIUE Pre-Collegiate Program and the Summer Success Program (SSP). 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.

During the Fall 2022 Semester through Summer 2023, the CORE TEAM engaged in various initiatives aimed at fostering a stronger connection between SIUE and partnering educational institutions, primarily the SIUE East St. Louis Charter School Team, East Saint Louis Senior High School, and the Collinsville Upward Bound Scholars Academy.

In the Fall of 2022, the CORE TEAM initiated collaborative efforts with the SIUE East St. Louis Charter High School to address the programming needs for the upcoming school year. The primary focus was to introduce students to the collegiate experience at SIUE. A successful outcome of our collaboration was the hosting of FAFSA Night for Charter School students and their parents. This event involved the participation of the Financial Aid department. Approximately 30 students and parents were served as the team provided individualized assistance with completing their Free Application for Federal Student Aid (FAFSA).

In Spring 2023, the CORE TEAM extended SIUE's pre-collegiate outreach activities. Some examples include:

- East Saint Louis Senior High School: The CORE TEAM engaged with this school to discuss the Summer Success Program with six students, resulting in two students applying for the 2023 program.
- Collinsville Upward Bound Scholars Academy: The CORE TEAM met with this organization to discuss programming needs for the summer. During their previous visit to SIUE, the Upward Bound Scholars enjoyed a "Welcome to SIUE Day," facilitated by SIUE staff members from Admissions, Financial Aid, Housing, Access, and Career Development. A book discussion on "Tears of a Tiger" was also organized to address themes of grief.
- In addition to the above initiatives, CORE TEAM actively participated in SIUE Preview Days during the Fall and Spring, including the Multicultural Student Admitted Day in April 2023 and the Multicultural Meeting on the Quad in July 2023, underscoring our commitment to engaging with a diverse range of students.

On August 21, 2023, a Dual Credit Agreement between Collinsville Unit 10 School District and SIUE was put into effect. The agreement offers dual credit to 85 students free of charge for the UNIV 113 course: Leadership 101 and we plan to scale our dual credit offerings to other high schools in the area.

**The SIUE Summer Success Program** is a free, five-week program open to a select cohort of newly admitted first-year students who are first-generation college students and/or Pell eligible. The participants can earn up to 6 hours of college credit and complete a health experience which is a graduation requirement at SIUE. The remaining credits are typically in foundation courses that align with our general education program and the Illinois Articulation Initiative. The three major components of SSP are academic courses with outstanding faculty and appropriate support, engagement with campus resources and support for social development and transition. Students are also provided additional opportunities to participate with the SIUE community through mentorship, leadership development, and civic engagement. Lastly, after their successful completion of SSP, students are invited to participate in the Purpose First Experience with the goals of increasing awareness of connecting career outlook to their major, enroll in their chosen program of study sooner, and completing a larger number of credits in their major. As of fall 2023, the program has served 134 students with a summer to

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fall matriculation rate of 98.5% and an overall fall to fall retention rate of 71%. To build up on this success, the University has charged a new working group to enhance and expand the program for Fall 2024 and beyond.

In FY22, the University continued its progress to complete the groundwork of the **Community-Oriented Digital Engagement Scholars (CODES) program**, a three-year project funded by the National Endowment for the Humanities (NEH) and led by Dr. Jessica DeSpain. CODES is a competitive general education program for incoming first-year students who are Black, Latinx, Pell-eligible, or first-generation. CODE Scholars take their education beyond the walls of the classroom and into the communities of the metro-east Illinois and St. Louis region. Scholars work alongside community partners to research the local manifestation of a global problem and share their work publicly. CODES offers an innovative approach to transdisciplinary problem-solving, with content from fields such as history, literature, anthropology, biology, and sociology. Currently, there are 21 students in the 2022 cohort and 25 students in the Fall 2023 cohort.

An illustrative example of this innovative curriculum comes from one of the CODES student cohorts, which is currently working with the Missouri Botanical Garden and focusing on an inclusive theme of reparative justice, an approach centering on those who have been harmed, focusing on healing and repairing past harms to prevent them in the future. CODE Scholars have been exploring the institution's history of enslavement, retracing the erasures of Black and Brown residents who lived in the area that is now Shaw Nature Reserve, and studying the indigenous knowledge and cultural context underlying specimens in the Herbarium. CODE Scholars plan to help MOBOT tell these stories with intentionality and sensitivity to welcome more diverse guests to the Garden. Some highlights from the FY23 include:

- Dr. John Matta's research team partner National Great Rivers Research and Education Center fully funded summer internships for the team along with housing, a commitment of \$30,000.
- Stephanie Batson's research team won a \$1,000 United Way Grant to support their mentorship program with the Alton Boys and Girls Club.
- Students presented their work in front of large audiences at fall and spring IRIS Student Showcases.
- The headquarters for the National Council of Negro Women (NCNW) reached out in response to SIUE publicity to talk with Batson's team about their work.

The CODES program has already demonstrated several milestones related to student retention and student success:

- In the Spring 2023 semester, 11 of 23 students made the Dean's List (up from seven in Fall 2022).
- In Fall 2022, 88% of students were in good academic standing, in Spring 2023, all 23 students finished the semester in good academic standing.
- The program retained 21 of 25 students into year 2, or 84% of students. This compares to 73% retention in the general student population in 2022 (66.2% for African American students and 74.5% for Latinx students).

In FY23, SIUE implemented a comprehensive holistic reform program to increase persistence and graduation rates and reduce achievement gaps with a special focus on eliminating the remaining non-credit bearing developmental education courses and improving DFW rates in gateway courses. In Spring 2022, SIUE began laying the groundwork in implementing a bold plan to eliminate all remaining non-credit bearing development education courses in English and Math by Fall 2022. MATH courses were transformed to offer co-requisite section with 2 additional contact hours of supplemental instruction focused on customized math strategies to help students successfully move through the gateway MATH college-level material. These additional co-requisite sections follow a cohort model taught by the same instructor who leads the traditional sessions of the course, a model that has demonstrated the best outcomes for students successfully passing college algebra. Similarly, SIUE students who need additional instruction to successfully complete ENG 101 are placed



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in enhanced sections of ENG with additional 2 hours of co-requisite practice, as well as be placed, as needed, without using standardized testing into enhanced reading co-requisite sections, paired with general education courses in Psychology, Anthropology, and Sociology. This plan was implemented in Fall 2022 and the University will continue to assess and refine credit-bearing options for our students who need additional support succeeding in gateway ENG and MATH courses.

The University has also engaged in a dynamic campaign focused on DFW rates as one of the strongest predictors of attrition earning a non-passing grade in the first year of college. Through a number of ongoing efforts including academic programs where such course grade distribution is most notable, the University is working pro-actively and effectively to offer support for students in meeting the rigorous course outcomes established by faculty. Addressing high DFW rates is urgent and a necessary step toward eliminating equity gaps.

The University continues to make critical investments in professional development for faculty and staff focused on improving course outcomes. Over Spring and Summer 23, SIUE partnered with the Association of College and University Educators (ACUE) to support SIUE faculty and staff engage in stackable courses that provide micro-credentials and, more importantly, a range of tools to facilitate the implementation of evidence-based interventions to improve academic progress, decrease DFW rates, and increase students' sense of belonging. Two groups of faculty and staff were enrolled in Fall 23 to complete the *Fostering a Culture of Belonging* and *Cultivating an Inclusive and Supportive Learning Environment* courses. Both courses will be offered again in the spring alongside other faculty development activities focused on fostering student success and a sense of belonging in the classroom. The leadership of Academic Affairs has worked extensively with deans to ensure that there are appropriate supports in place for course redesign, professional development and supplemental support that can be embedded into designated courses.



## Goal 2: Sustainability

As a reflection of our commitment to careful stewardship and the public good, SIUE has consistently maintained its focus on managing its fiscal resources responsibly and efficiently to sustain its operations and continue to fulfill its mission and goals. As one of the least expensive public four-year institutions in the state, we provide excellent education opportunities at affordable rates. The University continues to explore ways in which we can generate additional revenue streams, including seeking external grants as well as setting ambitious goals related to fundraising. Strategic fundraising led the university to achieve its highest level of private philanthropic support in the fiscal year 2023. Efforts led across divisions led to raising more than \$11,000,000, a 129% increase over the prior year. Additionally, the University focused on launching new signature events including “An Evening with the Chancellor” and reimagined Black Alumni Weekend which led to over 10% of the entire alumni population of SIUE attending an in-person event in 2022. Additionally, the SIUE Foundation focused efforts on recruitment of new board members, resulting in five new board members being added with greater diversity than ever before.

Our new strategic plan identifies fundraising as a driver towards a sound fiscal outlook for the University, setting a goal of covering 10% of operational costs with philanthropic giving and other new revenue sources. We are confident we can continue to serve as thoughtful stewards of our resources to pursue identified goals and contribute to inclusive economic growth and development in the region and beyond.

### **Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system**

In Fall 22, SIUE offered a total of \$424,674 in SIUE Commitment funding to cover the gap between their gift aid (MAP, Pell and SIUE Merit) and tuition and mandatory fee costs. This is a decline from the previous year, but

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we have reassessed the AGI level and have presented a proposal to increase the family AGI from 63,375 to \$113,575. The SIUE commitment is funded through strategic use of our required institutional match for AIM High funding. All totaled, 382 new students received \$573,000 dollars in Aim High or Aim High Match funding to support their first semester at SIUE.

SIUE offers the Johnetta Haley Scholarship to all students who have a high school GPA of 3.0 or higher on a 4.0 scale and who identify as an ethnicity other than white. The award has a four-year value of \$8,000 dollars and may be combined with the Cougar Pride Merit Scholarship or other need-based awards. For fall 2022 SIUE offered more than 5.9 million dollars in first year Johnetta Haley Scholarships to 2,989 qualified FYS and transfers. Four hundred and seventy-eight FYS and new transfers enrolled and accepted the award.

### **Strategy 2: Allow MAP grants to be used for year-round study**

SIUE students benefit from MAP and AIM High investments, and the institution is committed to leveraging those to keep the dream of college real and affordable for Illinois students. In FY23, 551 students have received the federal Pell grant in the summer. Having a year-round Pell grant available to the students increases their access to courses needed for progression and completion, which aligns with the University goals of access and success, making this year-round option an important one for our students, while maintaining affordability.

### **Strategy 5: Expand joint purchasing among institutions**

SIUE shares SIU System contracts for Microsoft, Ellucian, Mathematica, Argos, Formfusion, Toad, and NeoEd. Similarly, AIS is a shared SIU system. Working with a state-wide consortium the University also has a shared purchasing and procurement agreement with Dell and Adobe which also includes SIUC and SOM. SIUE, SIUC, and SOM are also working collaboratively with the other state public institutions within that consortium on several initiatives including contributing to focused cross university working groups such as information security, but also on exploring other shared purchasing opportunities statewide.

Southern Illinois University Edwardsville routinely partners with campuses from within the Southern Illinois University System and with other institutions throughout the State of Illinois to leverage purchasing power and avoid duplicative sourcing efforts when our organizations share similar needs. SIUE and our partnering institutions realize lower costs for goods and services as well as administrative savings by not duplicating efforts from campus to campus across Illinois. Some examples include:

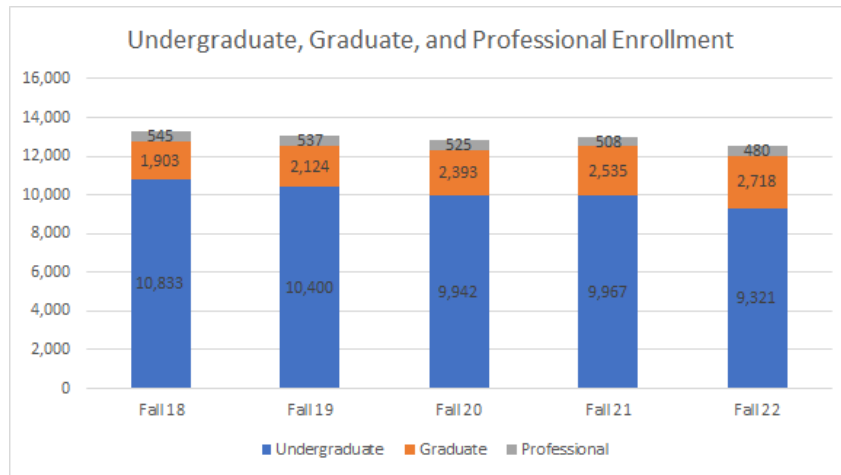
- Supply of electricity for the Southern Illinois University System joined with Illinois State University and Western Illinois University.
- Student health insurance through United Healthcare Under an IPHEC award.



## **Goal 3: Growth**

Southern Illinois University Edwardsville's fall 2022 enrollment was down overall but was marked by new records that provide important momentum for the future. The student body for fall 2022 includes 12,519 individuals with diverse backgrounds who are on the transformative path toward degree attainment. Despite a modest overall decline of 3.8% from fall 2021, SIUE's enrollment picture is bolstered by a 5% increase in graduate, doctoral and professional enrollment with a total of 3,198 students, setting records with graduate numbers rising to a 44-year high and international enrollment growing 67% (898 total students) over fall 2021, which also represented an all-time high. Graduate student increases were experienced in the Schools of Engineering (+71%); Business (+7.4%); and Education, Health and Human Behavior (+7.3%). In line with the University's commitment to inclusive excellence, a record 6% of students in the fall 2022 cohort identify as

Latinx, with an additional 7% identifying as international; 3% as Asian; 13% as African American; 63% as white. Eight percent identify as multiple ethnicities or did not report. These students come from 44 U.S. states and 59 countries.



Source: SIUE Factbook 2022-2023

As SIUE works to grow enrollment and impact, partnerships are key. We intend to continue to grow our partnerships with community colleges, regional and state organizations and community partners to design and offer academic programs tailored to meet the labor needs of the region and the state while continuing to provide flexible and innovative pathways to degree for all students.

