

Southern Illinois University Edwardsville

Mission Statement

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative, and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region.

Focus Statement

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

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

-emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health care needs of the region;

-focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the university is distinctly positioned to offer off-campus completion programs for the central and southern Illinois areas;

-addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine; and

-addresses the need for pharmacists in the central and southern regions of the state through its School of Pharmacy.

*The Performance Report may be found at <http://www.siu.edu/PROVOST>.
Additional information about SIUE may be found at <http://www.siu.edu>.*



Key Institutional Indicators

**Carnegie Classification:
Master's L**

13,449 Students Fall 2006

13,398 Students Fall 2007

2,901 Degree Recipients FY 07

**Instructional Costs at 90.5% of State
Average FY 06**

**95% of Accreditable Programs
Accredited**

goal 1:

Partner with Industry & Sustain Economic Growth

FY 07 Accomplishments

- ✘ Constructed two teaching/research laboratories in the Biotechnology Laboratory Incubator Building.
- ✘ Obtained state and federal funding to support the full operation of the National Corn-to-Ethanol Research Center.
- ✘ In cooperation with University Park, identified major research themes in academic units with relevance to enhancing regional economic development.
- ✘ Enhanced efforts of Kimmel Leadership Center Service Learning Program by developing new partnerships and opportunities in leadership, volunteer services, and community outreach with Edwardsville, Glen Carbon, and other communities.

Common Institutional Indicators:

Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation.

Goal: A high percentage of undergraduate degree recipients are either employed or enrolled in further education within one year of graduation.

FY 06

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
549	624	88.0%

- ✘ The percentage of employed and/or enrolled (88%) is similar to last year (87.5%).

Effective Practice:

Construction Leadership Institute

The SIUE Construction Leadership Institute is a unique collaboration program developed by a steering committee of area construction industry executives and the SIUE Schools of Business and Engineering. The program is designed to assist managers in the construction industry to develop and enhance their leadership skills, and to provide the knowledge, framework, and strategies that individuals will need to provide leadership in today's construction industry. The institute's curriculum features instruction by industry practitioners and experts and University faculty who apply theory to practical problem solving and decision-making skills. Participants learn key management strategies for their futures as corporate leaders including legal issues, human resource and financial issues, how to align the organization to identify new business opportunities, and how to anticipate and respond to future developments including economic and workforce trends. The Construction Leadership Institute was formed in 2004 and has served approximately 40 companies by providing professional development for 85 individuals.

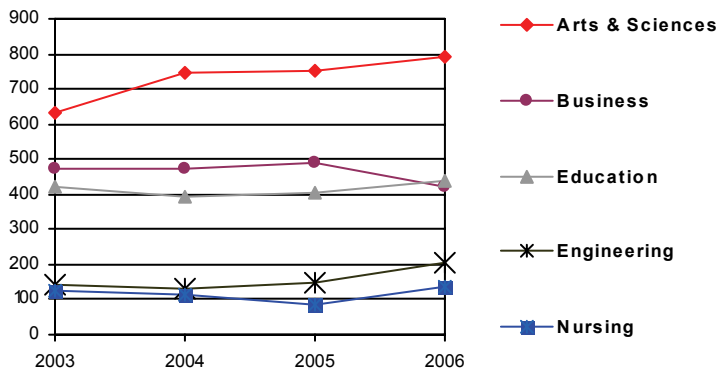
Partner with Industry & Sustain Economic Growth

goal 1:

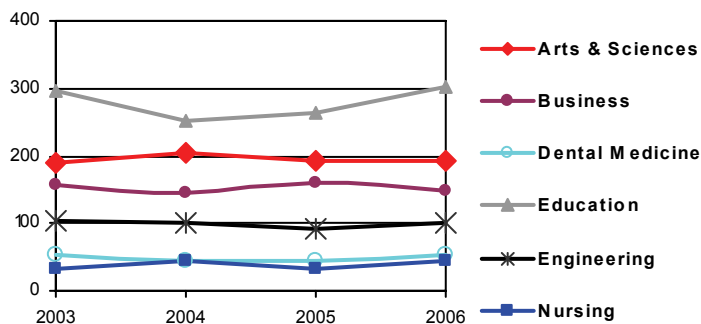
Mission-Specific Indicators:

Goal 1: Graduate sufficient numbers of students by program to meet the workforce needs of southwestern Illinois.

Degrees Granted in 2003 – 2006¹
Undergraduate



Graduate



¹www.siu.edu/IRS/factbook.html

SIUE's Contribution to Workforce Needs of Southwestern Illinois

College/School	FY 06 Total Grads ¹	IDES Projected Employment Change > 10% for 1998-2008 By DES Title ²
Arts & Sciences	986	Natural Scientists, Life Scientists, Computer and Math, Teachers, Writers/Editors, Artists/Entertainers
Business	572	Executive, Administrative, Managerial, Professional Specialty, Marketing/Sales, Computer and Math
Dental	53	Dentists
Education	741	Recreation, Teachers, Counselors, Speech Pathologists and Audiologists
Engineering	309	Engineers, Computer and Math
Nursing	183	Registered Nurses

¹undergraduate and graduate students
²projections for SWIC/LCCC districts and statewide

FY 08 Plans:

- ✓ Work with the president to establish a greater St. Louis Business Council Partnership to assist with the capital campaign.
- ✓ Complete design and begin construction of the new University Park road project.
- ✓ Continue and expand SIUE involvement in the organizations in southwestern Illinois and St. Louis area.
- ✓ Add new tenants to University Park, with a diversity of enterprise, to enhance the economic development of the region.
- ✓ Increase the dollar amount of expenditures with minority, female, and disabled-owned firms.

FY 09 Priorities:

- ✓ Implement capital campaign.
- ✓ Enhance operations of University Park facilities as well as technology centers such as the Southwestern Illinois Advanced Manufacturing Center to support regional technology needs.
- ✓ Develop strategic plan for University/University Park economic development partnership.
- ✓ Work with new tenants, such as the American Red Cross, to develop mutually supportive academic programs for economic development.

goal 2:

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

FY 07 Accomplishments

- X Built SIUE-Lincoln Charter High School (Venice, IL) partnership.
- X Received national recognition and state program approval for SPA reports and Institutional Report.
- X Received reaccreditation from NCATE Board of Examiners.
- X Implemented Dean's Scholarship.
- X Hired Dr. Bette Bergeron as the new dean of the School of Education.

Common Institutional Indicators:

Goal: Have the number of undergraduate students completing requirements for initial teacher certification correspond with the needs of the region.

Annual Number of Undergraduate Students Completing Requirements for Initial Teacher Certification by Certificate Area

Certificate Area	2003-04	2004-05	2005-06
Early Childhood Education	25	34	28
Elementary Education	122	112	113
Secondary Education	72	71	76
Special Education	22	38	55
Total	241	255	272

- X The total number of students receiving certificates increased to 272 in FY 06. The School of Education has taken great care to match the number of students admitted into a particular program with the need for teachers in that area. Additional resources promoted the graduation of more students from the special education program in FY 06.

Fiscal Year 2008 Challenges:

- ✓ Increasing outreach in a competitive graduate school market.
- ✓ Working with a consortium with East St. Louis School District, the NAACP, and SWIC to implement the "Grow Your Own" project.
- ✓ Reviewing and revising programs to promote a seamless transition from community colleges to SIUE programs.
- ✓ Continuing to review and revise the graduate unit and program assessment system for NCATE.
- ✓ Coordinating with the College of Arts and Sciences on secondary education preparation and teacher inservice.
- ✓ Offering a tuition and fee structure that is competitive with other institutions.
- ✓ Coordinating outreach efforts, specifically in terms of graduate recruitment and advising.
- ✓ Identifying faculty for off-campus programs.
- ✓ Developing an application process that is free of "artificial barriers."

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

goal 2:

Mission-Specific Indicators:

Goal 2A: Increase the number of diverse SIUE teacher/administrator graduates.

Teacher/Administrator Graduates by Race and Gender

Race/Gender	FY05			FY06		
	Male	Female	Total	Male	Female	Total
Black	3	10	13	4	8	12
Native American/Alaskan	0	0	0	0	0	0
Asian	1	0	1	1	1	2
Hispanic	1	3	4	1	6	7
White	64	238	302	101	259	360
Total	69	251	320	107	274	381

- While absolute numbers of minority teacher/administrators was similar to last year, the percentage of minority teacher/administrator students decreased due to the large increase in white graduates. SIUE is seeking to recruit diverse students through Project PRIME (Promoting, Recruiting, Increasing Minorities in Education), a new program devoted to increasing minority student numbers.

Goal 2B: Graduate SIUE teacher education students in high-demand teaching content areas.

SIUE Teacher Education Graduates in High-Demand Certification Areas in Illinois

- Of the 381 undergraduate students completing requirements for initial teacher certification, 20.7 percent of them completed requirements in high-demand certification areas. This is a decrease of 3.1 percent from FY 05 graduates in these high-demand areas (except special education) due to large increases in overall total number of graduates in FY 06. SIUE will continue to work toward graduating teacher education students in high-demand areas.

High-Demand Areas	FY05	FY06
Special Education	37	55
Mathematics	14	11
Foreign Language	4	1
Chemistry	5	1
Biological Science	16	11
Total	76	79

Effective Practice:

Robotic Sumo Wrestling: Collaborative Learning With Area High Schools

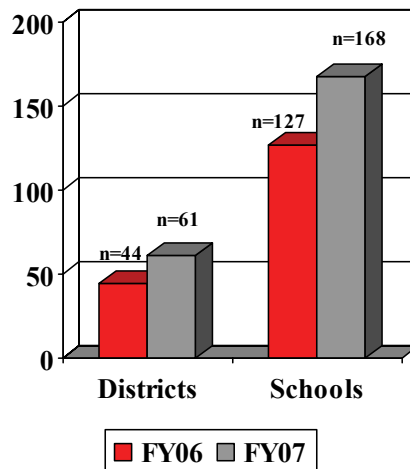
Every fall semester the IME 106—Engineering Problem Solving class is used as a conduit to sponsor a team-oriented competition between students from area high schools and SIUE engineering freshmen. The project consists of designing, programming, and implementing a robot using Lego-Mindstorm sets for a robotic sumo wrestling competition. The Lego sets for the competition are usually acquired through corporate donations. In 2007, 60 students participated in the competition, with approximately 300 students participating since 2001.

goal 2:

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

Mission-Specific Indicators:

Goal 2C: Establish and strengthen partnerships with our area public schools.



- X Partnership activities take place in 168 schools in 61 school districts in the Greater St. Louis Metro East area. This is an increase of 38.6 percent in partnering districts and 32.3 percent in partnering schools over the previous year. The University will continue to pursue viable partnering opportunities.

FY 08 Plans:

- ✓ Continue Illinois ASPIRE-South Center.
- ✓ Continue work as part of a consortium with East St. Louis School District 189 and the NAACP to implement state-funded Grow Your Own Teachers program.
- ✓ Continue work on Project PRIME (Promoting, Recruiting, Increasing Minorities in Education).

FY 09 Priorities:

- ✓ Continue implementation of Mathematics Grant and Illinois ASPIRE-South Center.
- ✓ Increase number of graduate students by emphasizing outreach and reducing the barriers for entering into graduate study.
- ✓ Revise and more clearly articulate the job responsibilities of the School of Education's director of School Partnerships.
- ✓ Develop a "graduate coordinator" position to streamline and provide consistency to recruitment, application, and outreach activities.
- ✓ Work with the institution to review and revise tuition and fee structures, particularly for off-campus and on-line programs/courses.
- ✓ Identify key outreach faculty through an "Academy of Teaching Fellows."
- ✓ Initiate a National Writing Project for the region's teachers.

goal 3:

Provide Affordable Educational Opportunities

Mission-Specific Indicators:

Goal 3A: Maintain cost of attending SIUE among the lowest in Illinois.

Goal 3B: Minimize average student debt to one of the lowest in the state.

In-State Tuition and Fee Cost AY 2006-2007

University of Illinois at Urbana-Champaign	\$9,882
University of Illinois at Chicago	\$9,742
Illinois State University	\$8,040
Northern Illinois University	\$7,871
Southern Illinois University Carbondale	\$7,789
Western Illinois University	\$7,411
University of Illinois at Springfield	\$7,244
Chicago State University	\$7,138
Eastern Illinois University	\$7,069
Northeastern Illinois University	\$6,921
Southern Illinois University Edwardsville	\$5,938
Governors State University	\$5,478

SOURCE: State of Illinois Board of Higher Education Data Book on Illinois Higher Education, Volume 2, 2007.