**Strategy 1: Leverage the Illinois Innovation Network (IIN) to strengthen regional focus, while connecting the state**

The Provost and Vice Chancellor for Academic Affairs serves on the Executive Council of the Illinois Innovation Network, and several members of the SIUE team serve on working groups for the IIN Council. The Center for Sustainable Communities and Entrepreneurship (CSCE) at SIUE is an active partner in multiple regional and statewide initiatives aligned with Illinois’ workforce and economic development priorities. CSCE-affiliated faculty and staff have served as principal investigator or partner on multiple collaborative grant opportunities to advance programs and services for historically underserved populations and to attract or expand target industry sectors. Each initiative described below is aligned with one or more of the statewide economic development priorities:

- Providing World-Class Customer Service
  - WEX as a model for streamlining industry/workforce/education processes.
- Building the Workforce of the Future
  - WEX, PROWD, and the Gateway Apprenticeship Hub as talent development programs for underserved communities and target industry sectors
- Winning in Key Industries
  - All workforce initiatives are aligned with two key Illinois industry sectors: Agribusiness and Ag Tech; Life Sciences and Healthcare

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### Workforce Education Exchange (WEX)

CSCE faculty developed the framework for WEX to invest in the development and expansion of education and training pathways aligned with the local job market. Historically, the regionalized structure of higher education institutions and local workforce innovation areas limits individuals and employer's ability to navigate across different organizations to meet their education and workforce needs. By connecting participants and employers with a single entity that spans across all institutions and agencies, there is an opportunity to truly leverage the education and training programs and funding sources to optimize business and talent development. WEX facilitates partnerships and collaboration across educational institutions including community colleges, workforce, and employer/industry training programs to foster workforce development and ensure the local talent pool has access to the education, training, and competencies needed to succeed. This will span a diverse array of training requirements ranging from skilled workers in the trades to higher education graduates to incumbent or transitioning workers seeking to reskill or upskill for in-demand occupations. WEX seeks to ensure learners and employers have access to training needed for employment today, with opportunities to advance their educations for future career mobility. The WEX model has been successfully leveraged in multiple federal and state grant awards, including the recent \$1 billion hydrogen hub award to Illinois.

### PROWD

In Fall 2022, the Illinois Dept. of Commerce and Economic Opportunity was awarded a \$10M cooperative agreement with the U.S. Dept. of Labor and Bureau of Prisons under the Partners for Opportunities in Workforce Development (PROWD) program, previously known as the First Step Act. SIUE, in partnership with the Illinois Innovation Network (IIN) was awarded \$2M to support DCEO and statewide partners. The PROWD project is designed to reduce recidivism rates through training, employment, and supportive services to individuals incarcerated in federal, minimum-security prisons, during their transition to Returning Residential Centers, and upon release to the community. Through this project, CSCE coalition partners such as Landsdowne UP and Madison Co. Employment and Training will support the continued development of specific strategies for residents returning to the community, implementation of a whole household approach to service delivery to support both returning residents and their families, emphasis on digital literacy and novel uses of technology, and the formation of regional, interdisciplinary teams across the state to support long-term goals, service coordination, and capacity building to ensure services are sustainable beyond the life of the grant.

### Gateway Apprenticeship Hub

SIUE's CSCE is a key education and training provider on a \$5.8M U.S. Dept. of Labor Apprenticeship Building America grant awarded to Madison County Employment and Training Dept. to form the Gateway Apprenticeship Hub. The Gateway Apprenticeship Hub consists of six local workforce investment areas across the bistate region and aims to create 750 new registered apprenticeship placements in in-demand occupations within the healthcare, bioscience, and education industries. At SIUE, faculty and staff develop and implement pre-apprenticeship training programs for chemical and lab technicians, as well as providing apprenticeship pathways with local school districts for undergraduates pursuing a degree in education. Employer partners such as MilliporeSigma, Thermo-Fisher Scientific, Pfizer, Tyson, BJC, SSM, and HSHS have been strong collaborators on the Gateway Hub project, creating new Registered Apprenticeship Programs and emphasizing their commitment to hiring a diverse, inclusive workforce.

### U.S. EDA Distressed Area Recompete Pilot Program: Building Resources, Innovation, and Development for Gainful Employment (BRIDGE) Metro East (Phase I application submitted Oct. 2023)

The BRIDGE project unites three higher education institutions: Southern Illinois University Edwardsville (SIUE), University of Illinois Urbana-Champaign (UIUC), and Southwestern Illinois College (SWIC), with county workforce, economic development, and housing agencies, community/non-profit organizations, and private

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investors to deliver comprehensive employment and community revitalization strategies in these communities. These organizations have a long history of collaboration on projects, ranging from workforce development to education, community revitalization, violence prevention, re-entry and recidivism, and family/youth development. The project will take place in Southwestern Illinois' Metro East, focusing on the targeted communities of Venice (Madison County), East St. Louis, and Washington Park (St. Clair County). BRIDGE's goal is to build up the region by helping workers prepare for, secure, and retain jobs in existing employment opportunities in the greater Metro East and St. Louis in the healthcare, bioscience, and urban agriculture/ag tech/food sectors, while also exploring opportunities in the growing construction sector. By simultaneously building community infrastructure and the local talent pool, BRIDGE aims to attract new industries and businesses to the region, making the communities more attractive to existing and future residents.

With notable success, SIUE faculty and staff continue to seek seed funding to spur innovation and support community interventions and research. These investments provide opportunities to pursue additional partners and seek funding to scale up initiatives.

**Strategy 2: Align the state's economic development and higher education strategies, ensuring both address historic inequities**

Our expert faculty and research and public service center have played an important role in forging partnerships with key regional organizations and businesses, with particular focus on bolstering innovation, supporting economic growth, and meeting the labor need of the state.

- SIUE has entered into an Educational Partnership Agreement with Scott Air Force Base's (SAFB) innovation hub, *Elevate*, which brings opportunities for senior projects and student groups to work on real-world problems that matter to SAFB.
- GeoMARC's DEI (Diversity, Equity, and Inclusion) initiative over the past two semesters has drastically increased its minority student workforce. For fall of 2022, under-represented (students of color and women) will make up approximately 61% of GeoMARC's undergraduate and graduate student workers. These students will be surveying, writing code, and working actively on external geospatial projects for commercial companies and government agencies. It's critical that SIUE is positioned to support the talent needs of the geospatial and data science needs of the region.
- Led by C-PAN (Center for Predicative Analytics), the USDA funded program "Preparing Undergraduates for New Frontiers in Data Analysis: Experiential Learning in Applied Statistics (ELIAS) Fellows," had a 100% successful placement of ELIAS Fellows in careers/graduate programs of choice and retention of second cohort of students. This program supports the dual training of undergraduate students in data science and hands-on research.
- NCERC's workforce training programs provided hands-on learning opportunities to over fifteen students and recent graduates by connecting students to exciting research on high priority topics in the bioeconomy. This work is funded by contractual research projects with companies in the private sector and grant-funded research projects.
- The STEM Center continues to engage in outreach programs that provide pathways to STEM Careers for learners who are in underrepresented demographics. The NSF-funded GEOPATHS program introduces undergraduates to field research opportunities in earth sciences while the NIH-funded Environmental Health Investigators program and the NSF-funded YCITYSCI program engage middle and high school students with meaningful, authentic scientific experiences.
- The STEM Center offers a variety of federally funded programs that provide pathways to STEM education and STEM careers, particularly for learners who have been marginalized in STEM and higher education. For K-12 learners, the STEM Center offers two programs that introduce students to authentic science experiences in environmental sciences where these students work alongside SIUE

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scientists and graduate students. Beyond the undergraduate education described above, the STEM Center continues to support student persistence and retention in STEM education and careers through the \$1.5 million S-STEM grant. Working with colleagues in the departments of Environmental Science, Geography, Civil Engineering, Biology, and Chemistry, the S-STEM program provides scholarship and research funds to low-income, academically talented graduate students conducting research in sustainable watersheds. Combined, these programs create meaningful, high impact STEM experiences from K-12 through graduate education.

- The STEM Center also supports coursework for students in several STEM disciplines, particularly for two education courses held in the Center's classroom and supported by STEM Center resources and staff. These two courses (Sci241a and Sci241b) introduce education majors to a wide range of STEM topics to improve their comfort and ability in teaching STEM to future generations. For current SIUE students, the STEM Center, in collaboration with the Departments of Environmental Sciences and Geography, also offers mentored research experiences for SIUE undergraduates in the geosciences through the NSF-funded GEOPATHS program. The STEM Center is also welcoming the first group of STEM Student Ambassadors to campus. This Howard Hughes Medical Institute Inclusive Excellence 3 funded program supports Student Ambassadors as they conduct research to propose novel ideas to campus leaders in efforts to improve the STEM student experience at SIUE.

SIUE is also working with regional education, government, and community partners to address a critical shortage of forensic scientists, advance criminal justice research, and support reform through the launch of the new **Southwestern Illinois Justice and Workforce Development Campus** at the former Lindenwood-Belleville campus. Southern Illinois University's contributions to the new campus are funded through a \$3.5M appropriation from the State of Illinois' fiscal year 2023 budget, which includes approximately \$3.2M in support of SIUE's activities in Belleville and builds upon more than two years of planning between SIU Edwardsville, SIU Carbondale, SWIC, City of Belleville officials, Illinois State Police (ISP), community leaders, elected officials, and additional stakeholders. SIUE's efforts support collaboration among partners and build capacity for developing professionals to serve in various roles within criminal justice, define pressing applied criminal justice research needs, expand community engagement opportunities, and contribute to workforce development throughout the region and state. As part of a holistic perspective, SIUE is also engaged in supporting community justice and racial equity work in the region.

Specifically, SIUE has been working with ISP leadership to develop academic programming to help meet the State's need for trained forensic scientists. This partnership between SIUE and the ISP Forensic Science Institute will not only address workforce challenges, but also establish research collaborations to tackle critical issues such as reducing the forensic evidence backlog, new method development and instrument validation, and increased efficiency. This partnership resulted in the approval of the master's in forensic sciences degree which launched with its first student cohort in Fall 23. Additionally, SIUE launched a new Center for Crime Science and Violence Prevention that is off to a running start.

In addition to the partnership with ISP, SIUE will support and enhance capacities for research, training, and professional development for local law enforcement, regional law enforcement professionals, and others engaged in community justice efforts. Reflecting SIUE's commitment to anti-racism, equity, diversity, and inclusion, the Center will also house the Institute for Community Justice and Racial Equity. The Center will also expand educational opportunities for the region's residents, encourage degree completion, and meet the workforce needs of employers through innovative programming such as alternative digital credentials and other industry-aligned training. Over time, SIUE will offer a combination of credit and non-credit opportunities to meet the needs of both degree-seeking students as well as those seeking to upskill and advance in their careers.

**Support new and existing regional partnerships:** SIUE partners with regional hospitals to upskill nurses and other healthcare professionals in attainment of both graduate and undergraduate degrees. SIUE is piloting a

Corporate Affiliate program that will allow us to work with local businesses and not-for-profit companies to offer financial and student support incentives for employees who attend SIUE. Emerging partnerships with companies such as Tyson, allow employees to learn competencies such as laboratory safety, good documentation practices and quality assurance through alternative credential programs by offering these opportunities on site and online. An expansion of a partnership with the University Center of Lake County also allows SIUE to serve additional students with a variety of programs and certificates.

Corporate Partnership Students	Undergraduate	Graduate
Fall 2023 Unduplicated Headcount	130	65

Source: Office of Online Services and Educational Outreach

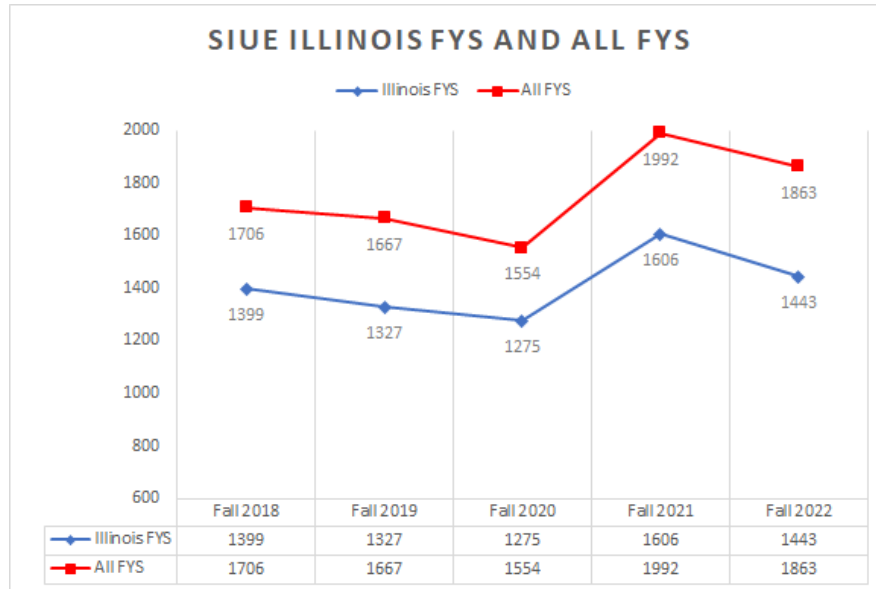
As of fall 2022, SIUE has partnered with Amazon to be named an Amazon Career Choice school. By providing direct funding for Amazon employees to return to school, the employees can prepare for promotion within Amazon or for career changes. SIUE partners with numerous corporate and nonprofit organizations to support the needs of the community. Besides being connected with 14 local chambers of commerce, SIUE works with Hospice of Southern Illinois, The Latino Roundtable, etc. SIUE also works with the Illinois Economic Development Council to offer training and certification programs.