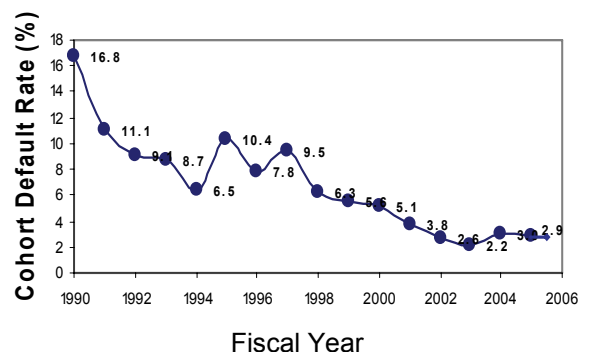
Average Student Debt for FY 06 Graduates With Loans at Illinois Public Four-Year Select Universities²

National Average Debt ¹	\$17,100
Illinois State University	\$17,015
SIUE	\$17,001
Eastern	\$16,890
U-I Chicago	\$15,897
SIUC	\$15,748
U-I Champaign	\$15,413
U-I Springfield	\$12,696
Northeastern	\$12,569

¹National Student Loan Survey "College on Credit: How Borrowers Perceive Their Education Debt." Survey sponsored by the Nellie Mae Corporation. Debt is the average for public four-year institutions.

²Data Source: College Board Website 09-20-2007.

Southern Illinois University Edwardsville Cohort Default Rate History



Provide Affordable Educational Opportunities

goal 3:

Mission-Specific Indicators:

Goal 3C: Increase scholarship funds and endowments.

Scholarship/Endowed Scholarship Contributions FY 03 – FY 07

Contributions/Pledge Payments to:	FY 03	FY 04	FY 05	FY 06	FY 07
Scholarship Funds	\$59,215	\$68,379	\$72,744	\$62,970	\$66,704
Endowments that Feed Scholarships	\$144,815	\$191,149	\$70,976	\$141,758	\$2,713,570
Fiscal Year Total	\$204,030	\$259,528	\$143,720	\$204,728	\$2,780,274

- X The majority of the increase from FY 06 to FY 07 is due to a \$2.4 million estate contribution to the School of Business for student scholarships. With the \$2.4 million removed, FY 07 scholarship/ended scholarship contributions still increased by 86 percent over FY 06.

Effective Practice:

PAPA Graduate Student Assistantship/Internship Grants

The Department of Public Administration and Policy Analysis (PAPA) has pursued external funding to support economically disadvantaged students in pursuit of their master of public administration degree. For example, the department has received more than \$360,000 from the Department of Housing and Human Development to provide funding for graduate assistant stipends, tuition costs, books, and supplies. In addition to the financial support for their education, students selected for the awards also receive internships in public and non-profit agencies in the St. Louis metropolitan area. Over a four year period, 16 students were fully supported by this grant.

FY 08 Plans:

- ✓ Increase scholarship/ended scholarship contributions.
- ✓ Finalize new admissions and financial aid strategies to enhance diversity of the entering freshman class including restructuring of the Johnetta Haley Scholars Academy.

FY 09 Priorities:

- ✓ Increase scholarship/ended scholarship contributions.
- ✓ Implement new admissions and financial aid strategies to enhance diversity of the entering freshman class including restructuring of the Johnetta Haley Scholars Academy.
- ✓ Continue to monitor the effects of scholarship/grant programs on accessibility.

goal 4: **I**ncrease Diversity & Number of Citizens Completing Education & Training Programs

FY 07 Accomplishments

- ✘ Hired twelve new minority faculty members.
- ✘ Johnetta Haley scholarships supported 175 minority students; 39 Johnetta Haley scholars graduated in FY 2007.
- ✘ Conducted Phone-A-Thons (three nights each week) both in the fall and in the spring. Calls were made by students from the Goal Oriented African American Males Excel (GAME) organization, the Female African American Descent Modeling Excellence (FAME) organization, and the Latin American Student Organization (LASO) to increase the enrolled minority student numbers at SIUE.
- ✘ Sponsored the Multicultural Student Reception (MSR), the second annual reception to bring underrepresented students and their parents to campus to familiarize them with opportunities existing at SIUE.
- ✘ Assisted in junior high and high school students visit to SIUE and participation in a three-day residential program for college preparation (MECCA's Youth Leadership and Upward Bound).
- ✘ Once again, the Office of Admissions saw a high number of requests for group tours of SIUE, with many being groups from Upward Bound programs at various high schools and community colleges.
- ✘ The Multicultural Recruitment Initiative (MRI) Advisory Board (high school guidance counselors and community educators) met for the first time in an annual meeting to discuss the recruitment and retention of underrepresented students. An on-line newsletter was developed and sent to all on the advisory board as an update to the happenings within the Office of Admissions relating to multicultural recruitment.
- ✘ Conducted, for the third year, on-site admission visits to targeted schools within the city of Chicago as well as East St. Louis High School. Over 180 students were seen during these visits.
- ✘ Sent a letter to the parents/family members of each admitted minority student in early April highlighting the opportunities for their son/daughter.

Fiscal Year 2008 Challenges:

- ✓ Limited financial resources.
- ✓ Limited staff resources.

Effective Practice:

Student Nurse Achievement Project (S.N.A.P.)