Our community outreach is also wide-reaching. Artisan 222 Bakery, Jacoby Arts Center, Macoupin Art Collective, Sunset Hills Golf Course and Meridian Village Assisted Living all partner with SIUE to deliver noncredit community-based programs and lifelong learning. Emerging partnerships with Alton Works, BookSource, and Chick-Fil-A are currently in development in spaces where SIUE can provide credit and noncredit training and workforce development opportunities.

**Strategy 3: Encourage high school graduates to enroll in *our* higher education system and keep talent in Illinois**

In Fall 2022, of the first-year students, 77% were from Illinois, and 79 of the 1,443 Illinois residents in the first-year cohort benefited from the SIUE Commitment. Those families completed the Free Application for Federal Student Aid (FAFSA) and had an income below \$63,575 per year. After Pell and MAP grants and any merit scholarships were applied, SIUE closed the financial gap by enabling the 79 students to enroll without using any loans or out-of-pocket resources to cover tuition and fees.

- For fall 2022, Illinois resident first year enrollment decreased by 163 students (or -10%) over fall 2021 to 1,443. This is overall higher than 2018-2020 first year enrollment. (*this does not include transfer or graduate students*)



Source: SIUE Enrollment Management

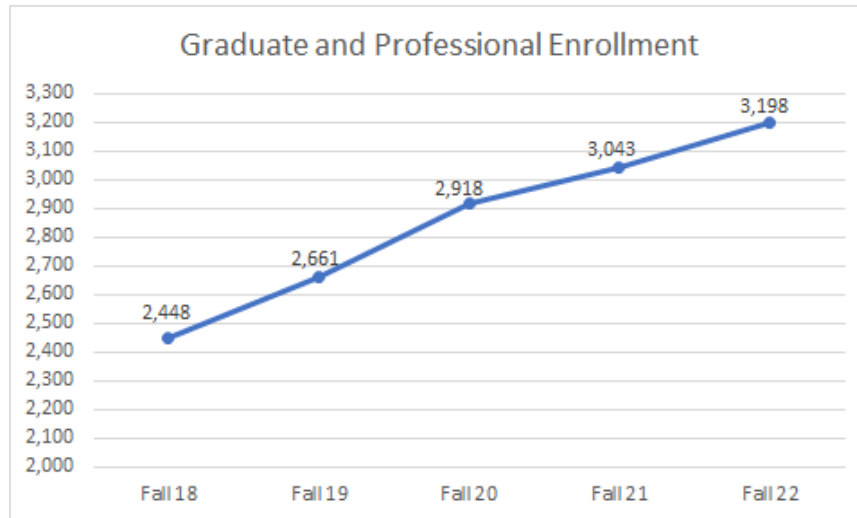
We continue to actively pursue strategies to reach out to Illinois high school students which include but are not limited to –

- Admissions convened actual and virtual (covid years) counselor fly-ins bringing high school counselors from Tennessee and Chicago area to campus for a two-day visit to see the campus and the region. They meet faculty, staff and students and tour SIUE facilities and the Edwardsville and Glen Carbon area.
- SIUE’s Pre-collegiate Pathway Programs are delivered to junior and seniors at area high schools. The program offers a college coaching curriculum for potential students.
- Leading up to fall 2022 term, 36 admitted students were selected for the SIUE Summer Success Program which invites first-generation and/or low-income students to live on campus early. During this five-week program students may complete six credit hours of academic courses, connect directly with campus resources and provided an opportunity for mentorship, leadership development and civic engagement, all at no cost to enrolled participants.
- For fall 2021 we implemented the SIUE Commitment to Illinois FY students enrolled with all tuition and mandatory fees covered by federal, state and institutional need and merit aid including the SIUE Commitment (AIM HIGH MATCH DOLLARS) branded as the last dollar award to make certain all tuition and mandatory fees were covered. AIM High Dollars and AIM High Match have allowed SIUE to reduce unmet need for larger numbers of enrolling Illinois residents. In Fall 2022, we evaluated the need of our Illinois students and increased the AIM High award from \$2,500 to \$7,000. As a result, the yield for AIM HIGH increased by 6%.
- In collaboration with high school guidance counselors we offer onsite admission programs at selected Illinois high schools. Teams of admission staff review applications at the high schools and offer admission and scholarships “on-site and on the spot” to eligible students.

In FY 22 SIUE received 3,038 common applications. The launch of the Common Application, implementation of a no test required admissions process, and growth in applications from international FYS all contributed to SIUE receiving, processing, and admitting a record number of applications for fall 2022. What is clear is that application growth alone is not enough, universities must compete to yield students to ensure that they pursue their educational journey in state.



**Strategy 4: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future**

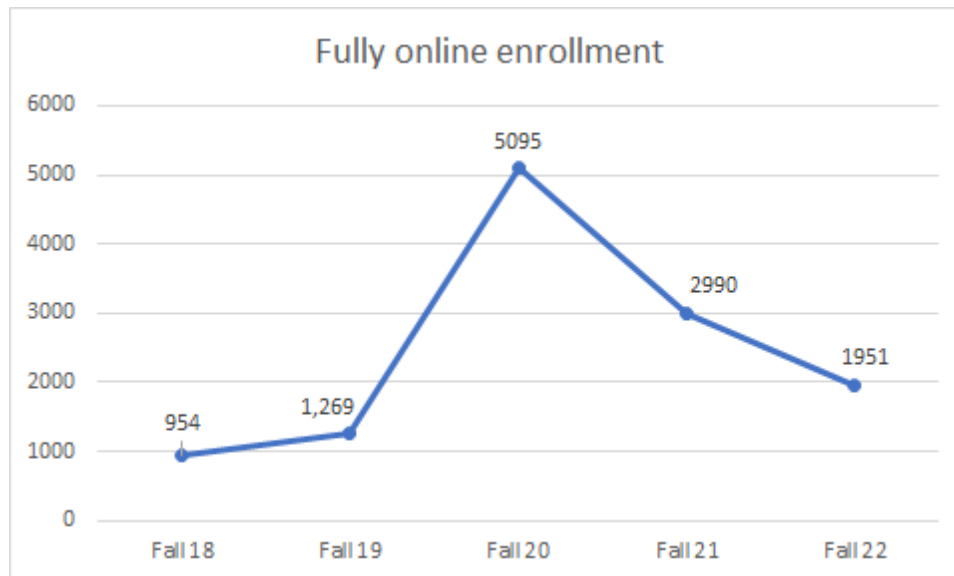


Source: SIUE Factbook 2022-2023

SIUE contributes to success in professional advancement and support industry fields experiencing rapid growth and increasing labor needs by propelling students forward in their careers through graduate education. SIUE continues to experience record enrollments in our graduate programs as a result of innovative recruitment efforts and a unique array of programs built to meet the needs of the region. SIUE has also expanded its offering of post-baccalaureate certificates. These short-term credentials can be critical as students seek specialized training and skill development. SIUE continues to develop new interdisciplinary programs with an intentional focus to support the needs of regional stakeholders.

At the graduate level, as one example, SIUE worked on developing the curriculum for a FEPAC accredited interdisciplinary master’s program in forensic sciences. Faculty and administrators from SIUE in partnership with Illinois State Police leadership developed academic programming to help meet the State’s need for fully trained forensic scientists. This partnership between SIUE and the ISP Forensic Science Institute will not only address workforce challenges, but also establish research collaborations to tackle critical issues such as reducing the forensic evidence backlog, new method development and instrument validation, and increased efficiency.

At the undergraduate level, the University also developed and received IBHE approval to offer the first of its kind interdisciplinary program in Cybersecurity Engineering, which will fill a critical shortage of expert labor in the region and the nation at large. Although SIUE offers a cybersecurity specialization in the School of Business, the program does not address the need for a program that addresses hardware and physical systems in the field. In a similar effort to align industry feedback and market demands, the School of Engineering proposed an undergraduate degree in Land Surveying and Geomatics in order to meet a growing labor need in the professional field of surveying in the state of Illinois. Given vast industry support and an expected shortage with retirements, there is great need and potential for impact. The program was approved in Summer 2023 and launched in Fall 23.



Source: SIUE Factbook 2022-2023

**Online enrollment:** Online enrollment trends have been affected both by the necessary response to COVID, the emerging and evolving need for flexible course offerings, and by the growth of fully online programs. While SIUE continuously reviews market viability of new and existing online programs, additional online courses allow all students to take advantage of accessible and often accelerated courses to remove barriers, expand options and decrease time to degree. The impact of the COVID 19 pandemic is most notably demonstrated in fall 2020, as displayed in the graph above, but the longer-term effects may be noticed into the future as educational institutions and potential students can thrive confidently in the online environment. SIUE student surveys suggest the need to keep flexible options on the books for traditional on-ground students, while ensuring that students continue to have excellent and engaging in-person experiences. Additionally, many who are rising to college age or are considering a return to school now regularly utilize the same digital tools and technologies used in the online classroom. Current students and new markets will demand online experiences in post baccalaureate learning and SIUE will continue to invest in and support faculty and students who engage in online learning while ensuring that outcomes reflect SIUE’s commitment to excellence, regardless of modality or location.

#### **Strategy 5: Enhance access to educator preparation programs**

**Personalized paths and flexibility for individuals with work experience in education:** The School of Education, Health and Human Behavior (SEHNB) added several new online offerings to its portfolio, increasing access to advanced degrees in the field, regionally, while meeting the needs of the local labor market. The following programs are offered as fully online options since FY22:

- Master’s in Educational Administration with a specialization in Teacher Leadership
- Master’s in Educational Administration with a specialization in Principal Preparation
- Educational Specialist with a Specialization in Teacher Leadership
- Educational Specialist with a Specialization Principal Preparation
- Masters in Curriculum and Instruction

Since the October 2021 launch, enrollment has been brisk. As of July 2023, the programs enrolled 205 graduate students and continues to attract applicants.

In 2021, SIUE and SEHNB joined the Early Childhood Access Consortium for Equity (ECACE) to support equitable pathways to initial licensures for current employees in the early childhood field. Early Childhood faculty began

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developing a path for the incumbent early childhood workforce, which includes working adults who require programs of study that offer flexibility in times courses are offered, location and format. Addressing the critical shortage in early childhood is a priority for SIUE, and the University will work to enhance these efforts.

- In fall 2022, 21 students enrolled in the Early Childhood Education On-Site Program.
- Within the on-campus and EChOS programs, 35 students qualified for the Consortium scholarship and 34 received the ECACE scholarship.
- Within the on-campus and EchOS programs, 95% of the students are incumbent workers.

**Strategy 6: Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials**

In fall 2022, 179 new Illinois community college transfer students entering without a degree were invited to consider transferring credit back to earn an associate degree. Since fall 2020, we have invited 1,187 students to consider this opportunity. To date, 10 students have earned their associate degree credential as a result of this initiative. In addition to new student targeted outreach each year, we promote this opportunity through the transfer resource website, as well as through advising outreach.

Through continued collaboration with community college partners, we have developed and maintained 96 program transfer agreements, commonly 2+2s, with 24 community colleges. These agreements serve to assist students with planning when specific major intentions are identified while at the community college. Additionally, we maintain extensive course articulation information for all community colleges in the state to assist all transfer students in planning. Given SIUE's investments in online degree completion options, there are additional opportunities to strengthen SIUE's relationships with community college partners to offer high quality and affordable options for students who cannot relocate or who need the flexibility of an online completion path.

SIUE collaborates internationally to provide articulated dual degree programs and transfer degree programs. For example, through a program administered through the American Association of State Colleges and Universities (AASCU), SIUE partners with Changshu Institute of Technology (CIT) to implement an undergraduate dual degree in robotics and mechatronics. The first cohort of 7 students graduated from this program this year. Recently, SIUE developed a partnership with Sichuan University of Science and Engineering (SUSE) in China to provide a transfer degree program where students study at SUSE for the first three undergraduate years and then transfer to SIUE during the 4<sup>th</sup> year of study. SUSE awards the bachelor's degree, and the students enter our accelerated master's degree program, earning a master's degree from SIUE. In addition, SIUE collaborates with an institution in India to provide a 2+2 articulated transfer degree program, where SIUE awards the bachelor's degree. Other articulated international programs are under development.

Members of our admissions staff are also actively participating in My Transfer Advisory Committee. This is a group that meets to collaborate with others from all over the state to ensure that credits from community colleges transfer seamlessly, to encourage on-time graduation, to talk about transfer choices, and to stay in touch with discussions about transfer updates happening across the state.

**SIUE Licensure Exam Rates:** SIUE is proud to offer excellent professional programs with outstanding regional and national reputation. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams. The results in the tables below demonstrate that our students continue to excel in licensure exam performance.

### School of Dental Medicine (SDM)

	Part I		Part II		Integrated National Board		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
2022	NA	NA	NA	NA	98%	NA	93.9%
2021	NA	NA	NA	NA	100%	NA	95.3%
2020	NA	NA	NA	NA	100%	NA	92.6%
2019	NA	NA	86%	89.7%	NA	NA	98.7%
2018	NA	NA	94.3%	91.4%	NA	NA	93.9%

### School of Nursing NCLEX Examination

Year	SIUE pass rate	National pass rate
2022	79%	82%
2021	85%	82%
2020	92%	87%
2019	94%	88%
2018	91%	88%

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

	NA	FNP	FNP-ANCC	FNP-AANPCB
Year	SIUE % Score			
2022	100%		100%	89.5%
2021	96%		100%	100%
2020	79%		100%	100%
2019	86%	-	88%	100%
2018	90%	-	100%	82%
2017	NA	94%	-	-

### School of Pharmacy (SOP)

	North American Pharmacist Licensure Examination	
	SOP Pass Rate	National Pass Rate
2022	88%	80%
2021	91%	84%
2020	94.87%	88.43%
2019	95.83%	88.34%
2018	97.26%	89.46%

Southern Illinois University Edwardsville's School of Pharmacy (SOP) graduates have again exceeded state and national first-attempt pass rates on licensure exams, extending the program's status as number one in Illinois and Missouri and among the top 25 in the country. The North American Pharmacist Licensure Exam® (NAPLEX) and the Illinois Multistate Pharmacy Jurisprudence Examination® (MPJE) are components of the licensing

process for pharmacists in the United States. The class of 2022 first-attempt NAPLEX pass rate is 88%, compared to 80% nationally.



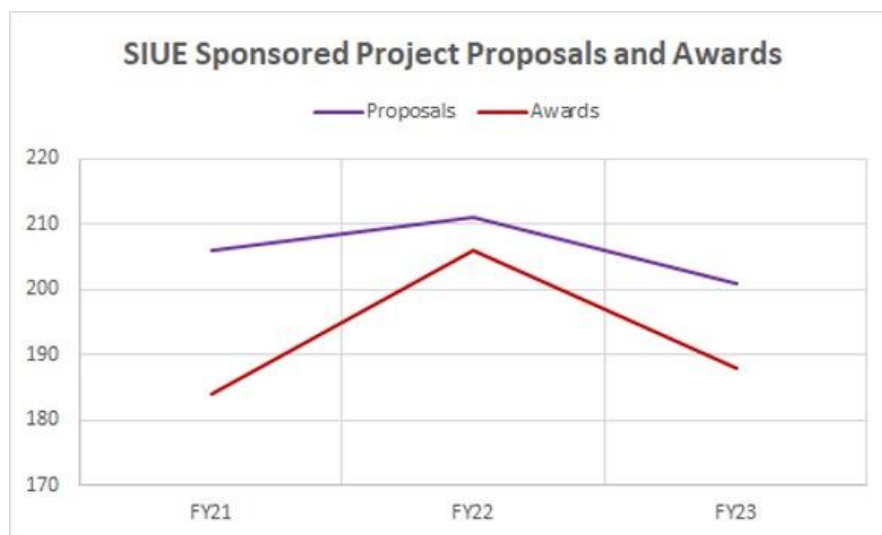
## Points of Pride

In June 2023, the Illinois Small Business Development Center (SBDC) and International Trade Center (ITC) at Southern Illinois University Edwardsville received the “E” award for export service at the 62nd anniversary of the award ceremony at the U.S. Department of Commerce. The award is the highest recognition a person or U.S. entity can receive for making a significant contribution to the expansion of U.S. exports. A total of 24 U.S. companies and organizations from 14 states were presented with the President’s “E” and “E Star” Awards. The Illinois SBDC ITC was one of four organizations that won the “E” award for export service and the only one located at a university.

### Research and Creative Activities:

SIUE ranks first for research expenditures among Doctoral/Professional Universities, according to the FY22 National Science Foundation Higher Education Research and Development (HERD) Survey. After being classified as a master’s-large institution for most of its history, SIUE was reclassified in January 2019 by The Carnegie Commission on Higher Education to the newly created doctoral/professional universities category. The University is proud to be ranked by *Washington Monthly* among the top doctoral universities in the nation. The classification upgrade is significant as *Washington Monthly* has ranked SIUE 237th in its 2023 National University Rankings of 604 doctoral institutions.

In FY23, faculty and staff were awarded \$32.8 million in grants and contracts for research, teaching and service initiatives from funding organizations such as U.S. Department of Health and Human Services, National Science Foundation, U.S. Economic Development Administration, National Institutes of Health, U.S. Department of Energy, and U.S. Health Resources and Services Administration. The number of awards and proposals both decreased slightly, while the dollar amount for proposals submitted rose significantly to \$140.7 million.



Source: SIUE Office of Research and Sponsored Projects

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The list below provides some highlights and notable grant awards received by SIUE in FY23:

- Suranjan Weeraratne, Associate Professor in Political Science, received \$332,500 from the **U.S. Department of Homeland Security**, with Kenneth Moffett and Laurie Rice, Professors, Political Science.
  - The project, entitled **“Enhancing Local Capacity to Prevent Targeted Violence in Southern Illinois,”** develops a sustainable and robust local framework for mitigating violence. The project consists of a climate survey of Southern Illinois residents and will use the results of the survey to strengthen local frameworks to enhance societal awareness, encourage sustainable community engagement, and develop media literacy and online critical thinking skills.
- Danielle Lee, Assistant Professor in Biological Science, received \$100,000 from the **National Geographic Society**.
  - The project, entitled **“Urban Biomonitoring,”** engages local area high school students in research experiences that explore environmental observations in their own communities. The enriched science experiences for students from historically underrepresented audiences are designed to deepen science interests, attract a broader audience to environmental and life sciences, and provide access to pathways to science careers.
- Jerrica Ampadu, Associate Professor in the School of Nursing, received \$1,000,000 from the **U.S. Health Resources and Services Administration**, with Melissa Bogle, Instructor in School of Nursing, Rebecca Luebbert, Professor in School of Nursing, and Amelia Perez, Associate Professor in School of Nursing.
  - The project, entitled **“We Care REACH: Responding, Educating, and Advocating for Community Health,”** aims to increase the number of nurses from disadvantaged and underrepresented backgrounds while building collaborative relationships with community partners to provide healthcare to underserved populations through community mobile health services.
- Kristine Hildebrandt, Professor in English Language and Literature, received \$227,600 from the **National Science Foundation**.
  - The project, entitled **“Establishing a Dynamic Language Infrastructure Community of Science,”** hosts in-person and virtual programming to define, exemplify, and promote sustainable and impactful cross-disciplinary language documentation research for Dynamic Language Infrastructure programs. The results from this project will contribute to data management and archiving as well as aid in the development of the next generation of researchers.
- Jessica DeSpain, Professor in English Language and Literature, Director of the Interdisciplinary Research and Informatics Scholarship (IRIS) Center, received \$149,600 from the **National Endowment for the Humanities**, with Margaret Smith, Research Assistant Professor in IRIS Center.
  - The project entitled, **“Recovery Hub for American Women Writers,”** uses digital humanities tools and methodologies to recover the work of American women writers. The Hub showcases digital scholarship for recovering women’s writing and supports a community dedicated to mentoring women and people of color working in the digital humanities, recovery scholarship, and feminist pedagogy.
- Yun Lu, Professor in Chemistry, received \$433,500 from the **National Science Foundation**.
  - The project, entitled **“Temperature Dependence of Hydride Kinetic Isotope Effects in Solution to Test the Proposed Role of Protein Dynamics in Enzyme Catalysis,”** examines the protein dynamics coupled to the chemistry of the enzymatic reactions and suggests a new possible origin for the enzymatic rate accelerations. Results will provide insight into the enzyme active

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site compression, effect, and the unprecedented systematic study of the relationship between structure/solvent and T-dependence of KIEs will open a new research direction.

### **Affordability and Quality of Programs:**

Providing excellent educational opportunities while ensuring affordability is a core priority for SIUE. SIUE was included in *Washington Monthly's* "2022 Best Bang for the Buck" among Midwest institutions. The list recognizes schools that help non-wealthy students attain marketable degrees at affordable prices. Crain's Chicago Business ranked SIUE in eighth place in the featured top 10 universities in Illinois Best Value Schools. By comparing cost of attendance to earning income post-graduation, the publication reports that these 10 institutions represent a significant return on investment. Crain's criteria also included tuition, housing costs, scholarships, grants and the impact on student retention.

SIUE's School of Business has been named one of the best on-campus MBA programs in the country by *The Princeton Review* for the 17<sup>th</sup> consecutive year. The education services company included SIUE on its list of Best Business Schools for 2023. The selections for the 2023 list took into account data from surveys the company conducted in 2021-22 of administrators at 243 schools offering on-campus MBA programs as well as surveys over the past three academic years of 20,300 students enrolled in the programs.

SIUE is also recognized in Best College's top 25 affordable online masters in nursing administration and in the top 500 of Forbes 2023 America's Top Colleges list. Forbes ranked SIUE higher in the research universities and public colleges categories. Best Colleges highlights the academic accolades for faculty research at SIUE School of Nursing and funding of nearly 4.5 million dollars over the past seven years.

### **Anti-Racism, Equity, Diversity and Inclusion Notable Achievements:**

- Southern Illinois University Edwardsville has achieved INSIGHT Into Diversity's Higher Education Excellence in Diversity Award for the 9th consecutive year. The HEED Award is the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus.
- SIUE's values of inclusion, citizenship, integrity, excellence and wisdom have served as the backbone for its work to become a more diverse, equitable and inclusive institution. SIUE is one of 64 university campuses in the world and the only public institution in Illinois to work with the Sustained Dialogue Institute to equip university faculty, staff and students with the skills to address issues of race, ethnicity, class, gender, sexual orientation, religion, age, ability status and other topics that can be difficult to engage in purposeful dialogue about when in diverse groups.

### **Student Affairs notable achievements:**

- Student Affairs was the recipient of a combined \$645,886 across four grants awards.
- Led by Rony Die, Associate Vice Chancellor and Dean of Students, a comprehensive review of the Student Code of Conduct was completed and adopted to begin in the Fall 2023 year.
- Students completed and submitted 2,824 hours of community service for a monetary impact of \$62,133.
- The *Alestle* campus newspaper staff won 4 national awards and 11 state awards, including three first place awards.
- SIUE was awarded the 2022 Skyfactor Assessment & Impact Award in Housing & Residence Life and was recognized for significant improvements to survey scores related to community environment. SIUE's University Housing department has enacted numerous initiatives to support community building. These include partnering to implement a peer mentoring program for students of color and members of the LGBTQ community; continued implementation of and connecting initiatives to their

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residential curriculum; and empowering professional and student staff to use data to evaluate performance and identify opportunities to improve the residential community.

- SIUE has been nationally recognized as a 2022-23 Military Friendly® School. The designation emphasizes the University's commitment to successfully connect the military and civilian world through its Office of Military and Veteran Services. More than 1,800 schools participated in the 2022-2023 survey; SIUE is one of 282 to be selected for "Gold" award status for their leading practices, outcomes and effective programs.
- SIUE received national recognition via the 2022 Military Times' Best for Vets: Colleges ranking. The recognition underscores the University's commitment to successfully connect the military and civilian world through its Office of Military and Veteran Services.

Our institution stands at the threshold of remarkable opportunities. SIUE's commitment to innovation, academic excellence, and community engagement serves as the cornerstone for a promising trajectory. With strategic initiatives focused on fostering inclusive learning environments, and expanding collaborative partnerships, SIUE is poised to not just meet but exceed the evolving demands of higher education in the 21st century.

The blueprint for the future encompasses a vision that is both aspirational and achievable. By leveraging technology, nurturing talent, and embracing diversity, SIUE is dedicated to nurturing a dynamic and forward-thinking community of scholars, students, and leaders. In this era of constant evolution, SIUE's commitment to adaptability and resilience paves the way for sustained growth and distinction. The convergence of academic prowess, dedication to service, and a spirit of innovation ensures that SIUE will continue to thrive and serve as a beacon of educational excellence.



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## SIU School of Medicine

### Summary 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.



## Goal 1: Equity

### Strategy 1: Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices

#### b. Provide proactive and comprehensive advising

In pursuing its goal to educate and develop the healthcare workforce of the future, SIU School of Medicine is attentive to providing for the ongoing care of its student population as they pursue their academic objectives. This support is provided in a variety of areas to include academics, mental health, financial aid, wellness, and in the fostering of an inclusive environment for all to thrive. Responsibility for specific efforts in the academic arena are shared by the Associate Dean for Student Affairs and Admissions, the Senior Associate Dean for Education and Curriculum, and the Associate Dean for Equity, Diversity, and Inclusion.

Academically, students have access to academic advising, tutoring, study skills sessions, and academic coaching. During the first and second years, academic counseling is provided by faculty members, year one and year two advisors, unit directors, and year directors. During the third and fourth years, academic counseling is provided by clerkship directors, clerkship faculty, clerkship advisors, and the year director. Prior to the fourth year, each student selects a year four advisor in their intended specialty who serves to give academic advice as well as career advice. The Associate Dean for Student Affairs and Admissions, the Senior Associate Dean for Education and Curriculum, and the Associate Dean for Equity, Diversity, and Inclusion all inform students about availability of academic support services and provide academic coaching.

Students are informed of these resources at their year-one orientation, and then provided reminders throughout the year (at the end of each examination) as well as at orientation to all the other medical school years. Additionally, each student is assigned an advisor across all years of medical school and this individual also informs them of academic support options that are available.

Procedures are in place for those students who are at risk for or experiencing academic difficulties. These individuals may self-report their concerns or be identified during the Y1/Y2 Student Competency Committees, the Y3/Y4 Student Progress Committee, or by their year advisor(s). If a student has performance issues on a midterm exam or during any formative feedback or mid-clerkship meeting, they are provided with resources (meeting with academic specialist, a peer tutor, doctoring director, student mental health counselor, their own advisor, etc.) prior to a failing grade on a unit or clerkship.

The Associate Dean and Assistant Dean for Student Affairs and Admissions attend all Student Progress Committee (SPC) meetings and subcommittee meetings. Following SPC action, students are directed to meet with either the Associate Dean in Springfield or the Assistant Dean in Carbondale to discuss both the ramifications of the SPC decision and potential ways to rectify the situation. Students are often referred for counseling or tutoring after these meetings.

- c. **High-impact practices, including service learning, learning communities, research with faculty, writing-intensive courses, and internship and field experiences, with a specific lens on serving underrepresented minority students, contribute to the success of student learning and retention.**

#### Service Learning and Community Service at SIU School of Medicine

Service to the community is one of the four primary mission areas of SIU School of Medicine. In support of this, the School provides numerous service and service learning opportunities to help meet the many and

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varied socio-economic needs of central and southern Illinois as well as the educational and service goals of its students including those from underrepresented in medicine (UIM) populations. These opportunities cover the continuum from pure volunteerism to structured service-learning experiences.