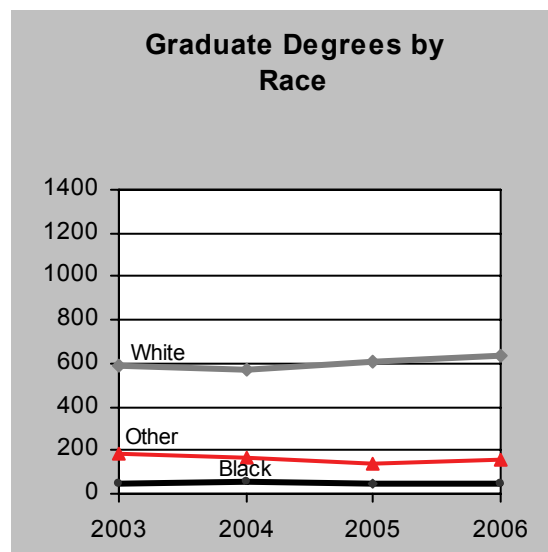
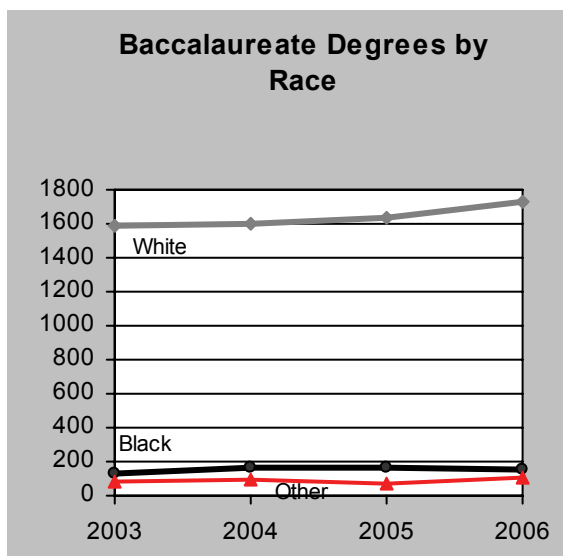
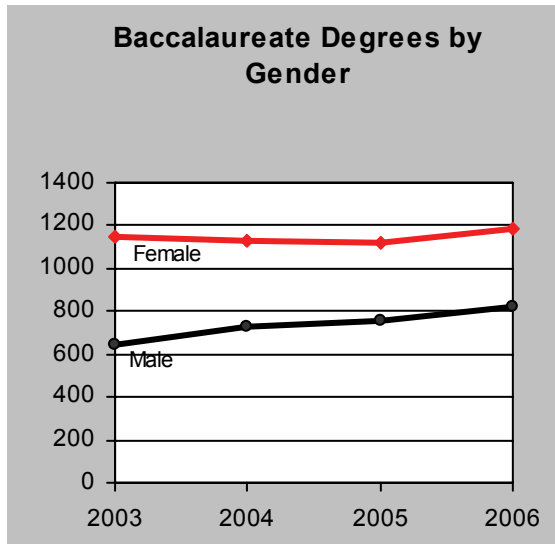
The Student Nurse Achievement Project (S.N.A.P.), developed by the SIUE School of Nursing, is intended to increase the number of minority men and women in the nursing profession who come from and return to the Metro East region through improved admission and retention initiatives for minority students. The program targets students in the top tier of high schools in St. Clair and Madison Counties, which includes the communities of East St. Louis, Washington Park, Granite City, Cahokia, and communities of St. Louis as part of the Metro East. In support of the five-year baccalaureate program, several strategic retention intervention programs include Study Table (weekly meeting of 8 students with a faculty mentor), Faculty Mentor Program (no more than 4 students per mentor), Summer Immersion Programs (which prepare the student for pre-nursing science courses as well as assimilation into the University system), and Views of the Nursing Profession (participation in field trips to observe nursing roles and settings). Currently, 5 students are enrolled in the initial S.N.A.P. class, and 6 more are scheduled to enter in the spring 2008 semester. Up to 15 students each year are anticipated to participate in the S.N.A.P. Program. The S.N.A.P. Program has received additional funding from the Winston Family Challenge Grant.

Increase Diversity & Number of Citizens goal 4: Completing Education & Training Programs

Common Institutional Indicators:

Goal: Increase the number of students graduating in all race/ethnicity groups.

2003-2006 Degree Recipients



- X Overall number of students receiving baccalaureate degrees is increasing, with white students accounting for the greatest percentage of that increase. New SIUE minority recruitment and retention strategies are being implemented to enhance the number of minority graduates.

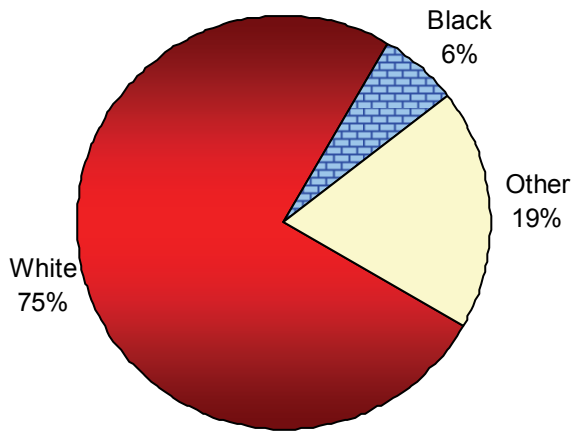
goal 4: Increase Diversity & Number of Citizens Completing Education & Training Programs

Mission-Specific Indicators:

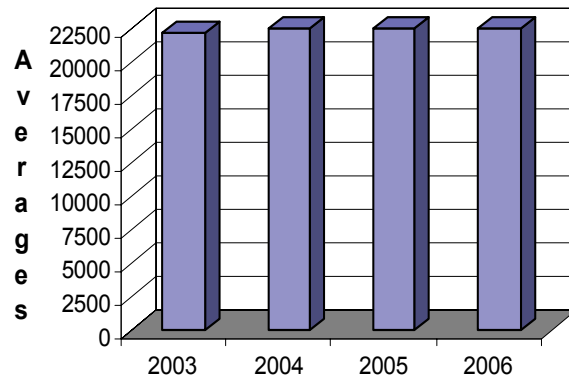
Goal 4A: Have a racially and ethnically diverse SIUE graduating class that reflects southwestern Illinois.

Goal 4B: Offer courses and programs in a manner accessible to the citizens of the metropolitan area.

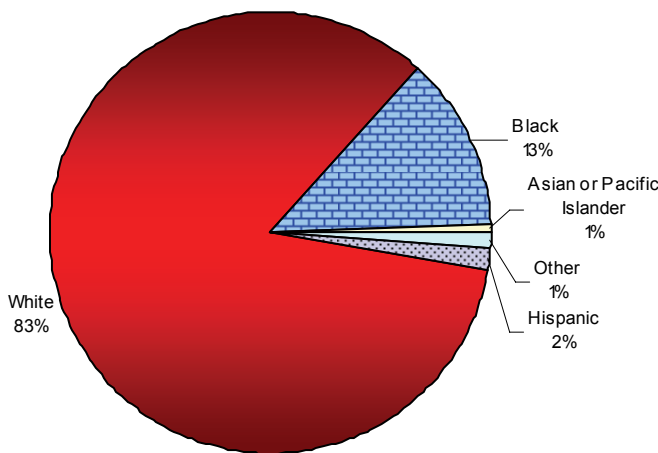
FY 06 SIUE Graduates by Race/Ethnicity



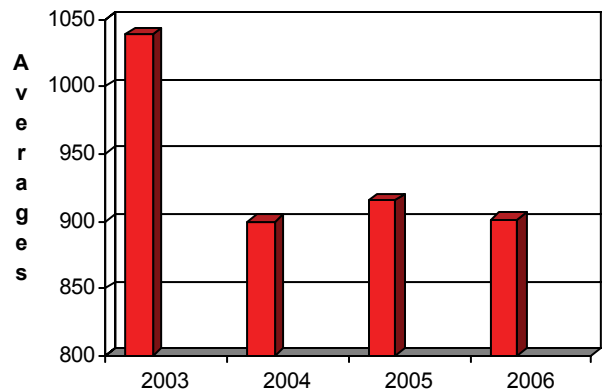
Average Credit Hours Taken in Evening Courses for Academic Years 2003-2006



SIUE 14-County Region by Race/Ethnicity



Average Credit Hours Taken in Saturday Courses for Academic Years 2003-2006



- ✘ To ensure that SIUE is addressing nontraditional course needs, all patterns of course offerings will be reexamined in a new Educational Outreach and Enrollment Management Program initiative.