The School of Medicine's accrediting body, the Liaison Committee on Medical Education (LCME) defines service-learning as "a structured learning experience that combines community service with preparation and reflection." At SIU SOM, a service learning experience is required for all Springfield-based second-year medical students. The service-learning experience includes active engagement in a community service project with a local community service agency followed by reflection upon the service-learning experience. Students may select pre-approved service-learning activities at designated community service agencies or they may select their own as long as it meets the requirements and standards established by the school. Students perform tasks as requested by their agency mentors and complete assigned readings about community participatory research and other topics relevant to community involvement. Students then produce a reflective writing assignment which is assessed by the medical school faculty and reviewed by the sponsoring agency mentors.

The school's Carbondale-based Lincoln Scholars' students perform their mandatory service-learning/community service experience at the Su Casa Migrant Health program in Cobden, Illinois.

Though not required, third- and fourth-year medical students may enroll in a variety of elective courses that include service-learning experiences in community health services and resources, patient education, nutrition, and global mission trips. First-year medical students are not required to perform service-learning in the first year of medical school; however, opportunities to volunteer for community service projects are ample and available. One notable activity is the School's Hot-spotting program, which is a service that works with patients who are frequent visitors to the emergency room, and helps them find social, psychological, medical, and other resources to allow them to function more effectively.

Beyond service-learning, medical students have numerous other opportunities to provide service to their communities. Carbondale-based medical students may pursue opportunities made available through SIUC's Center for Service Learning and Volunteerism which provides experiences such as mentoring for elementary school students, being a conversation partner for English language learners, meal packing and delivery for senior citizens, Alzheimer's Association support, and more.

Springfield-based medical students participate in many volunteer service opportunities to include the Shoes That Fit program that provides footwear to Headstart and school-age children at Enos School, a local neighborhood elementary school with a high number of students from disadvantaged backgrounds. All Springfield-based students are released from curricular activities for one day in the spring to volunteer for a day-of-service, and perform community service such as clearing a cluttered playground or planting trees near a school. Activities that are not student-run include volunteer opportunities at a community hospital-sponsored breadline, a local domestic violence shelter, and health education programs at several public schools. Students may volunteer at pop-up free clinics (for example, a free clinic providing back-to-school physical examinations for free to the underserved), and, beginning in 2023, there is now a stationary free clinic to support underserved populations in Springfield that will be staffed with volunteer medical students, residents, and faculty.

SIUSOM's medical students also serve their communities on their own time as individuals in a variety of ways. Medical students volunteer at local women's shelters, breadlines, youth groups/programs, nursing homes, cancer support groups, animal shelters, and church groups. They are scout troop leaders, camp counselors, big brothers/big sisters, youth league sports coaches, and mentors to disadvantaged children. They participate in mission trips, both medical and non-medical. In these ways, the medical students advance the medical school's mission through their individual commitment to serve their community.

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## Student-involved Research at SIU School of Medicine

While the performance of a research project is not a requirement of SIU School of Medicine's medical curriculum, all medical students, including those from UIM populations are provided many opportunities to participate in research while at SIU. Each year, over 100 ongoing research projects are available for participation in the basic science, clinical, medical education, medical humanities and population science departments at our institution. Two research programs available to students are the Mentored Professional Enrichment Experience (MPEE) and the Clinical and Research Experience (CARE) program both of which begin upon the completion of the year one curriculum at the Carbondale campus. Research opportunities are available in Carbondale or Springfield as well as sites outside the SIUSOM system. The MPEE allows students to participate in research with a faculty mentor for eight weeks and funding for expenses is available. MPEE project areas include "traditional" laboratory research, clinical research, or investigations in health-related areas such as rehabilitation, social work, health education, public health or academic medicine. MPEE-sponsored activities may be conducted through mentorship of SIU faculty or with other external researchers. Students present their work at a school-wide seminar in September of their second year, and successful completion is worth three credit hours on their transcripts. The CARE program also provides students with opportunities for a brief research or clinical experience (a minimum of 15 working days), although only a few students opt for research activities in this program.

Additional opportunities for student participation in research continue in years two through four. Students can join a research team on either an existing project or through development of an individually designed project. In the fourth year of the curriculum, students have the opportunity to engage in a variety of research electives that are offered in several departments

The SIU School of Medicine's Research Scholars Program provides additional opportunities for medical student research. This program facilitates recognition for medical students who are making a dedicated effort to perform research over their four years and allows them to graduate as an SIUSOM Research Scholar. These students are recognized with a certificate at graduation and this designation appears on both their residency application and Dean's letter.

### **d. Support for meeting students' basic needs.**

SIU School of Medicine's support to its student population includes extensive mental health and wellness programs. The Office of Student Affairs offers mental health providers to students to work through personal issues. The services provided are completely confidential and services are accessible through the Behavioral Health Program Supervisor at SIU Family Medicine. The mental health provider can also work in conjunction with primary care providers within Family Medicine to ensure wraparound services are available. The Associate Dean for Student Affairs and Admissions and the Senior Associate Dean for Education and Curriculum are also available for personal advising of students if so desired, but they do not provide mental health counseling.

The mental health counselors from the Office of Student Affairs who provide psychological counseling are not involved in the teaching, academic evaluation or promotion of student receiving those services. All psychiatry referrals are confidential. Sensitive health care issues are handled by the director of the student health program at the Family Medicine clinic. This person also is not involved in the academic evaluation or promotion of the student receiving those services.

Students on the Carbondale campus (year one and Lincoln Scholars) have access to the office of Counseling and Psychological Services. Their mission is to provide mental health-related services to facilitate students' adjustment to college and their personal and psychological growth in becoming high functioning and socially

responsible adults. These staff members work to help students resolve problems that interfere with personal, social, and academic functioning while also emphasizing prevention, development, adjustment, and wellness.

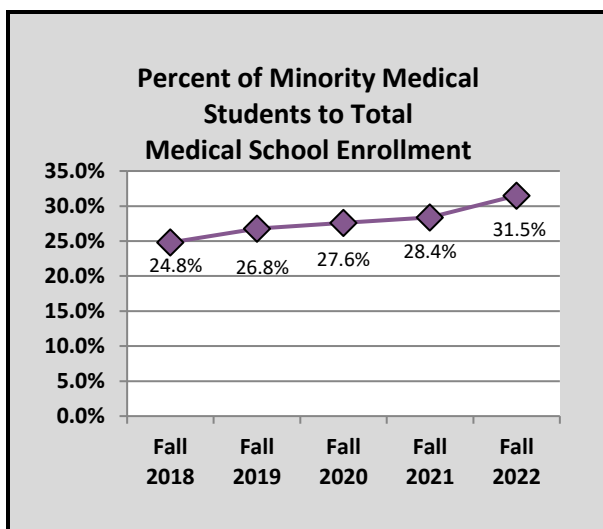
Information regarding mental health resources and crisis intervention information is provided to students during orientation for years one, two and three.

Wellness activities and educational events are held throughout each academic year. At year one orientation, students have a session on wellness including mental health issues, nutrition, recreation, and substance abuse. Approximately six to eight weeks after school starts, year one students attend a required stress management workshop presented by the Senior Associate Dean for Education and Curriculum. Shortly after the first set of examinations, another session is held with the students to reinforce these principles. At the year two orientation, students are given a refresher wellness course.

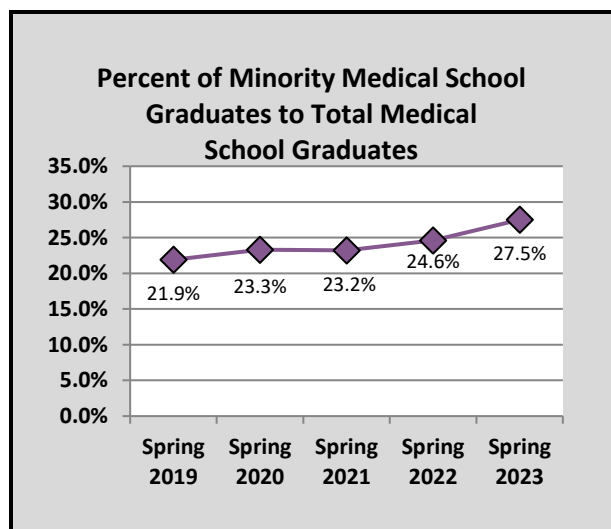
Student Assembly, an organization whose purpose is to provide a means for interclass communication and a vehicle to address student concerns and various aspects of medical education, has an elected wellness chair position for each class. Wellness chairs serve as wellness champions for their classmates and work closely with the Office of Student Affairs to educate fellow classmates on wellness and mental health resources.

**Strategy 2: Establish and implement institutional level equity plans, practices to close access, progression, completion and attainment gaps.**

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 28% for the most recent five-year period displayed below. When compared to other US medical schools, SIU’s medical school rated near the 85th percentile in percent of graduates who are from Black or African-American backgrounds (data for graduates from 2016-2021). These data show SIU School of Medicine’s success in enrolling and graduating an ethnically and racially diverse student body.



Source: SIUC Institutional Effectiveness, Planning, & Research, March 2023



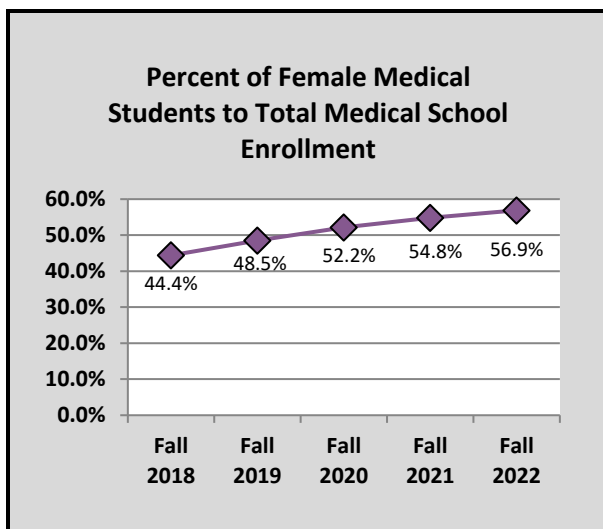
Source: SIU SOM Student Affairs, October 2023

SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program which matches recent trends and conditions at both the national and regional level. Nationally, the number of

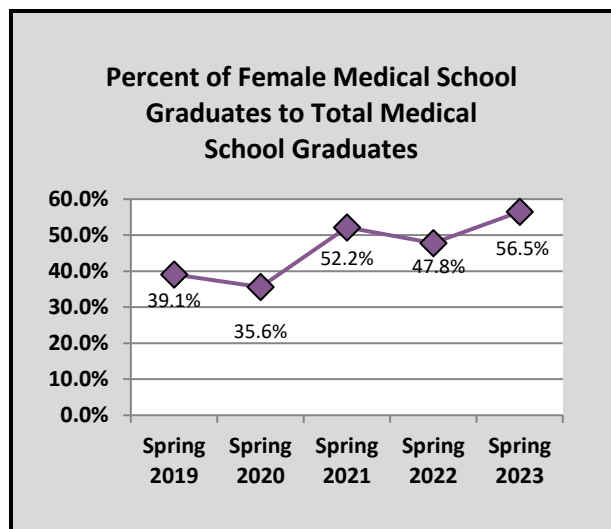
minority students applying to and enrolling in medical schools has increased significantly in the past five years. Since 2019, applications from African-American or Black students have increased by over 11%, to include a 19% increase in applications from African-American or Black women. While the raw number of Black or African American students in U.S. Medical Schools has increased by over 26% since 2019, the total enrollment of Black or African American medical students at these schools in FY2023 was only slightly higher than 8% of the entire student population. 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, 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 57<sup>th</sup> percentile of medical school’s nationally in the percentage of faculty from African-American, Hispanic, and/or Native-American backgrounds.

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 51.4% at SIU. This is comparable to all US medical schools where women averaged 51.6% of the nation’s medical school enrollment during this same time period. Over the past five years, SIU School of Medicine has ranked near the 75<sup>th</sup> 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.



Source: SIUC Institutional Effectiveness, Planning, & Research, March 2023



Source: SIU SOM Student Affairs, October 2023

For the 2022-2023 academic year, there were over 55,000 applications to all US medical schools, of which over half (56.5%) were women. In addition, the percentage of females enrolled in US medical schools reached 53.8% in that same year. The enrollment of women at SIU School of Medicine is matching this trend as the percentage of women medical students has increased steadily since 2014 and for the Year 1 class beginning in fall 2022, over 60% are female medical students. SIU’s medical school has several advantages in attracting

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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.

**b. Campus climate surveys with action based on findings**

SIU School of Medicine recognizes that soliciting, listening, and responding to the feedback of its students, faculty and staff are critical tools in moving forward to meet its organizational goals and to creating a diverse and inclusive educational and work environment. Over the past few years, student and employee input has been requested through a number of institutional surveys. While these initiatives require the involvement of many offices and individuals, the organization most responsible for these efforts is SIU School of Medicine's Center for Human and Organizational Potential (cHOP). This Center's role is to advance professional development, leadership and excellence, and to promote wellness at the School in order to foster an inclusive environment that allows individuals and organizations to learn, thrive, and excel. These surveys are developed with the assistance of third-party vendors who also provide data collection and support data analysis in order to ensure the confidentiality of respondents.

Recent institutional surveys conducted by SIU School of Medicine include employee engagement surveys conducted in both 2019 and 2021, a survey on branding in 2021, a campus climate survey that was conducted in March 2022; and most recently, an updated employee engagement survey conducted in September 2023. This most recent survey was designed to understand the needs and concerns of faculty and staff, to identify areas of strength and best practice, and to reveal areas of opportunity for improvement. The information collected will be utilized to help the School better fulfill its mission, to improve its processes, and to optimize the work environment.

While the findings from the September 2023 survey have not yet been released, findings from earlier surveys have touched on a number of topics. This includes the areas of rewards and recognition, professional development and growth, accountability, relationships with supervisors, change management and engagement, inclusivity, and equity/diversity/inclusivity bias. Response information is analyzed by the cHOP team who employ a systematic approach to analyzing the data collected and then partners with departments, divisions, and units to build action plans to respond to the concerns and ideas communicated by survey respondents. These surveys and campus responses are an important tool in cultivating a learning and work environment that is diverse and inclusive and which provides a nurturing environment for learners, faculty, and staff.

**c. Professional development designed to achieve equity**

Southern Illinois University School of Medicine identifies Equity as one of its core values and is committed to diversity in all elements of the workforce and to creating an environment of inclusion for all. In this regard, the School pursues an organizational philosophy that seeks to appreciate and respect individual differences and to foster an environment where individuals of varying backgrounds and interests grow alongside one another in a secure, nurturing, professional atmosphere. Efforts in support of these goals include the creation, support, and conduct of professional development regarding diversity and inclusion for faculty, staff, students, and the larger community.

Taking a lead role in this effort is the School's Office of Equity, Diversity, and Inclusion (EDI), whose overarching responsibility is to support medical students as well as the diverse residents, faculty, and staff who make up the School's workforce. EDI staff have been invited to speak to faculty and residents on various topics such as antiracism, race-based medicine, and trauma responsive practices. To assist with this training, EDI employs an equity strategist to build training specific to the culture and needs of SIU SOM as well as a trauma specialist to work with students, residents, and faculty. For medical students, EDI has led initiatives to incorporate Anti-

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Bias training and cultural competency into the curriculum. Extending its influence beyond campus, EDI staff have assisted with a number of community health events, partnerships, and programs that support responsive health initiatives.

The School of Medicine's Alliance for Women in Medicine and Science (AWIMS) also plays an important role in providing professional development supporting equity. This group's mission is to provide a supportive forum to promote honest discussion and positive change in the realms of gender equity, career advancement, work-life balance, and community service, and to champion professional development and promotion of women in medicine and science. In 2020, AWIMS launched the AWIMS Leadership Development series, a bi-weekly virtual series featuring SIU leaders discussing different aspects of leadership in one-hour recorded sessions. In the past year, AWIMS continued its executive leadership program that was initiated in April 2022 with a class of twenty SIU SOM women faculty. A year-long, longitudinal course, the AWIMS Executive Leadership Program featured renowned local, regional, and national speakers on topics including strategic career planning, microaggressions, coaching, work-life integration, gender bias, and negotiation. This first class graduated in April 2023.

Another example of SIU School of Medicine's support to community partners is its Center for Equity in Professional Development. First established in 2022, and supported in part by \$2 million in new federal funding, this Center brings together employers and industry leaders in Central Illinois for purposes of planning, developing, coordinating and implementing new education and training for learners in the region. The goal is to develop and reinforce more equitable and diverse professional development pipelines. The Center focuses on research related to equity and diversity in the workplace and identifies best practices to improve professional development offerings for employers in our region. Entities such as K-12 schools and higher education, insurance companies, banks, community-based not-for-profits, and others can utilize the center to develop industry-specific training programs and services for their employees.

**Strategy 3: Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color.**

SIU School of Medicine is committed to creating and maintaining a work environment that reflects the rich diversity found in central and southern Illinois so as to advance the School's mission of improving the health and welfare of the entire region. Goals in this regard include developing a diverse and inclusive workforce, promoting equitable treatment, and implementing governance structures and policies to support equity across the organization. The School's Office of Human Resources and Office of Equity, Diversity and Inclusion engage in a number of initiatives to support these efforts including recruitment plans, mentoring programs and other activities to promote equity in hiring, tenure, and promotion.

The School has implemented both a Minority Staff Recruitment Plan and a Minority Faculty Recruitment Plan that reflect the School's commitment to diversity and that provide guidelines to support equity in the hiring process. All departmental and unit leaders are required to be aware of this plan and to review this hiring guidance at the beginning of any recruitment process. Job descriptions for all faculty and staff positions are written specifically to include wording that addresses the need for underrepresented minorities. A representative from an underrepresented group is included on all Search Committees and/or interview teams. Advertising is targeted to ensure exposure to underrepresented populations. For faculty hires, the School of Medicine's Minority Recruitment Host Committee is involved during at least one campus visit made by an underrepresented minority candidate.

The School's Minority Faculty Mentoring Plan is followed in those situations when a newly hired faculty member is a member of an underrepresented in medicine demographic (UIM) (African-American, Latino, Native American Indian, Alaskan Native). Following their hire, they meet with senior school leadership and the



designated department chair or division chief for an initial interview to determine the incumbents desire for a mentor. When requested, a volunteer faculty member is assigned to meet at least monthly with the new hire and to continue this formal mentor-mentee relationship for at least one year. Coordinators conduct end-of-year interviews with mentor and mentee (separately) to evaluate the process. Those UIM faculty members who initially decline a mentor are contacted after six months to see if they have changed their mind.

Other School of Medicine initiatives that support an equitable work environment include Equity Ambassadors, the Equity Support Team, and the Antiracism Task Force. Equity Ambassadors are individuals from various departments who regularly collaborate on issues affecting equity in the workplace and who are given the support and tools to implement change where and when needed. The Equity Support Team was created to cultivate a supportive safe space by providing services to those faculty and staff impacted by bias, and those proactively seeking assistance on how to minimize bias from occurring. The Antiracism Task Force is made up of thirty-five staff and faculty members and focuses on promoting SIU SOM's progress on the antiracist continuum. Their efforts include analyzing all facets of the organization to include training practices, policies, metrics, and benchmarks in order to promote an environment of anti-racism, equity, diversity, and inclusion.

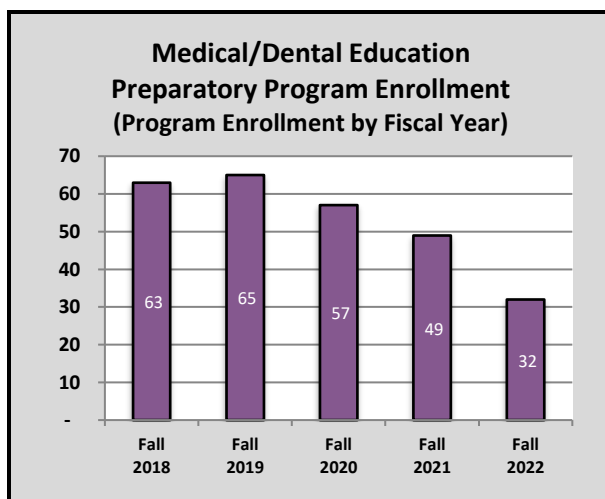
**Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework.**

SIU School of Medicine's Medical/Dental Preparatory (MEDPREP) program

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 and 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 and in academic year 2023, twelve MEDPREP Graduates enrolled at SIU School of Medicine.

Since the program's founding, 1,712 students have participated in MEDPREP. In the most recent five-year period, the program had a 91% completion rate and 78% of these students entered medical or dental school, other health professions schools, or health-related graduate programs upon

completion of MEDPREP studies. Underrepresented in medicine (UIM) students make up 87% of MEDPREP program alumni and 62% of program alumni are female.



Source: MEDPREP, October 2023



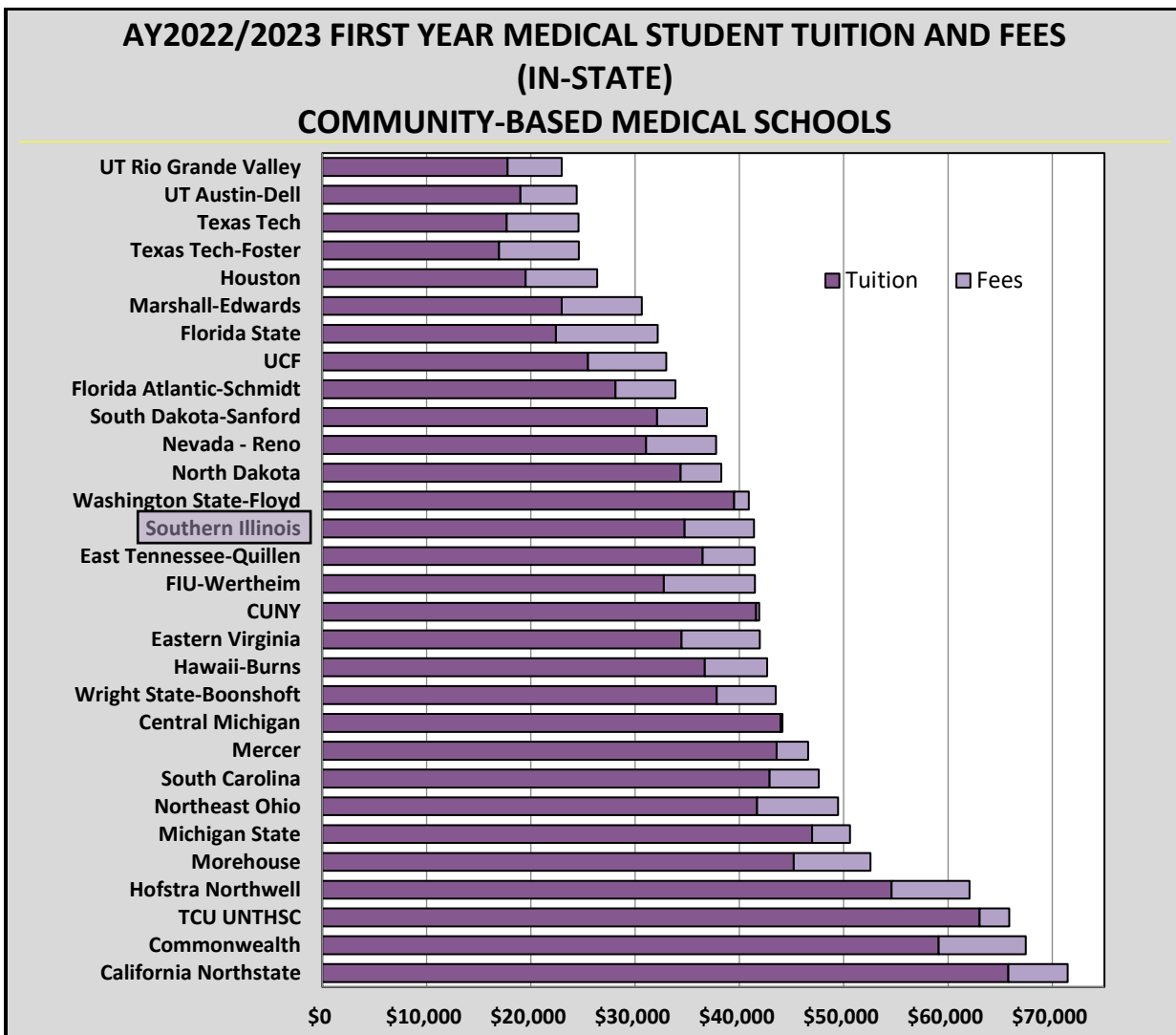
## Goal 2: Sustainability

Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system.

Ensure affordability for all students.

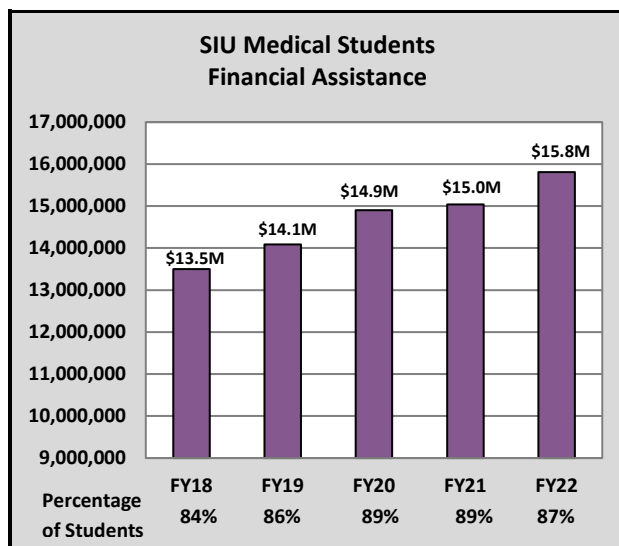
### SIU School of Medicine - Medical Student Affordability and Educational Debt

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

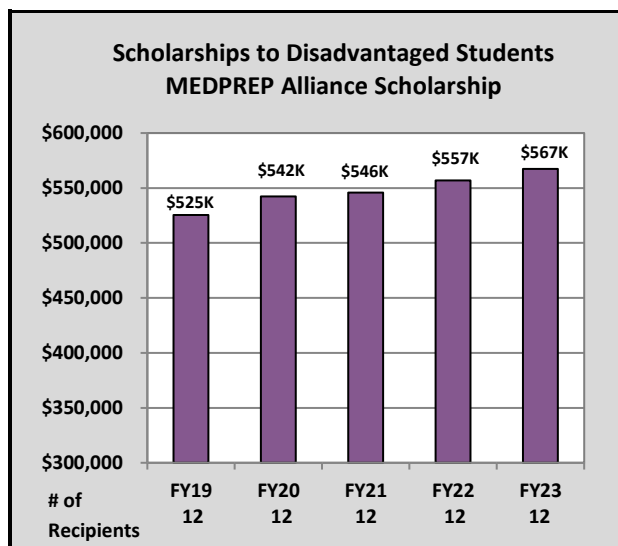


Source: Association of American Medical Colleges, February 2023

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 5.5% of the school’s FY2023 operating budget (excluding SIU Medicine funds).



Source: SIU SOM Student Affairs, Fall 2023



Source: SIU SOM Student Affairs and Office of Management and Budget, Fall 2023

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, 87% 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 \$548,000 per year over the past several years.