Increase Diversity & Number of Citizens **goal 4:** Completing Education & Training Programs

Mission-Specific Indicators:

Goal 4C: Increase the number of opportunities for students to complete courses online.

Goal 4D: Sustain a viable number of dental school graduates practicing in central and southern Illinois.

- X In response to student interest, FY 07 Internet course enrollment increased 114 percent over FY 06, through a 32 percent increase in Internet course sections offered.

RN/BSN Internet Course Enrollment¹

FY 06	FY 07
203	239

¹FY 04 was the first year all RN to BSN courses were offered via the Internet.

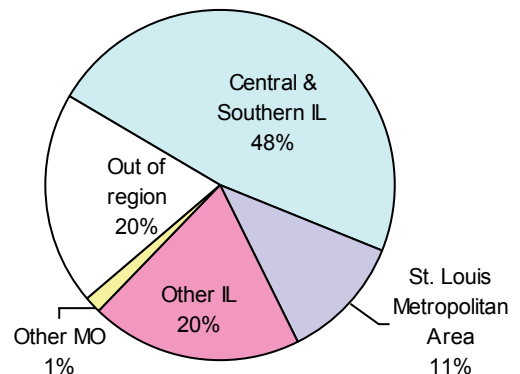
Internet Course Enrollment

FY 06	FY 07
397	849

Internet Course Sections Offered

FY 06	FY 07
38	50

Percent of Dental School Graduates Place of Practice by Region and State for 2003-2007



- X As is its mission, the SIUE dental school continues to place the majority of its graduates in the Metro East area.

FY 08 Plans:

- ✓ Develop a new Office of Educational Outreach to coordinate and expand the University's academic resources to enable undergraduate, graduate, and professional students to complete their educational/professional goals in a timely manner.
- ✓ Formalize strategic planning partnerships between academic units and the East St. Louis Center.
- ✓ Review and enhance institutional-wide programming in social and cultural diversity.
- ✓ Through refocusing and restructuring, develop a strong collaboration and effectiveness between Academic Advising, Instructional Services, and Student Opportunities for Academic Results (SOAR).
- ✓ Develop a University-wide Academic Advising Plan to more actively and effectively meet student progression needs.
- ✓ Develop, implement, and/or strengthen school and college initiatives to increase student diversity.
- ✓ Review and revise the University Enrollment Management Plan.
- ✓ Develop stronger collaborative programs with community colleges through the development and implementation of dual admission programs, partner programs such as the 2+2+2 engineering program with Lewis and Clark Community College, and the consideration of baccalaureate completion programs with regional community colleges.

FY 09 Priorities:

- ✓ Implement a University-wide Academic Advising Plan to more actively and effectively meet student progression needs.
- ✓ Implement new University Enrollment Management Plan.
- ✓ Through the Office of Educational Outreach, explore and develop appropriate baccalaureate completion programs with community colleges.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

FY 07 Accomplishments

- ✘ SIUE has been recognized in *U.S. News and World Report's* 2007 edition of *America's Best Colleges* as among the top 10 in the Top Public Universities Midwest-Master's category. In addition, SIUE moved up nine positions in the Midwest-Master's rankings among public and private universities since last year.
- ✘ For the third consecutive year, *U.S. News and World Report* has recognized SIUE's senior capstone experience among 13 elite universities—including Harvard, MIT, Brown, Duke and Princeton—for its comprehensive programs measuring the competency of graduating seniors.
- ✘ The Senior Assignment was recognized as a national best practice by The American Association of Colleges and Universities.
- ✘ Reviewed three undergraduate programs and one graduate program.
- ✘ Implemented the Accelerated Baccalaureate in Nursing program, which will provide more nurses to the region.
- ✘ Effectively presented construction needs and plans for the Science Building to state leadership.
- ✘ Received a \$2.1 million non-recurring grant from the Illinois Department of Financial and Professional Regulation for the continued implementation of the School of Pharmacy.
- ✘ Improved strategic planning processes in conjunction with an AQIP Action Project.
- ✘ The New Freshman Seminar was designed and implemented for one-half of the incoming freshman class in fall semester 2006.
- ✘ Achieved national accreditation in theater by NAST.
- ✘ Achieved national reaccreditation in business by AACSB.
- ✘ Achieved national reaccreditation in social work by CSWE.
- ✘ Began Phase I of the Strategic Advancement of Graduate Education (SAGE) Project in the College of Arts and Sciences to revise and reinvigorate graduate programs.
- ✘ Continued Action Project to review and improve the Senior Assignment. The effectiveness of that improvement will be measured by NSSE for the next four years.
- ✘ Completed the AQIP Quality Checkup and began two new Action Projects based on the feedback received from site team and campus discussions.
- ✘ AACU Graduate Rate Outcomes Site Visit completed in spring 2007 and serves to outline major strategies for enhancing student retention.

Effective Practice:

Library and Information Services Assessment Program

Library and Information Services is committed to providing faculty, staff, and students with outstanding and timely service. Three years ago, a joint Library and Information Services/Office of Information Technology Assessment Committee was established and charged with examining various assessment tools such as benchmarking surveys, national standards, and service quality rating scales and recommending assessment methods to cover all core services and to guide planning. Assessment instruments implemented during 2007 include LibQUAL+, a national survey for libraries to solicit, track, understand, and act upon users' opinions of service quality, ECAR Student Information Technology Use and Skills in Higher Education, EDUCAUSE Core Data Survey, Association of College and Research Libraries' Statistics Questionnaire, and the National Center for Education Statistics' Academic Libraries Survey. Data, such as collected from LibQUAL+, indicate that SIUE respondents rate the level of overall quality of SIUE Lovejoy Library services above the national average.

Ensure Accountability for Program Quality & Learning Assessment

goal 5:

Common Institutional Indicators:

Goal 1: At least 75 percent of baccalaureate graduates in 2000: (1) indicate a positive/strongly positive attitude toward the University and their major; and (2) rate educational effectiveness at a moderate level or above.