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 three major sources, the dean’s discretionary fund, annual giving by alumni and other donors, and university capital campaigns. Efforts are underway to increase fundraising relative to these sources. 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.

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 FY2022 the mean educational debt (including premedical school debt) was \$238,859. Additionally, fifty-eight percent of the 2022 graduating class incurred total educational debt in excess of \$250,000, a significant increase compared to 2019. (From 13 students in 2019 to 40 students in 2022.) 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.

**Strategy 5: Expand joint purchasing among institutions.**

SIU School of Medicine participation in the Illinois Public Higher Education Cooperative (IPHEC)

In conjunction with all thirteen public universities within the State of Illinois, SIU School of Medicine actively participates in the Illinois Public Higher Education Cooperative (IPHEC). Each member is assessed annual dues which are used to fund the management of this program by IPHEC staff

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IPHEC staff assist in facilitating commodity and service contracts that are in the best interest of the cooperative. The availability of IPHEC contracts have grown exponentially over the course of the last eight to nine years. Each of the public universities have representation not only on the Board of Trustees, but within the Purchasing Advisory Council (PAC). Purchasing directors from each university are members of the PAC and work collaboratively to not only share best industry practices, but to also discuss new contract needs for the cooperative. With this information, IPHEC staff will work to coordinate formal bid solicitations to award and vet with the Chief Procurement Officer of Higher Education. With approval from this office, all compliance paperwork for the vendor has been obtained and the contract is available for all IPHEC universities to utilize. As PAC members, purchasing directors may also assist with serving on bid evaluation committees and in the past, have been the lead institution to issue solicitations on behalf of IPHEC as needed.

Advantages to utilizing IPHEC are:

- Annual training events for Purchasing Directors and their staff
- Annual planning and new contract training for Purchasing Directors/Assistant Directors
- Wide variety of commodity and service contracts in which no formal bidding is required; therefore, no maximum spend ceiling. (Illinois Procurement Code states non-cooperative contracts \$100,000 or over must be formally bid and posted to the Illinois Procurement Bulletin to ensure fair competition and to test the market for the best price.
- Business Enterprise Program (BEP) spend for minority-owned businesses as well as veteran spend goals are assessed on most contracts.
- All contract holders with IPHEC must sign with the Illinois Procurement Gateway; a repository of state compliance paperwork and BEP certification status.
- Representation at various diverse vendor fairs throughout the State of Illinois
- Active representation to the General Assembly for procurement code reform and assistance
- Collaborative best practices for internal and external compliance audits
- Vendor assistance with supply and demand issues.
- IPHEC staff manage the vendor contract awards and hold periodic review meetings
- New commodities and services are added on an annual basis
- Compliance form repository

While the thirteen public universities are not required to formally bid if using IPHEC contracts, annual reports of usage are reported to the Chief Procurement Office of Higher Education for posting to the Illinois Procurement Bulletin in full disclosure and transparency.



## Goal 3: Growth

**Strategy 2: Align the state's economic development and higher education strategies, ensuring both address historic inequities**

### SIU School of Medicine Community Health Center Program (FQHCs)

In 2012, the SIU School of Medicine Department of Family and Community Medicine was designated a Federally Qualified Health Center (FQHC) by the Health Resources and Services Administration, an agency of the U.S. Department of Health and Human Services. The primary goal of an FQHC is to provide access to direct medical care, behavioral health and dental care to residents in underserved and rural areas. These services are intended for all patients regardless of their ability to pay. FQHCs are partially supported through a federal

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grant as well as cost-based reimbursement from Medicare and Medicaid. In addition, patients have access to the federal 340B medication assistance program which drastically reduces medication costs for patients.

Since 2012, the SIU FQHC has added fifteen additional sites which are located in small urban or rural areas in the following counties: Adams, Pike, Morgan, Sangamon, Jackson, Macon, Christian, Logan. These health centers serve patients throughout central and southern Illinois. The services provided include comprehensive primary care including obstetrics, psychiatric and behavioral health, dental care and some specialty care. In addition, the FQHCs have developed a number of specialty clinics in the areas of Geriatrics, Medication Assisted Recovery, Acupuncture, Diabetes and Weight Loss, Women's Health, and Gender Equity. The FQHC also has a Community Health Worker Program that assists in addressing the social determinants of health and which operates in all the health center sites.

The FQHCs also collaborate with a number of public health departments and mental health centers in the state. FQHCs are collocated with five Illinois County Public Health Departments (Adams, Pike, Morgan, Logan, and Sangamon County) and with five Mental Health Centers (Memorial Behavioral Health (Springfield and Taylorville), Transitions of Western Illinois (Quincy), Chaddock School (Quincy), and Mental Health Centers of Western Illinois (Pittsfield)).

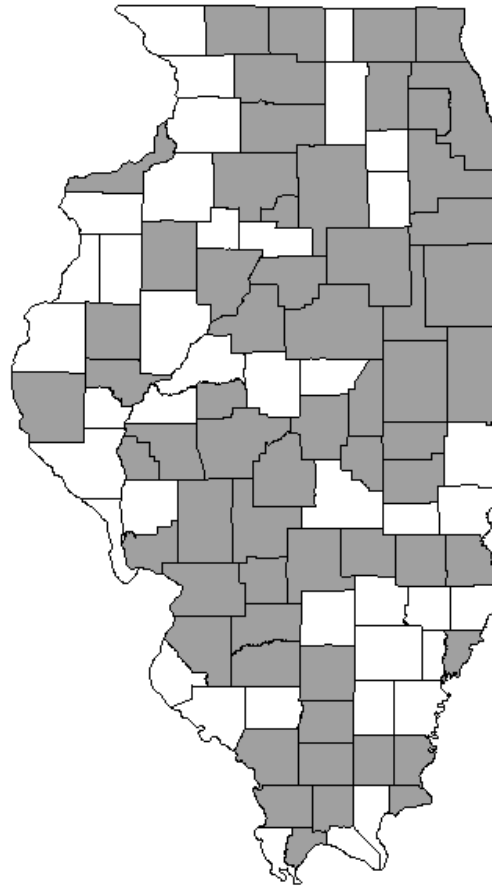
In addition to providing health care, the FQHCs, also support the School's educational goals. FQHC-supported teaching programs include five Family Medicine Residency Programs in Decatur, Carbondale, Quincy, Alton and Springfield; two Sports Medicine fellowships in Quincy and Carbondale; a General Internal Medicine residency; a physician assistant training program with rotations throughout central and southern Illinois; and medical student training in Springfield and Carbondale. This training in the community health centers provides students with an excellent experience and has influenced the retention of more than 60% of these trainees in the State of Illinois with over 40% practicing in rural and underserved areas. In addition to supporting School of Medicine programs, the FQHC has also collaborated with the School of Dental Medicine in Alton to provide outpatient experiences for fourth year dental students at FQHC dental sites in Lincoln, Pittsfield, Quincy and soon Springfield. Hopefully this experience will influence some or all of these dental students to pursue public dentistry in rural areas of the state.

#### SIU School of Medicine Enrollment of Medical Students from Central, Southern, and Disadvantaged Regions of Rural Illinois

SIU School of Medicine prioritizes the recruitment of medical students from the region as one key strategy in developing the physician workforce and healthcare needed for central and southern Illinois. This gives these students the opportunity to attend medical school as well as encourages them to remain and practice in the region. To accomplish this goal, SIU intentionally recruits medical students from rural areas, small towns, and cities throughout Illinois. In FY2023, medical students came from 61 of Illinois' 102 counties and of these students, 91% were from downstate Illinois and 32% came from rural counties. Nearly one-third (32%) of the class matriculating in academic year 2022/2023 came from communities of 25,000 or fewer citizens.

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, particularly within Illinois. SIU ranks at the 81<sup>st</sup> percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, at the 70<sup>th</sup> percentile of graduates practicing in-state, and at the 88<sup>th</sup> percentile of percent of graduates practicing in primary care. (2023 AAMC Missions Management Tool listing graduates from 2009 to 2013).

## Medical Student Home Counties AY2023



### Home County of Enrolled SIU SOM Medical Students, Class of 2023 to 2026

Source: Fall 2022 Enrollment Questionnaire, SIU SOM Student Affairs

## Support new and existing regional partnerships

### Behavioral Health Workforce Center (BHWC)

To address the significant shortage of mental health providers and services, the State of Illinois and its Department of Human Services has established a new Behavioral Health Workforce Center (BHWC) and named SIU School of Medicine to serve as its primary administrative hub. Established by the Health Care and Human Services Reform Act of 2021, this initiative will expand both training and research in order to address the critically low staffing levels of behavioral health specialists in Illinois, particularly in rural and small urban communities.

In conjunction with a secondary hub at the University of Illinois Chicago, SIU School of Medicine will work to establish the BHWC as a model for ongoing research and collaborative programs. These efforts will facilitate and improve teamwork between state agencies, all state universities and community colleges, K-12 schools, mental health professionals, and behavioral health professional organizations.

The BHWC will develop new training programs, training sites and continuing education programs in order to enhance training for psychiatrists, for psychologists, for counselors such as licensed clinical social workers (LCSW) and licensed clinical professional counselors (LCPC), and for the new and highly successful positions of certified recovery support specialist and certified peer recovery specialist. In addition, the BHWC will

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emphasize pathway programs to enhance diversity and telehealth technology to extend the reach of its programs to the most isolated areas.

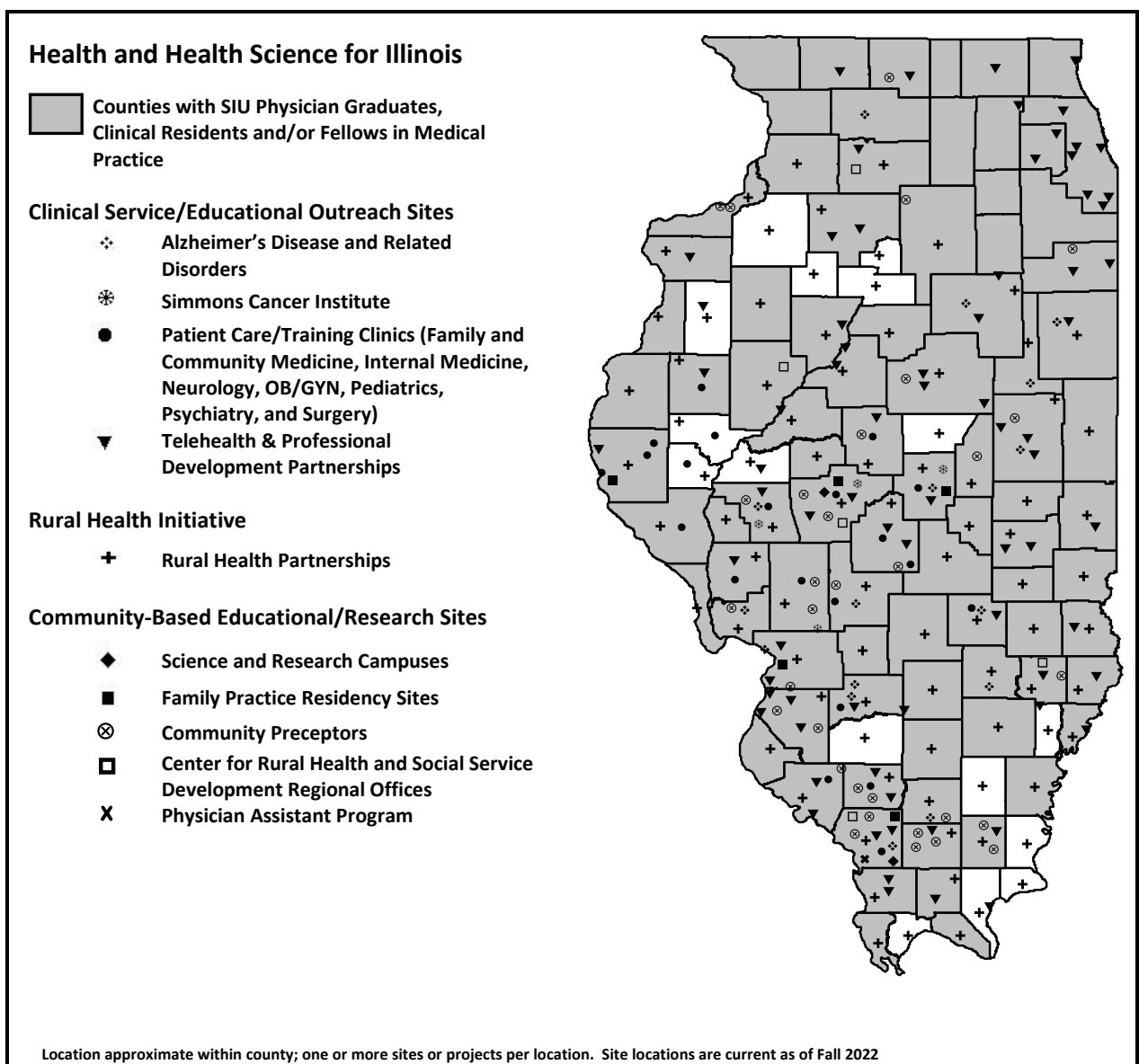
In addressing its research role, the BHWC will collect and analyze data that will define the workforce, the demographics, and the gaps in training and placement. The information will be used for policy recommendations to state agencies and legislators.

The BHWC will be supported by a number of new programs in order to ensure its success. These include new student loan repayment programs for bachelor's and master's degrees for mental health professionals, enhanced funding for the support specialist and recovery specialist programs, a new Mental Health Professional (MHP) credential that will provide a new path to practice, a new Center for Certification Strategies and a new technical assistance program (Mental Health Early Action on Campus- MHEAC).

Once fully developed, the Behavioral Health Workforce Center will be a model to recruit, educate and retain those professionals needed to meet population health needs of the future and successfully grow a large and diverse behavioral workforce that is distributed across the entire state.