2005 Baccalaureate Survey: 5-Year Follow-Up of 2000 Graduates	
Graduate Satisfaction	Educational Effectiveness
What is your present attitude toward the institution? What is your present attitude toward your degree major? How well did your degree prepare you for the career path you are following?	How effective were your college experiences in: <ul style="list-style-type: none"> • Helping to better develop your critical thinking ability? • Helping to better develop your sense of ethics? • Contributing to a better understanding of diversity? • Helping you to become a more active citizen? • Improving the quality of your life (aside from financial benefits)?

- X Seventy-seven percent of graduates in 2000 indicated a positive attitude toward the University five years later, with 76 percent indicating a positive attitude towards their major. In terms of educational effectiveness, alumni one year later report that their undergraduate education helped their development. For only one area of development, *becoming a more active citizen*, did less than 75 percent of alumni report that their education was effective (67 percent reported it was). More than 90 percent of the graduates rated *developing critical thinking ability* at the moderate level or above.

Goal 2: Pass rates on the NCLEX and the National Dental Board Exam, Part II will be above the national average.

Field	Examination	Pass Rate Information for Selected Exams: Number of Students Tested, Institutional Pass Rate & National Pass Rate								
		2003-04			2004-05			2005-06		
		# Students	Pass Rate (%)		# Students	Pass Rate (%)		# Students	Pass Rate (%)	
Inst'l	Nat'l		Inst'l	Nat'l		Inst'l	Nat'l			
Dentistry	National Dental Board Exam, Part II	45	98%	92%	44	100%	92%	50	98%	94.9%
Nursing	National Council Licensure Exam, RN	101	93%	85%	64	89%	84%	107	85% *	88.1%

* The School of Nursing implemented an improvement plan two years ago that included a new curriculum and new admissions criteria. Such changes should directly enhance NCLEX performance with the 2008 classes.

- X NCLEX scores have consistently been above the national average. The 2005–2006 scores are thought to reflect an anomaly due, in part, to potential impacts of transitioning to a new nursing curriculum. Improved scores are anticipated in 2006–2007. One hundred percent of certified nurse anesthetists and advanced practice nurses (family nurse practitioners) passed their certification examinations in 2005. Sixty-six percent of 2005 graduates are practicing in Illinois. Pass rates for the National Dental Board Examination, Part II are consistently above the national average and the scores have ranked the School of Dental Medicine among the top 10 dental schools in the nation since 2001.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

Fiscal Year 2008 Challenges:

- ✓ Limited resources.
- ✓ Once a plan for revising the general education program has been completed in spring 2007, SIUE will face the challenge of implementing a new curriculum for all programs and all undergraduate students.
- ✓ A continuing challenge is to develop new senior leadership in the faculty and staff to replace recent retirements.

Mission-Specific Indicators:

Goal 5A: Every eligible program accredited.

Accredited Programs

Specialized Accrediting Agencies Providing Accreditation

Accreditation Board for Engineering and Technology

Accrediting Council on Education in Journalism and Mass Communications

American Council for Construction Education

American Dental Association Commission on Dental Accreditation

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association

Association to Advance Collegiate Schools of Business

Commission on Collegiate Nursing Education

Council on Accreditation of Nursing Anesthesia Educational Programs

Council on Social Work Education

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

National Council for Accreditation of Teacher Education

The American Art Therapy Association and American Chemical Society have formally reviewed and approved SIUE's programs as meeting their standards.

National Association of Schools of Theatre

- ✘ Forty-two of 44 creditable programs are accredited by one of the above agencies. Of the remaining two programs, both will be seeking accreditation from appropriate agencies.

Ensure Accountability for Program Quality & Learning Assessment

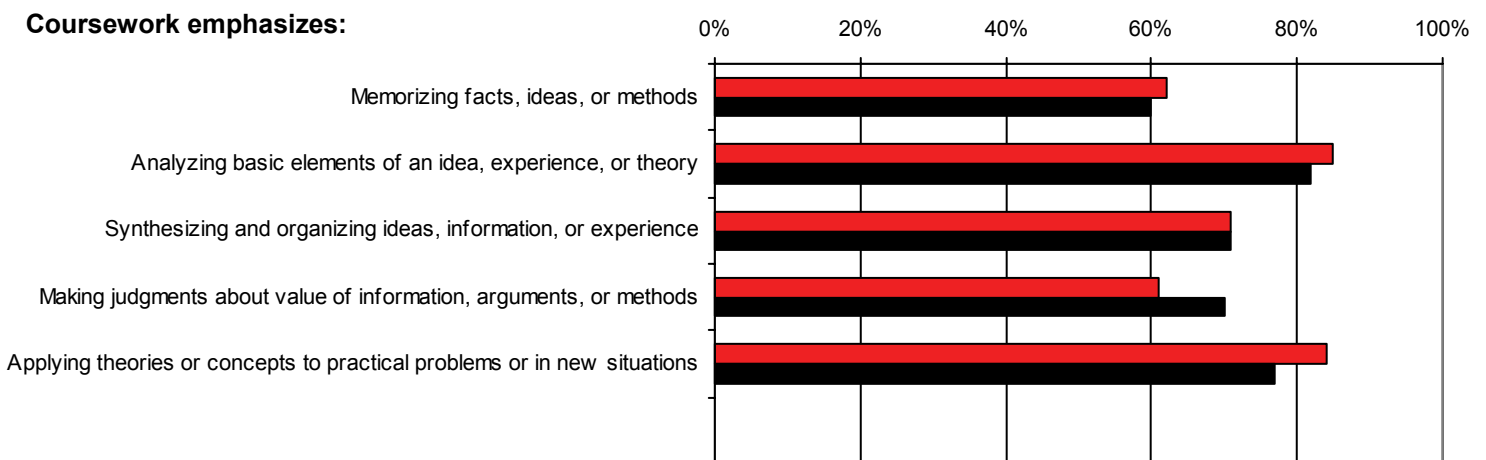
goal 5:

Mission-Specific Indicators:

Goal 5B: SIUE achieves high level of student engagement in courses \geq other metropolitan universities.

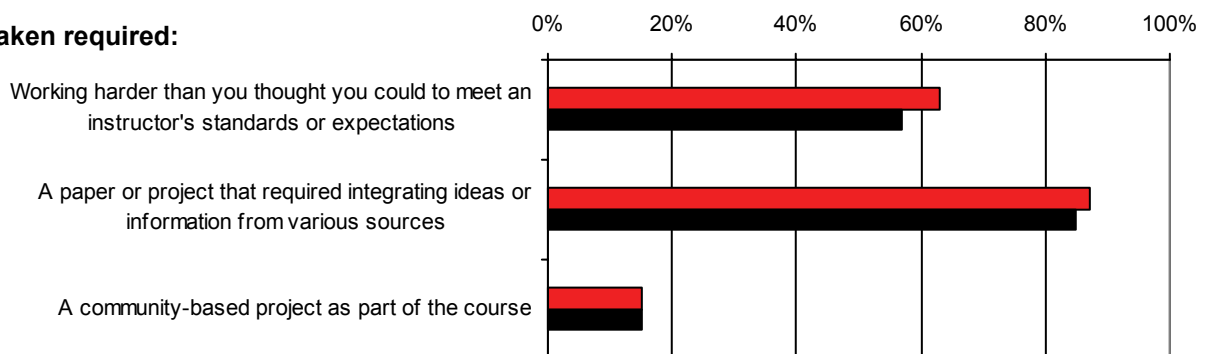
Educational Practices in Courses Reported by Seniors*

All Seniors Responding Quite a Bit/Very Much

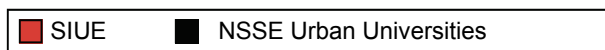


All Seniors Responding Often/Very Often

Courses taken required:



*Source: National Survey of Student Engagement 2006



- X Across educational practices in coursework, SIUE students indicate \geq engagement, with application and analysis at higher levels than NSSE peers. Students also believe they work harder and are more likely to do integrative research than their peers.

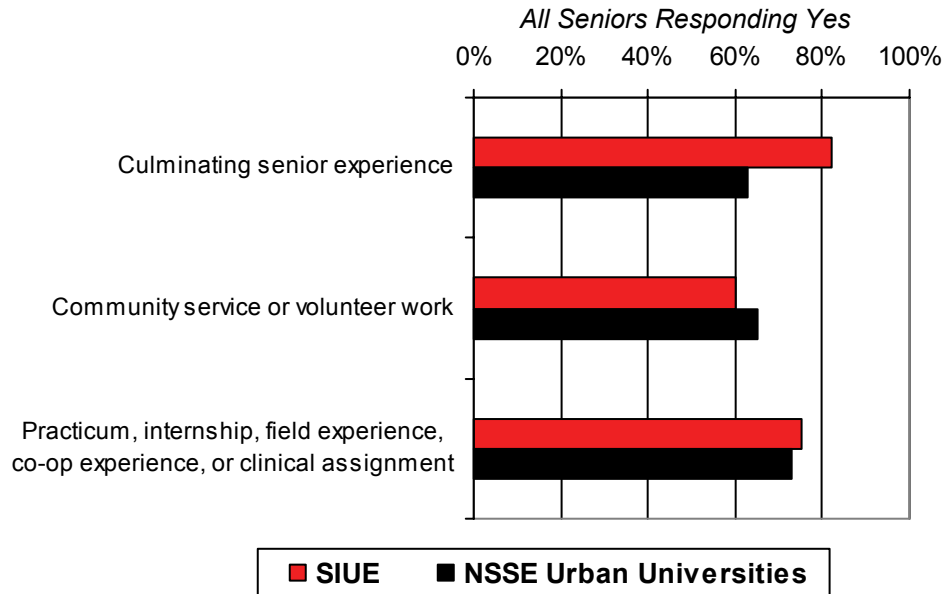
goal 5:

Ensure Accountability for Program Quality & Learning Assessment

Mission-Specific Indicators:

Goal 5C: SIUE achieves high level of student engagement in educational experiences \geq other metropolitan universities.

Educational Experiences*



*Source: National Survey of Student Engagement 2006

- ✘ Significantly more SIUE students indicated that they have experienced a senior culminating experience. While internship-type experiences continue to be above NSSE peers, community service is still slightly behind. However, community service increased approximately 1 percent over FY 05, and increases are expected to continue with the University's continuing emphasis on community service.

FY 08 Plans:

- ✓ Seek accreditation for dance and art and design.
- ✓ Begin Phase II of the Strategic Advancement of Graduate Education (SAGE) Project in the Schools of Business and Education to revise and reinvigorate graduate programs.
- ✓ Continue to seek anticipated funding for construction of the Science Building. If Capital Bill funded, begin construction of Science Building.
- ✓ Seek recurring funding for the School of Pharmacy.
- ✓ Begin construction of Science Building.
- ✓ Coordinate the activities of the BRIDGE (Baccalaureate Reform Through Integrated Design of General Education) and New Freshman Seminar Committees to review, revise, and determine action of Distribution Model for General Education.

FY 09 Priorities:

- ✓ Seek equipment funds for the Science Building as part of the FY 09 SIUE appropriation.
- ✓ Begin Phase III of the Strategic Advancement of Graduate Education in the Schools of Engineering and Nursing.
- ✓ Begin implementation of Distribution Model for General Education.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

FY 07 Accomplishments

- X Successfully completed AQIP Quality Checkup.
- X Implemented recommendations of the Committee to Promote a Culture of Academic Success.
- X Implemented Banner Student Information System.
- X Finalized a campus facilities master plan.
- X Began design of a Student Academic Success Center.
- X Constructed Evergreen Hall.
- X Refined the Emergency Management Plan and implemented a management and response structure.
- X Implemented campus-wide computer lease program to enhance technology cost effectiveness.

Effective Practice:

AQIP Quality Checkup

SIUE is a member of the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission. As part of the reaffirmation of accreditation, AQIP conducts a Quality Checkup site visit to determine whether the University is supporting a culture of continuous improvement through the use of quality management principles. The checkup assesses five goals: (1) affirming the accuracy of the University's online Systems Portfolio; (2) reviewing actions taken as a result of the University's last Systems Appraisal; (3) determining areas that need attention prior to the reaffirmation for accreditation; (4) verifying federal compliance issues; and (5) assuring continuing quality improvement. The University was judged by the Review Team (Connor, D. & Marre, K. E. [October 25-27, 2006]. *Quality Checkup Report Southern Illinois University Edwardsville*) to satisfactorily meet all of the goals of the Quality Checkup and possess a culture of continuous improvement.

Fiscal Year 2008 Challenges:

- ✓ As the discipline cost study and comparative instructional staff year numbers indicate, there is no excess capacity in the University to meet increasing instructional, programming, and facility demands.

Common Institutional Indicators:

Goal 1: Costs as a percent of state weighted costs will be ± 5 percent of the state average.

- X Using the most recent data, SIUE cost per student credit hour as a percent of state weighted costs is significantly below the state average and reflects that SIUE is making the most of its very limited resources.

Discipline Unit Cost Study				
Cost* Per Student Credit Hour				
	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>	<u>FY 06</u>
Lower Division	\$154.33	\$175.09	\$152.49	\$ 157.47
Upper Division	\$205.37	\$240.83	\$207.83	\$ 212.29
Graduate I	\$396.86	\$465.48	\$453.10	\$ 492.09
Graduate II	\$492.37	\$625.71	\$785.58	\$1,345.00
Costs* as Percent of State Weighted Costs, After Fixed Cost Reductions				
	<u>FY 03</u>	<u>FY 04</u>	<u>FY05</u>	<u>FY 06</u>
	95.9%	91.8%	Not available	91.5%

*Costs include all costs through University overheads. O&M physical plant costs are not included.

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

Common Institutional Indicators:

Goal 2: Increase the percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time or are still enrolled or transferred.

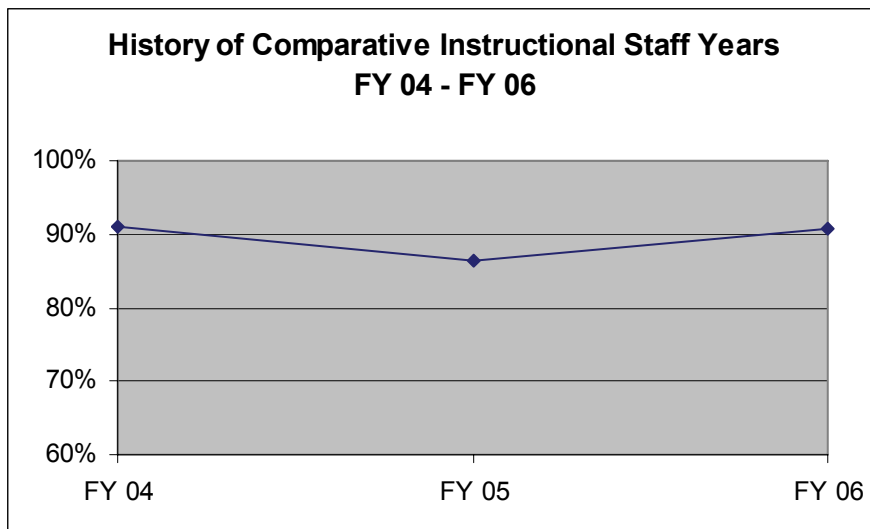
	<u>New Freshmen Fall:</u>					
	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
Completed, Still Enrolled, or Transferred Within Six Years	72.6%	66.7%	84.8%	77.4%	75.9%	75.7%

Source: IPEDS Graduation Rate Surveys, 1995, 1996, 1997, 1998, 1999, and 2000 Fall Cohorts.

X The percentage has increased 3.1 percent since the 1995 cohort, although there is some variability in the data.

Mission-Specific Indicators:

Goal 6A: Instructional staff years will be within ± 5 percent of the Illinois public university staff year average.



Note: A staff year is one person working full time for 12 months.
Sources: IBHE Faculty Credit Hour Studies: FY91-FY06; SIUE Comparative Instructional Staff Year Studies: FY91-FY06.
Additional detail is available at <http://www.siu.edu/IRS/annex?CompINstruc.html>.

X Continued below average staff years suggests SIUE faculty are teaching significantly more credit hours than the Illinois public university staff year average. Faculty teaching productivity at SIUE continues to be high.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:

Goal 6B: Maintain/implement continuous quality improvement processes.

SIUE recently completed an Action Project and will be identifying a new Action Project following AQIP Reaffirmation in fall 2007. In developing a new Action Project, SIUE will respond to the feedback received in the AASCU Graduation Rate Outcomes Study Visit (spring 2007), the AQIP Quality Checkup (fall 2006), and the Reaffirmation process (fall 2007). The existing Action Projects inform and direct the continuous quality improvement process on campus:

- ◆ *BRIDGE (Baccalaureate Reform through Integrated Design of General Education)*

The anticipated outcomes have been realized for the year. The three Phase II design proposals for general education reform were completed on time and presented to the campus community in January. An All-Faculty Meeting was held on March 29, 2007, with the leadership of the Faculty Senate. Following the meeting, the Faculty Senate conducted a faculty preferential vote and reported out the results.

- ◆ *Meta-Assessment Responding to the Systems Appraisal and NSSE Results*

During the year, a research team examined the Senior Assignment (SRA) and produced a report that is guiding changes to both the Senior Assignment and the assessment program as a whole. The report included eight recommendations, ranging from clarification of the purpose of the SRA to identifying programs that need additional support for implementing the SRA.

- ◆ *Using Technology to Improve the Transition of Transfer Students*

A task force assessed the needs of transfer students throughout the transfer process, identified learning outcomes for three orientation modules, and began designing the modules. The Faculty Technology Center is working with the task force to put the transfer student orientation modules online during AY 2007–2008.

- ✕ As an AQIP institution, continuous quality improvement is an integral component of SIUE's operation. As Action Projects are completed, new projects that are based upon feedback from those projects are developed. In this way, SIUE focuses its improvement efforts in a systematic and effective way.

FY 08 Plans:

- ✓ Implement Banner Human Resources.
- ✓ Seek state funding for additional tenure-track faculty positions.
- ✓ Complete construction of Evergreen Hall.
- ✓ Develop plans to renovate and redesign the Morris University Center Bookstore.
- ✓ Review and revise, as necessary, the University's overall approach to information technology including recruitment and hiring of a new associate vice chancellor for information technology as the chief information officer (CIO).
- ✓ Review and improve the New Faculty Orientation Program to achieve its goals, including an orientation to diversity, in a more cost effective way.
- ✓ Complete design work for the proposed Student Fitness Center expansion.
- ✓ Begin construction of a Student Academic Success Center.

FY 09 Priorities:

- ✓ Participate in the 2008 AQIP Systems Appraisal.
- ✓ Implement a new system of undergraduate, graduate, and professional program review which includes an internal and external review process.
- ✓ Develop and implement a University Quality Council to ensure comprehensive and integrated decision-making relative to continuous quality improvement.
- ✓ Seek state funding for additional tenure-track faculty positions.
- ✓ Complete construction of a Student Academic Success Center.