## Health and Health Science for Illinois

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. Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school’s MD program, residencies and fellowships practice medicine in 86 of Illinois’ 102 counties. 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.





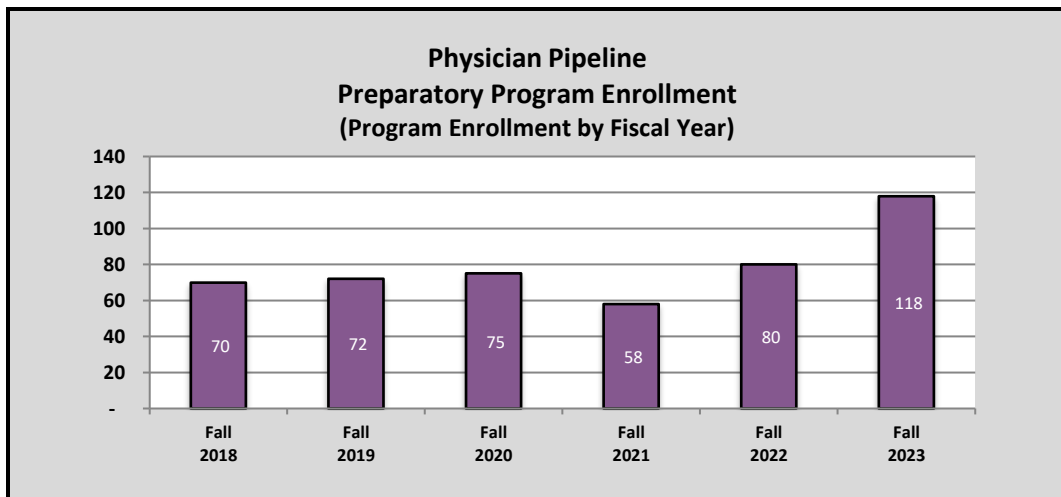
**Strategy 3: Encourage high school graduates to enroll in *our* higher education system and keep talent in Illinois**

McNeese Scholars/ Physician Pipeline Preparatory Program (P<sup>4</sup>)

SIU School of Medicine, in cooperation with the Springfield Public School District 186 and the Sangamon County Medical Society, 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 give ninth through twelfth graders a head-start in medical careers and provides them with early mentors within the Springfield medical community. Students enter P<sup>4</sup> when they are high school freshmen and continue through their senior year. This four-year experience familiarizes them with medical school coursework, admissions processes, test-taking skills, and critical thinking. The curriculum, developed by faculty and staff from the School of Medicine and Springfield public schools District 186 includes: special lectures, physical skills training, problem-based learning (PBL), laboratory aptitude, research, college-planning seminars, supplemental instruction in college-level science, technology, engineering, and math (STEM) courses, and mentoring activities modeled after medical school educational programs.

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. Except for a dip in enrollment in Fall 2021 due to the pandemic, interest in the program has steadily increased and in fall 2023 (FY2024), the program enrolled 118 students, the largest class in its history. Some P<sup>4</sup> graduates are presently matriculating at SIU School of Medicine and other health allied schools. This program is funded by the Dean and implemented through the Office of Equity, Diversity, and Inclusion.

In Spring 2022, the P<sup>4</sup> program was renamed “McNeese Scholars” in honor of Dr. Wesley Robison-McNeese, MD whose efforts were instrumental in founding this program. Dr. McNeese was a SIU School of Medicine alumnus ('86) and had served at SIU as the Executive Director for Diversity Initiatives and at the School of Medicine as an emergency medicine physician, Associate Professor of Internal Medicine, and Associate Dean for Diversity.



Source: SIU SOM Office of Equity Diversity and Inclusion, October 2023

**Strategy 4: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future**

Southern Illinois University School of Medicine Doctor of Medical Science program

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SIU School of Medicine inaugurated the Doctor of Medical Science (DMSc) degree program in 2021 with a mission to prepare doctoral-level-trained Physician Assistants (PAs) to provide compassionate care, leadership, advocacy, and education to their communities and the profession, with an emphasis on underserved populations and health care professional shortage areas. The DMSc curriculum educates medical professionals to be leaders in health care, higher education, research and innovative industries, as well as public and private agencies. These PAs are thoroughly grounded in knowledge-based research paradigms, practical applications, and the ethical/legal implications of their respective career paths.

The Doctor of Medical Science (DMSc) degree program is designed for Physician Assistants who are currently working in a clinical or educational setting. The program is intended to be completed in one-year and utilizes an innovative online asynchronous course delivery methodology. The curriculum provides a balanced mix of theory, research and practical application in the areas of medical practice, education and leadership. All of the courses in the DMSc degree are specific to PAs and course activities are examined from the perspective of PAs in clinical practice and education.

At the start of the program, students select one of the two offered Practicum tracks; either the Clinical Practicum Track or the Educational Practicum Track. The Clinical Practicum track provides intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. The Educational Practicum Track provides opportunities for development as a faculty member and/ or clinical preceptor.

Upon completion of the DMSc program, graduates will be prepared to take on high-level administrative, leadership and clinical roles within their organizations and communities and be a trusted resource during disaster situations. PAs who complete the DMSc are expected to be more prepared, adaptable, competitive and marketable in the ever- evolving health care landscape.

The Doctor of Medical Science (DMSc) degree is administered by the School of Medicine Department of Family and Community Medicine Physician Assistant (PA) Program. Since first admitting students in 2021, 114 PAs have enrolled in the program and 65 have graduated.

#### Southern Illinois University School of Medicine Lincoln Scholars Program

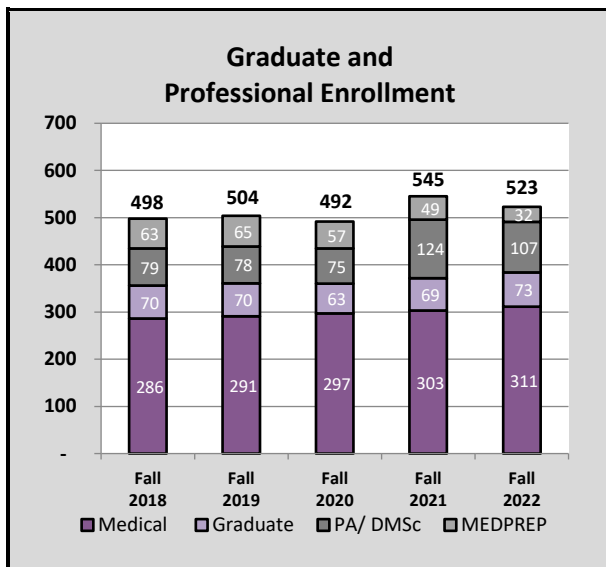
A continuing goal of SIU School of Medicine is to educate future physicians to meet the health and healthcare needs of those living in small urban and rural areas of central and southern Illinois. To help meet this need, the School implemented the Lincoln Scholars Program (LSP) in June 2020, a program designed to produce primary care physicians well prepared for rural practice in southern Illinois. Unlike traditional SIU 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).

In June 2023, the fourth class of eight students enrolled in the School of Medicine's newly implemented Lincoln Scholars Program (LSP), bringing the total current enrollment to thirty. Once fully implemented, this program will increase the total enrollment in the medical program to 320 students.

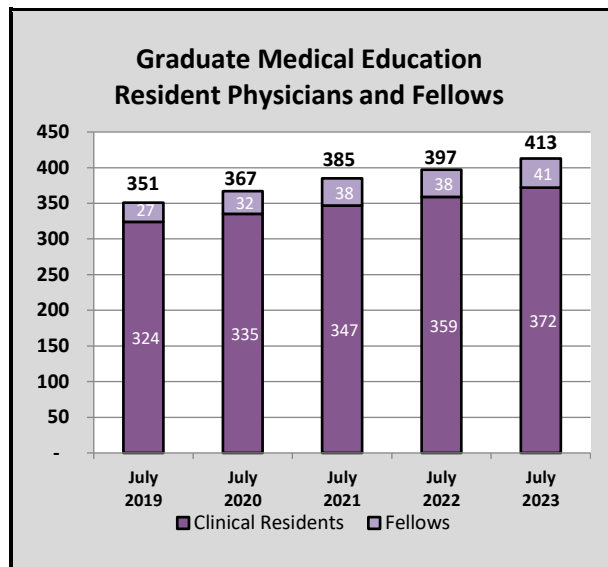


## Points of Pride

Southern Illinois University School of Medicine (SIU SOM) was founded in 1970 to meet two great needs: a societal need to provide more physicians and increased quality healthcare, particularly for residents of central and southern Illinois, and a professional need to participate and lead the reformation of medical education. As it grew, SIU SOM added clinical care and research to its foundational areas. Over these past fifty years, SIU SOM has become one of the top medical institutions in the world. Innovations in medical education developed at SIU SOM have been adapted by medical institutions across the U.S. and around the globe. Clinically, SIU Medicine has become the provider of choice in central and southern Illinois. Medicare and private insurance quality scorecards rank SIU Medicine among the top practices in the state. Correspondingly, clinical volume has increased, especially since the pandemic. Research is flourishing; particularly in the areas of Alzheimer Disease and other memory disorders as well as in the areas of hearing, cancers, and in the use of natural agents and biomarkers to address these concerns.



Source: SIUC Interactive Factbook and MEDPREP



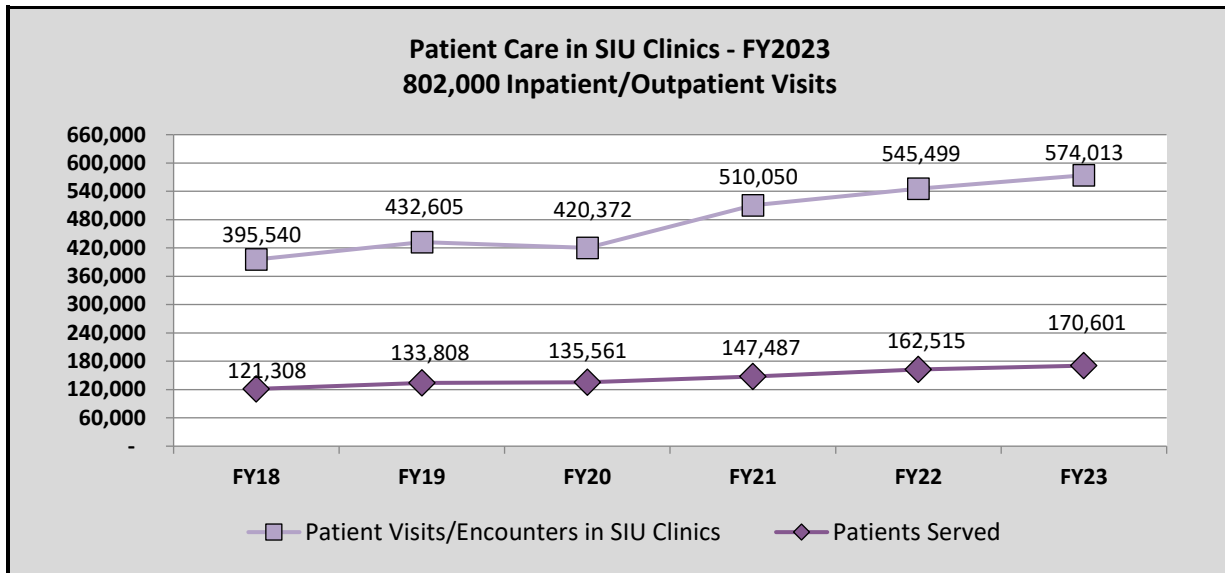
Source: SIU SOM Graduate Medical Education Program, Years Noted. ACGME-Accredited Programs Only

SIU SOM’s student enrollment has been stable over the past few years and is increasing. The Lincoln Scholars Program (LSP) will increase medical school annual enrollment to 320 students in FY2024 and the Doctor of Medical Science for Physician Assistants program will increase PA annual enrollment to over 100 students. Graduate program enrollment 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 is also expected to remain stable.

Graduate medical education (GME) is formal medical education following medical school graduation that provides specialty training that prepares medical school graduates to become board certified in a medical specialty; it includes residencies, fellowships, and medical internships. SIU School of Medicine, in cooperation with its affiliated teaching hospitals, provides GME in 21 residencies and 14 fellowships. The number of residency and fellowship positions at SIU Medicine grew to 413 positions in 2023; an increase of 78 positions (23%) since 2018. These increases are vital to the School’s mission to provide healthcare to the region.

Since its founding in 1970, SIU School of Medicine has graduated over 3,200 medical students and over 3,100 physicians have also graduated from the school’s residency programs and fellowships. Graduation rates for SIU School of Medicine remain high and nearly all MD students at SIU graduate from medical school with most

completing their studies in four years. Since 2019, 86% of MD students completed their degrees in four years and 96% graduated in six years. SIU MD graduates have been successful in obtaining highly competitive clinical residencies. Since 2006, nearly 1,200 graduates have entered 29 different specialties, nearly 60% of which are in the primary care fields of Family Medicine, Internal Medicine, Emergency Medicine, Pediatrics, and OB/GYN. Of all SIU Medical School alumni since the school's founding, 2,306 are in practice of which 901 (39%) practice in Illinois and 770 (33%) practice in primary care.



Source: SIU Medicine, October 2023

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 FY2023, over 300 full-time faculty physicians practiced at SIU Medicine; an increase of over 25% 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 170,600 patients during over 570,000 visits/encounters in SIU clinics; an over 40% increase in both patients served and visits conducted compared to FY2018. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 800,000 patient visits this year. SIU Medicine is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

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 FY2023, the School received over \$27 million in external grants and contracts for research, teaching, and public service; an over 75% increase in funding since FY2016. Over this same time period, the school has annually averaged nearly 110 medical school faculty members with active grant funding. This past year, the School's faculty engaged in 493 clinical research studies in fields such as Alzheimer's disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss.