Southern Illinois University Edwardsville
Fact Book – 2003 Edition

January, 2003

To Fact Book Recipients:

This Fact Book is designed to answer your questions about Southern Illinois University Edwardsville. The publication provides both current and historical information about SIUE, its students, alumni, faculty and staff, programs, instruction, and resources. We hope that you find this a useful resource.

This Fact Book is available on the Web (www.siue.edu/IRS/factbook.html) along with a Fact Book Annex which is intended as an extension of the SIUE Fact Book, providing data that is more detailed, is for different time periods or is not included at all in this volume.

The historic enrollment data presented on pages 34 and 35 has been extended back to 1957 when residence centers were opened in Alton and East St. Louis, marking the beginning of Southern Illinois University Edwardsville.

The Office of Institutional Research and Studies prepared this Fact Book and thanks all who helped, suggesting changes, providing data, and preparing tables. We will appreciate your continuing feedback about any changes for future editions. Please contact Barbara L. Kessel (bkessel@siue.edu) or Roberta Stanford (rstanfo@siue.edu) in the Office of Institutional Research and Studies at 618/650-3415 with any questions or comments.

Sincerely,

David J. Werner
Chancellor
Southern Illinois University Edwardsville
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<td>Specialized Accreditation</td>
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<td>Southern Illinois University Edwardsville</td>
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</tr>
<tr>
<td><strong>Chancellor:</strong> David J. Werner</td>
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</table>

| Previous President/Chancellor*: | Nancy Belck 1994-1997 |
| Earl E. Lazerson 1979-1993 |
| Kenneth A. Shaw 1977-1979 |
| Ralph Ruffner (Acting) 1976 |
| Andrew J. Kochman (Acting) 1976 |
| John S. Rendleman 1968-1976 |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>President:</strong> James E. Walker</td>
</tr>
</tbody>
</table>

| Previous Chancellor/President*: | Frank E. Horton (Acting) 2000 |
| Ted Sanders 1995-2000 |
| James M. Brown 1991-1995 |
| James M. Brown (Acting) 1986 |
| Kenneth A. Shaw 1979-1986 |
| James M. Brown (Acting) 1979 |
| Delyte W. Morris 1947-1970 |

* Morris was the chief executive of SIU as the Edwardsville campus was developed and became a separate institution within the Southern Illinois University system with its own president. The usage of the titles of Chancellor and President has changed over time.

**Established:** 1957  
**Congressional District:** 19th  
**University Accreditation:** North Central Association of Colleges and Schools, The Higher Learning Commission (NCA)  
**Carnegie Classification:** Master's 1  
**Specialized Accreditation:** ANEST,BUS(B,M),BUSA(B),CONST,DENT,ENG,MUS,NUR(B,M),NURSE,SP,SPPA(M),SW(B),TED (See page 6)  
**FICE Code:** 001759  
**Program:** Liberal Arts and General, Business, Dental Medicine, Education, Engineering, Nursing  
**Calendar:** Semester  
**Schools:** College of Arts & Sciences, Schools of Business, Dental Medicine, Education, Engineering, and Nursing  
**Degree Programs by Level:** Baccalaureate (44), Post-Baccalaureate Certificate (10), Master's (41), Post-Master's Certificate (8), First Professional (1), Post-First Professional Certificate (1)
### Student Enrollment (Fall 2002)

<table>
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<tr>
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<tr>
<td>Freshman</td>
<td>27.3%</td>
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<tr>
<td>Sophomore</td>
<td>19.1%</td>
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<tr>
<td>Junior</td>
<td>22.6%</td>
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<tr>
<td>Senior</td>
<td>30.0%</td>
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<tr>
<td>Unclassified</td>
<td>1.0%</td>
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<tr>
<td>Graduate</td>
<td>2,502</td>
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<tr>
<td>Professional</td>
<td>192</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12,708</strong></td>
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### Instruction (Fall 2002)

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<th>Median Class Size</th>
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<tr>
<td>Courses Below 300 Level</td>
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<td>300 &amp; 400 Level Courses</td>
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<tr>
<td>500 &amp; 600 Level Courses</td>
</tr>
<tr>
<td>FTE Student – FTE Faculty Ratio</td>
</tr>
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### Original Operating Budget (Fiscal Year 2002-2003)

| Appropriated & Income Funds | $101,793,522 |
| Non-Appropriated Grants & Contracts | $42,643,620 |
| Indirect Cost Recovery | $1,797,033 |
| Revenue Bond Operations | $24,702,655 |
| Self-Supporting Activities | $13,740,754 |
| **Total** | **$184,677,584** |

### Degrees Awarded (Fiscal Year 2001-2002)

| Baccalaureate | 1,765 |
| Began as New Freshman | 39.2% |
| Began as New Transfer | 57.8% |
| Began as Non-Degree | 3.0% |
| Master | 688 |
| Post-Master's Certificate | 6 |
| Professional | 46 |
| Post-First Professional Certificate | 4 |
| Doctorate | 2 |
| **TOTAL** | **2,511** |

### Tuition and Fees (Academic Year 2002-2003)

<table>
<thead>
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<tr>
<td>Graduate</td>
<td>$3,593</td>
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<tr>
<td>Dental Medicine</td>
<td>$12,667</td>
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</table>

### Employee Headcount (Fall 2002)

| Faculty Rank (with or w/o administrative title) | 837 |
| Administrative/Prof. (w/o faculty rank) | 523 |
| Civil Service | 936 |
| **TOTAL** | **2,296** |

### On-Campus Housing (Fall 2002)

<table>
<thead>
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<th>Residence Cougar</th>
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<td>Students Living on Campus</td>
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<tr>
<td>Undergraduate</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
<tr>
<td>% of New Freshmen living on campus:</td>
</tr>
</tbody>
</table>

### Full-Time Instructional Faculty (Fall 2002)

| Tenured or Eligible | 82% |
| With Doctorate | 72% |
| With Terminal Degree | 83% |
Southern Illinois University

President – SIU – James E. Walker
Vice President for Academic Services – John S. Haller, Jr.
Vice President for Financial and Administrative Affairs and Board Treasurer – Duane Stucky

Southern Illinois University is a multicampus university comprising two institutions, Southern Illinois University Carbondale (SIUC), with a School of Medicine at Springfield and a campus in Niigata, Japan, and Southern Illinois University Edwardsville (SIUE), with a School of Dental Medicine at Alton and a center in East St. Louis. The University, with an annual operating budget of over $618 million, enrolls more than 34,000 students in programs from two-year technical curricula to Ph.D. programs in 32 fields including law, medicine, and dental medicine. SIU was chartered in 1869 as Southern Illinois Normal University, a teacher’s college. As early as 1947, the name was changed to Southern Illinois University, reflecting the institution’s academic expansion. The University also expanded geographically. In 1949, SIU began offering off-campus academic courses in the metropolitan East St. Louis area, which led to the eventual development of a separate institution in Edwardsville.

A modern and comprehensive post-secondary educational institution, Southern Illinois University offers a broad range of academic programs that lead to associate, baccalaureate, master’s, specialist’s, doctoral, and professional degrees.

The instructional, research, and service missions of the two constituent institutions reflect the needs of the geographic areas in which they are located. The University also is committed to serving statewide, national, and international needs. This commitment is reflected in educational activities located off the main campuses in communities throughout the state. It is realized also through research and training exchanges and through worldwide student exchange programs.

A nine-member Board of Trustees governs Southern Illinois University and sets policy that enables the University to carry out its established missions and goals. The President of Southern Illinois University is its chief executive officer and reports to the Board of Trustees. The University Chancellors report directly to the President and are responsible for the internal operation of SIUE and SIUC.

Members of the Board of Trustees

Gene Callahan, – Vice Chair, Springfield (2000-2003)
Molly D’Esposito – Chair, Winnetka (1989-2007)
Ed Hightower, Edwardsville (2001-2007)
Mark L. Repking, Alton (2001-2005)
Harris Rowe, Jacksonville (1971-2007)
A.D. VanMeter, Jr., Springfield (1975-2005)
Ted Clark – Student Trustee SIUC
Melissa Glauber – Student Trustee SIUE
Southern Illinois University Edwardsville traces its origin to a recommendation in 1956 by the Southwest Illinois Council for Higher Education. The Council was convinced that higher education facilities were needed in the Metro-East part of the greater St. Louis area. Council members hired consultants, whose reports documented that need, and appealed to Southern Illinois University, 100 miles south, to establish satellite campuses.

In 1957, SIU opened two “residence centers” in Alton and East St. Louis. The University expected to enroll 800 students. Nineteen hundred applied. By 1959, the number of students had doubled to 3800, greatly exceeding the physical facilities and demanding services faster than the University could develop and supply them.

A planning team investigated sites in the Metro-East counties and selected one just south of Edwardsville. In 1960, the Illinois legislature authorized a bond issue for construction of a new state university campus. Voter approval came in November 1960. After two and one-half years of planning, University officials and area residents attended ground-breaking ceremonies for the first permanent buildings.

In the fall of 1965, Southern Illinois University Edwardsville moved onto its new campus: 2660 acres of rolling land and woods dotted with lakes. Much of the land still retains its natural shape. The academic center was designed by the internationally known architectural firm of Hellmuth, Obata and Kassabaum of St. Louis. The brick, slate and granite of the modern buildings complement the terrain and are softened by a carefully designed garden landscape that attracts visitors by its physical beauty. The campus has received several awards in recognition of the successful blend of the aesthetic and functional in a setting that enhances growth and development.

Today, SIUE is a major public university, offering a broad choice of degrees and programs ranging from career-oriented fields of study to the essential, more traditional, liberal arts. Here students have an opportunity to interact with outstanding teachers and scholars, as well as with other students from all parts of the United States and the world. They enjoy the excellent facilities of a new and growing campus, including extensive research laboratories, specialized equipment for professional preparation, and comfortable, spacious classrooms. In addition, academic services provide tutoring, testing, academic and career counseling, and other services designed to help students meet the demands of university life. At SIUE, students find comprehensive educational opportunities and a community in which individuals support each other in their search for knowledge and individual development.

While attending SIUE, students may choose to live on campus or at home. Academic scheduling is designed to accommodate individual student needs through the availability of weekday, evening, and weekend classes. In every format, SIUE students are assured quality instruction.
At SIUE, we believe that education is more than classroom learning. Campus activities present students with an ever-changing spectrum of cultural, social, service and recreational experiences designed to complement the academic program. Theater and dance productions, musical presentations, art collections, renowned speakers and artists, and the fine swimming, biking and other recreation offered by the University’s 2660 acres make SIUE an exciting place. In addition, the campus is situated in a rural area with access to the resources of the metropolitan St. Louis area, located just 20 minutes away.

At SIUE more than 700 faculty members engage in instruction, research and public service. Though each of these activities enhances students’ academic opportunities, it is through instruction that students benefit most directly. Eighty-three percent of the faculty possess terminal degrees earned at universities in the United States and abroad. In 2002, the faculty received 281 grants or contracts totaling $31.3 million. The University emphasizes the instructional responsibilities of the faculty. SIUE offers a broad range of quality educational experiences at affordable tuition rates, an architecturally distinguished campus, the tranquility of rural life, and access to the excitement of a major American city. All of these factors contribute to the quality of educational opportunities at SIUE and make student experiences here everything education should be.

Location

Southern Illinois University Edwardsville serves the most populous region of downstate Illinois. The campus is centrally located in the eastern metropolitan St. Louis area; most SIUE students live and work in the industrial and agricultural counties of Metro-East. Interstate highways make the University convenient for those within a 60-mile radius, an area that includes 2.700,000 people.

St. Louis, 20 minutes southwest of the campus, is one of the oldest and richest cultural centers of the country, renowned for its symphony, opera, art museums, and conservatories for the arts. It is a center for educational, medical, botanical, bio-chemical and business research. SIUE is one of four comprehensive universities among more than 20 institutions of higher education in the metropolitan area.

Because the University is near a metropolitan area, students and faculty can experience the diversions of ethnic restaurants, large retail malls, touring Broadway plays and professional sports; they can enjoy as well the pastoral setting of the campus and nearby state parks, small towns, and historic settlements.

University Accreditation

SIUE is accredited by the Higher Learning Commission of the North Central Association. The University has joined the Academic Quality Improvement Project (AQIP), a new and innovative method for maintaining regional accreditation. Detailed information is available at http://www.siue.edu/AQIP.

Specialized Accreditation

In addition to overall accreditation of the University, many of its departments and schools are accredited by professional agencies, including the following:

- Accreditation Board for Engineering and Technology
- American Council for Construction Education
- American Dental Association
- 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
Southern Illinois University Edwardsville

National Association of Schools of Public Affairs and Administration
National Council for Accreditation of Teacher Education
National League for Nursing

In addition, the American Art Therapy Association and American Chemical Society have formally reviewed and approved SIUE’s programs as meeting their standards.

Illinois Board of Higher Education Focus Statement for Southern Illinois University Edwardsville

Southern Illinois University Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding areas, 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 masters’ programs encompassing instruction in 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 entire southern Illinois area; and addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine.

University Mission

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.

University Vision

Southern Illinois University Edwardsville, as a premier Metropolitan University, will be recognized nationally for the excellence of its programs and development of professional and community leaders.

University Values

Recognizing public education as the cornerstone of a democracy, SIUE carries out its mission based on certain fundamental, shared values. We value:

Citizenship
- Social, civic, and political responsibility, globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students and the larger community
- Environmental stewardship

Excellence
- High quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
• Standards consonant with the premier status to which we aspire

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

Openness
• Inclusion of the rich diversity of humankind in all aspects of university life
• Respect for individual differences
• Intellectual freedom and diversity of thought
• Access for all who can benefit from our programs

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

University Statement on Diversity

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future. Integral to this commitment, SIUE strives for a student body and a workforce that manifests diversity.

Achieving the Vision: SIUE’s Long-Term Goals

The primary focus of SIUE’s long-term goals is student learning. Achieving the following goals will help students become lifelong learners and effective leaders in their professions and communities:

Engaged Students and Capable Graduates—Attract a diverse student body, including traditional, non-traditional, commuter, and residential scholars, and nurture, educate, and graduate students who achieve the objectives for baccalaureate, graduate, and professional degrees.

Innovative High Quality Programs—Develop, deliver, and continually improve high quality academic programs appropriate for a Metropolitan University.

Committed Faculty and Staff—Recruit and support a diverse faculty and staff known for providing the highest quality educational opportunity, scholarship, and service.

Harmonious Campus Climate—Foster an harmonious student-centered campus characterized by integrity, cooperation, open dialogue, and mutual respect among individuals with different backgrounds, cultures, and perspectives.

Active Community Engagement—Achieve an integral and indispensable relationship with Illinois and the St. Louis metropolitan area; work cooperatively within SIU to make the whole greater than the sum of its parts.

Sound Physical and Financial Assets—Develop, maintain, and protect the University’s assets in a financially, aesthetically, and environmentally responsible manner.

Excellent Reputation—Participate and excel in actions that earn national recognition for quality.
Academic Calendar

Spring 2003:
- January 13: Spring classes begin
- January 18: Weekend classes begin
- January 20: Martin Luther King Holiday - no classes
- March 10-16: Spring Break - no classes
- May 3-9: Final Exams
- May 10: Commencement

Note: No weekend classes Feb 8-9, March 15-16, and April 19-20.

Summer 2003:
- May 26: Memorial Day Holiday - no classes
- May 27: Summer classes begin
- May 31: Weekend classes begin
- July 4: Independence Day Holiday - no classes
- August 2-8: Final Exams
- August 9: Commencement

Note: No weekend classes May 24-25 and July 5-6.

Fall 2003:
- August 25: Fall classes begin
- September 1: Labor Day Holiday - no classes
- September 6: Weekend classes begin
- November 24-30: Thanksgiving Break - no classes
- December 13-19: Final Exams
- December 20: Commencement

Note: No weekend classes Aug 30-31, Oct 11-12, and Nov 29-30.

Spring 2004:
- January 12: Spring classes begin
- January 17: Weekend classes begin
- January 19: Martin Luther King Holiday - no classes
- March 8-14: Spring Break - no classes
- May 1-7: Final Exams
- May 8: Commencement

Note: No weekend classes Feb 7-8, March 13-14, and April 10-11.
<table>
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<tr>
<th>CIPS Code</th>
<th>Program Name</th>
<th>Administrative Unit</th>
<th>Degree</th>
<th>Approval</th>
<th>Yr Init</th>
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<td>06/78</td>
<td>1981</td>
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<td>08/99</td>
<td>2000</td>
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<td>512899</td>
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<td>231001</td>
<td>Speech Communication</td>
<td>Speech Communication Dept</td>
<td>BS, BA</td>
<td>09/69</td>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>500501</td>
<td>Theater</td>
<td>BA, BS</td>
<td>1963</td>
<td>11/85</td>
<td>1985</td>
<td>Dance (500301)</td>
</tr>
<tr>
<td>510204</td>
<td>Speech Pathology &amp; Audiology</td>
<td>Special Educ &amp; Comm Dsord Dept</td>
<td>BA, BS</td>
<td>1970</td>
<td>1966</td>
<td></td>
</tr>
<tr>
<td>510204</td>
<td>Speech Language Pathology</td>
<td>Special Educ &amp; Comm Dsord Dept</td>
<td>MA</td>
<td>09/69</td>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>500501</td>
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<td>BS</td>
<td>1968</td>
<td>11/85</td>
<td>1985</td>
<td>Performance</td>
</tr>
</tbody>
</table>

Separately Organized Public Service and Organized Research Units

<table>
<thead>
<tr>
<th>CIPS Code</th>
<th>Public Service Unit</th>
<th>CIPS Code</th>
<th>Organized Research Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>5202A</td>
<td>Center for Advancement of Management and Productivity</td>
<td>1506</td>
<td>Ethanol Research Project</td>
</tr>
<tr>
<td>1505</td>
<td>Environmental Resources Training Center</td>
<td>4405</td>
<td>Illinois Education Research Council</td>
</tr>
<tr>
<td>0907</td>
<td>Radio Station WSIE-FM</td>
<td>4512</td>
<td>Institute for Urban Research</td>
</tr>
<tr>
<td>3014</td>
<td>The University Museum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4402</td>
<td>University Services to East St. Louis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees: Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Liberal Studies (BLS), Bachelor of Music (BM), Bachelor of Science (BS), Bachelor of Science in Accountancy (BSA), Post-Baccalaureate Certificate (Cert PB), Doctor of Dental Medicine (DMD), Doctor of Pharmacy (PharmD), Master of Arts (MA), Master of Business Administration (MBA), Master of Fine Arts (MFA), Master of Marketing Research (MMR), Master of Music (MM), Master of Public Administration (MPA), Master of Science (MS), Master of Science in Accountancy (MSA), Master of Science in Education (MSEd), Master of Social Work (MSW), Specialist Degree (SD), Post-Master's Certificate (Cert PM), Post-First Professional Certificate (Cert PFP).

As of December 2002.
### SIUE Alumni

#### State of Residence

<table>
<thead>
<tr>
<th>State</th>
<th>Alumni Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>253</td>
</tr>
<tr>
<td>Florida</td>
<td>1,384</td>
</tr>
<tr>
<td>Kentucky</td>
<td>249</td>
</tr>
<tr>
<td>Missouri</td>
<td>11,288</td>
</tr>
<tr>
<td>North Carolina</td>
<td>455</td>
</tr>
<tr>
<td>South Dakota</td>
<td>34</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>338</td>
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<tr>
<td>Foreign Addresses</td>
<td>371</td>
</tr>
<tr>
<td>Total</td>
<td>68,113</td>
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**Illinois Detail - County of Residence**

<table>
<thead>
<tr>
<th>County</th>
<th>Alumni Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>117</td>
</tr>
<tr>
<td>Clinton</td>
<td>909</td>
</tr>
<tr>
<td>Ford</td>
<td>11</td>
</tr>
<tr>
<td>Jasper</td>
<td>22</td>
</tr>
<tr>
<td>Livingston</td>
<td>13</td>
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<tr>
<td>Mercer</td>
<td>4</td>
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<tr>
<td>Randolph</td>
<td>303</td>
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<tr>
<td>Vermilion</td>
<td>55</td>
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<tr>
<td>Alexander</td>
<td>13</td>
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<tr>
<td>Coles</td>
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<tr>
<td>Franklin</td>
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<tr>
<td>Jefferson</td>
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<td>Macon</td>
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<td>Warren</td>
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<tr>
<td>Boone</td>
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<tr>
<td>Crawford</td>
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<tr>
<td>Gallatin</td>
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<td>Jo Daviess</td>
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<td>Sangamon</td>
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<td>Wayne</td>
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<tr>
<td>Bureau</td>
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<td>DeKalb</td>
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<td>Schuyler</td>
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<td>Calhoun</td>
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<tr>
<td>Del Witt</td>
<td>15</td>
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<tr>
<td>Hamilton</td>
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<tr>
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<td>Marshall</td>
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<tr>
<td>Peoria</td>
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<td>Scott</td>
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<td>Whiteside</td>
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<td>Carroll</td>
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<td>Douglas</td>
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<td>Hancock</td>
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<td>Kendall</td>
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<td>Mason</td>
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<td>Perry</td>
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<td>Shelby</td>
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<td>Will</td>
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<td>Hardin</td>
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<td>Knox</td>
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<td>Massac</td>
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<td>Piatt</td>
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<td>St. Clair</td>
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<tr>
<td>Henderson</td>
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<td>Stark</td>
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<tr>
<td>Winnebago</td>
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<tr>
<td>Henry</td>
<td>20</td>
</tr>
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<td>LaSalle</td>
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<tr>
<td>McHenry</td>
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<tr>
<td>Clark</td>
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<td>Effingham</td>
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<td>Iroquois</td>
<td>19</td>
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<td>Lawrence</td>
<td>37</td>
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<tr>
<td>McLean</td>
<td>147</td>
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<tr>
<td>Pulaski</td>
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<tr>
<td>Tazewell</td>
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<tr>
<td>Clay</td>
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<tr>
<td>Fayette</td>
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<tr>
<td>Jackson</td>
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<td>Lee</td>
<td>13</td>
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<tr>
<td>Menard</td>
<td>29</td>
</tr>
<tr>
<td>Putnam</td>
<td>2</td>
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<tr>
<td>Union</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37,889</td>
</tr>
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</table>

#### Total Degrees Conferred by Degree Level from 1958 through June 2002**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Total Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Master's</td>
<td>76,616</td>
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<tr>
<td>First Professional</td>
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<tr>
<td>Post-First Professional</td>
<td>94</td>
</tr>
<tr>
<td>Doctoral</td>
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</tr>
<tr>
<td>Associate</td>
<td>50,697</td>
</tr>
<tr>
<td>Bachelor</td>
<td>23,481</td>
</tr>
<tr>
<td>Master</td>
<td>694</td>
</tr>
<tr>
<td>Professional Certificate</td>
<td>1,159</td>
</tr>
</tbody>
</table>

*Lower than reported in 2002 edition due to error in prior data. **The number of degrees conferred is a duplicated headcount. A person receiving several degrees is counted for each individual degree earned.

Source: Residence Status: Alumni Services - Residence is based on last known address.

### Employment Information on Baccalaureate Graduates

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>1 Year after Degree</th>
<th>5 Years after Degree</th>
<th>9 Years after Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full Time</td>
<td>78%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Employed Part Time</td>
<td>10%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Not Employed, but Seeking</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Not Employed, Not Seeking</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of Employment</th>
<th>1 Year after Degree</th>
<th>5 Years after Degree</th>
<th>9 Years after Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>56%</td>
<td>57%</td>
<td>51%</td>
</tr>
<tr>
<td>Missouri</td>
<td>37%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job in Field Related to Major</th>
<th>1 Year after Degree</th>
<th>5 Years after Degree</th>
<th>9 Years after Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closely Related</td>
<td>55%</td>
<td>57%</td>
<td>52%</td>
</tr>
<tr>
<td>Related</td>
<td>27%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Unrelated (Choice Unknown)</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Unrelated by Choice</td>
<td>8%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfaction with Job</th>
<th>1 Year after Degree</th>
<th>5 Years after Degree</th>
<th>9 Years after Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>32%</td>
<td>37%</td>
<td>43%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>40%</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>19%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Well Bach. Degree Prepared Alum for Job or Career Path</th>
<th>1 Year after Degree</th>
<th>5 Years after Degree</th>
<th>9 Years after Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Well</td>
<td>27%</td>
<td>36%</td>
<td>34%</td>
</tr>
<tr>
<td>Adequately</td>
<td>42%</td>
<td>34%</td>
<td>39%</td>
</tr>
<tr>
<td>Inadequately</td>
<td>6%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Poor</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Very Poor</td>
<td>6%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Employment Rates

- **Employed Full Time**: 85%
- **Employed Part Time**: 7%
- **Not Employed, but Seeking**: 8%

**NOTE:** Employment Status includes all survey respondents. Employment Rate is based on those in the labor force (employed or seeking employment).

## Operating Budget, Fiscal Years 1998-2003

### Appropriated and Income Funds

<table>
<thead>
<tr>
<th></th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
<th>FY 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue</td>
<td>51,799,656</td>
<td>54,069,700</td>
<td>54,234,600</td>
<td>57,660,100</td>
<td>63,091,100</td>
<td>58,134,900</td>
</tr>
<tr>
<td>Education Assistance</td>
<td>6,255,700</td>
<td>6,505,900</td>
<td>9,127,600</td>
<td>9,401,400</td>
<td>9,871,500</td>
<td>10,365,100</td>
</tr>
<tr>
<td>Income Fund</td>
<td>21,072,229</td>
<td>22,051,300</td>
<td>23,554,810</td>
<td>25,323,700</td>
<td>28,898,300</td>
<td>33,293,522</td>
</tr>
<tr>
<td><strong>Total Appropriated &amp; Income</strong></td>
<td>79,127,585</td>
<td>82,626,900</td>
<td>86,917,010</td>
<td>92,385,200</td>
<td>101,860,900</td>
<td>101,793,522</td>
</tr>
</tbody>
</table>

**Percent Change**

<table>
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<tr>
<th></th>
<th>FY 98%</th>
<th>FY 99%</th>
<th>FY 00%</th>
<th>FY 01%</th>
<th>FY 02%</th>
<th>FY 03%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue</td>
<td>4.04%</td>
<td>4.42%</td>
<td>5.19%</td>
<td>6.29%</td>
<td>10.26%</td>
<td>-0.07%</td>
</tr>
</tbody>
</table>

### Non-Appropriated Funds

<table>
<thead>
<tr>
<th></th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
<th>FY 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants &amp; Contracts</td>
<td>17,900,000</td>
<td>17,900,000</td>
<td>21,002,712</td>
<td>22,052,900</td>
<td>26,349,200</td>
<td>42,643,620</td>
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<tr>
<td>Indirect Cost Recovery</td>
<td>963,663</td>
<td>1,115,880</td>
<td>1,322,707</td>
<td>1,450,379</td>
<td>1,602,336</td>
<td>1,797,033</td>
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<tr>
<td>Revenue Bond Operations</td>
<td>13,798,912</td>
<td>19,546,457</td>
<td>19,298,342</td>
<td>20,533,030</td>
<td>22,840,236</td>
<td>24,702,655</td>
</tr>
<tr>
<td>Self-Supporting Activities</td>
<td>11,011,195</td>
<td>11,280,794</td>
<td>10,890,238</td>
<td>12,045,837</td>
<td>12,642,450</td>
<td>13,740,754</td>
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<tr>
<td><strong>Total Non-Appropriated</strong></td>
<td>43,673,770</td>
<td>49,843,131</td>
<td>52,513,999</td>
<td>56,082,146</td>
<td>63,434,222</td>
<td>82,884,062</td>
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</tbody>
</table>

**Percent Change**

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<th>FY 98%</th>
<th>FY 99%</th>
<th>FY 00%</th>
<th>FY 01%</th>
<th>FY 02%</th>
<th>FY 03%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants &amp; Contracts</td>
<td>-14.87%</td>
<td>14.13%</td>
<td>5.36%</td>
<td>6.79%</td>
<td>13.11%</td>
<td>30.66%</td>
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**Total Annual Budget**

<table>
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<tr>
<th></th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
<th>FY 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Appropriated &amp; Income</td>
<td>79,127,585</td>
<td>82,626,900</td>
<td>86,917,010</td>
<td>92,385,200</td>
<td>101,860,900</td>
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<tr>
<td>Non-Appropriated Funds</td>
<td>43,673,770</td>
<td>49,843,131</td>
<td>52,513,999</td>
<td>56,082,146</td>
<td>63,434,222</td>
<td>82,884,062</td>
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<tr>
<td><strong>Total Annual Budget</strong></td>
<td>122,801,355</td>
<td>132,470,031</td>
<td>139,431,009</td>
<td>148,467,346</td>
<td>165,295,122</td>
<td>184,677,584</td>
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* These are the amounts budgeted for expenditures. They do not include ending cash balances. Amounts reflect original operating budgets.

Source: Original Operating Budget, Schedule A2; Budget Office
### Salary and Wage Expenditures by County, FY 2002

<table>
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<th>County</th>
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<th>Gr Assts</th>
<th>Earnings</th>
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<tbody>
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<tr>
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<td>Earnings</td>
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</table>
| Source: SIUE HRS & TDBE FY02 Special Extracts.
<table>
<thead>
<tr>
<th>Building</th>
<th>Opened</th>
<th>NASF*</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alton Campus</td>
<td>1957</td>
<td>108,860</td>
<td>Dental Medicine Classrooms, Labs, Clinics, and Office</td>
</tr>
<tr>
<td>Alumni Hall (previously Classroom Bldg 3)</td>
<td>1976</td>
<td>77,760</td>
<td>Classrooms, Academic Offices</td>
</tr>
<tr>
<td>Art and Design Building</td>
<td>1994</td>
<td>33,880</td>
<td>Art Classrooms and Studios, Gallery, Academic Office</td>
</tr>
<tr>
<td>Bluff Residence Hall</td>
<td>2001</td>
<td>63,740</td>
<td>248 doubles, 12 RA and Staff Units, Meeting &amp; Study Rooms, Lounges, Computer Li</td>
</tr>
<tr>
<td>Cougar Village (previously Tower Lake Apts)</td>
<td>1970</td>
<td>401,410</td>
<td>424 2-bdrm, 72 3-bdrm Apartment Style Units, Dining &amp; Recreation Facilities, Computer Li</td>
</tr>
<tr>
<td>Delyte W Morris University Cente</td>
<td>1967</td>
<td>148,670</td>
<td>Student Activity, Dining, Recreation, and Conference Facilities, Ballrooms, Bookstc</td>
</tr>
<tr>
<td>Early Childhood Cente</td>
<td>1986</td>
<td>4,670</td>
<td>Child Care Facilities</td>
</tr>
<tr>
<td>East St Louis Center</td>
<td>1978</td>
<td>88,730</td>
<td>Services to East St Louis, Including Dental, Nursing and Optometric Facilitie</td>
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<tr>
<td>Elijah P Lovejoy Librar</td>
<td>1965</td>
<td>118,950</td>
<td>Library, Auditorium, Textbook Services, Learning Lab</td>
</tr>
<tr>
<td>Engineering Building</td>
<td>2000</td>
<td>46,467</td>
<td>Engineering Classrooms and Labs, Academic Office</td>
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<td>Environmental Resources Training Cent</td>
<td>1976</td>
<td>21,691</td>
<td>Classrooms, Offices</td>
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<td>Founders Hall (previously Classroom Bldg 2)</td>
<td>1976</td>
<td>74,780</td>
<td>Classrooms, Distance Learning Classrooms, Academic and Student Support Office</td>
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<tr>
<td>Greenhouse</td>
<td>1997</td>
<td>1,250</td>
<td>Instructional Greenhouse</td>
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<tr>
<td>Heating, Refrigeration &amp; Waste Treatment</td>
<td>1965</td>
<td>1,220</td>
<td>Heating and Cooling Equipment, and Wastewater Treatment</td>
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<tr>
<td>James F Metcalf Student Experimental Theate</td>
<td>1984</td>
<td>5,050</td>
<td>Theater</td>
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<tr>
<td>John Mason Peck Hal</td>
<td>1965</td>
<td>78,300</td>
<td>Classrooms, Academic and Student Support Offices</td>
</tr>
<tr>
<td>John S Rendleman Hal</td>
<td>1969</td>
<td>63,970</td>
<td>Administrative and Student Support Office</td>
</tr>
<tr>
<td>Katherine Dunham Hall (previously Comm Bldg)</td>
<td>1966</td>
<td>69,620</td>
<td>Classrooms, Auditorium, Music Facilities, Radio &amp; TV Studios, Academic and Admin. Office</td>
</tr>
<tr>
<td>Springfield Complex</td>
<td>2002</td>
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<td>Nursing Classrooms, Academic Offices</td>
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<td>Prairie Residence Hal</td>
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<td>61,240</td>
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<tr>
<td>Ralph F Korte Stadium/Bob Guelker Fiel</td>
<td>1994</td>
<td>10,390</td>
<td>Track and Field Facilities, Soccer Facilitie</td>
</tr>
<tr>
<td>Sam M Vadalabene Cent</td>
<td>1983</td>
<td>101,400</td>
<td>Classrooms, Academic Offices, Physical Educ, Recreation, and Intercollegiate Sport Facilit</td>
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<tr>
<td>Science Building</td>
<td>1966</td>
<td>85,730</td>
<td>Classrooms, Science Labs, Academic Offices</td>
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<td>Student Fitness Center</td>
<td>1993</td>
<td>46,395</td>
<td>Recreation Facilities</td>
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<tr>
<td>University Park *</td>
<td>1995-2001</td>
<td>34,023</td>
<td>Offices, Textbook Services (SIUE leases an additional 7,200 sq. ft. for a Dental Implant Clinic</td>
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<td>Woodland Residence Hall</td>
<td>1994</td>
<td>63,740</td>
<td>246 doubles, 11 RA and Staff Units, Meeting &amp; Study Rooms, Lounges, Computer Li</td>
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<tr>
<td>Miscellaneous Tract House</td>
<td>1961-1966</td>
<td>15,433</td>
<td>Academic, Student Support, and Administrative Office</td>
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* Buildings are included and NASF (Net Assignable Square Feet) are based on Postsecondary Education Facilities Inventory and Classification Standards, and, therefore, do not include such facilities as the Religious Center or Birger Hall.

Source: Facilities Management
<table>
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<td>Student-to-Student Grant</td>
<td>4.50</td>
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<td><strong>TOTAL TUITION AND FEES</strong></td>
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<td>Resident</td>
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<td>2,751.00</td>
<td>2,896.50</td>
<td>3,048.70</td>
<td>3,285.10</td>
<td>3,593.10</td>
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<td>Undergraduate</td>
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<td>29,259.10</td>
<td>32,437.10</td>
<td>36,267.10</td>
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</table>

* Beginning in 2000-2001, SIUE implemented an incremental credit hour rate system instead of a flat rate amount that included 12-18 credit hours. Undergraduate tuition rate is based on 15 credit hours while the graduate tuition rate is based on 12 credit hours.

SOURCE: Tuition and Fee Schedules; Budget Office
<table>
<thead>
<tr>
<th>Category &amp; Fund Source</th>
<th>Fiscal Year 1998</th>
<th></th>
<th>Fiscal Year 1999</th>
<th></th>
<th>Fiscal Year 2000</th>
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<th>Fiscal Year 2001</th>
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<th>Fiscal Year 2002</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>Amount</td>
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<td></td>
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<tr>
<td>Federal *</td>
<td>3,177</td>
<td>$5,151,190</td>
<td>3,379</td>
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<td>3,560</td>
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<td>3,370</td>
<td>$6,682,600</td>
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<td>$7,670,772</td>
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<td>6,750,726</td>
<td>3,922</td>
<td>7,138,823</td>
<td>4,062</td>
<td>7,920,593</td>
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<td></td>
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<tr>
<td>Federal *</td>
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<td>$23,048,559</td>
<td>4,814</td>
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<td>Subtotal (duplicated headcount)</td>
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<td>$11,569</td>
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<tr>
<td>Federal *</td>
<td>430</td>
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<td>626</td>
<td>$662,675</td>
<td>564</td>
<td>$763,145</td>
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<td>$5,584,629</td>
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<td>2,754</td>
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<td>$357,857</td>
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<td>$344,214</td>
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<td>$356,678</td>
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<td>$402,610</td>
</tr>
</tbody>
</table>

*includes share funded by institution

**includes share funded by institution

*Federal includes share funded by institution

**State includes share funded by institution

*Federal includes share funded by institution

**State includes share funded by institution
### Student Financial Aid, Fiscal Years 1998-2002 (cont.)

<table>
<thead>
<tr>
<th>Category &amp; Fund Source</th>
<th>Fiscal Year 1998</th>
<th>Fiscal Year 1999</th>
<th>Fiscal Year 2000</th>
<th>Fiscal Year 2001</th>
<th>Fiscal Year 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Amount</td>
<td>Number of Students</td>
<td>Amount</td>
<td>Number of Students</td>
</tr>
<tr>
<td>Federal *</td>
<td>8,219</td>
<td>$28,885,875</td>
<td>8,819</td>
<td>$30,858,792</td>
<td>9,090</td>
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<td>State **</td>
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<td>6,378,591</td>
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<td>6,750,726</td>
<td>3,922</td>
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<tr>
<td>Institutional</td>
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<td>7,792,046</td>
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<td>8,054,505</td>
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<td>768</td>
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<td>(unduplicated headcount)</td>
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**Aid by Category**

- **Grants & Scholarships**
- **Loans**
- **Employment**

**Aid by Source**

- **Federal**
- **State**
- **Institutional**
- **Other**

**SOURCE:** Financial Aid Survey
### Library Collections and Expenditures: Fiscal Years 1998-2002

#### Library Collections

**Books, Serial Backfiles, and Other Materials (includes government documents)**

<table>
<thead>
<tr>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper - Volumes</td>
<td>735,630</td>
<td>751,418</td>
<td>763,443</td>
<td>775,270</td>
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<tr>
<td>Paper - Titles</td>
<td>504,499</td>
<td>509,628</td>
<td>516,873</td>
<td>524,637</td>
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<tr>
<td>Microform Units</td>
<td>1,495,939</td>
<td>1,549,003</td>
<td>1,583,950</td>
<td>1,607,703</td>
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<tr>
<td>Electronic Titles*</td>
<td>60</td>
<td>88</td>
<td>186</td>
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<tr>
<td>Current Serial Subscriptions</td>
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<td>12,201</td>
<td>12,174</td>
<td>14,271</td>
</tr>
<tr>
<td>Paper and Microform</td>
<td>5,504</td>
<td>5,092</td>
<td>5,048</td>
<td>6,271</td>
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<tr>
<td>Electronic**</td>
<td>6,780</td>
<td>7,109</td>
<td>7,126</td>
<td>8,000</td>
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<tr>
<td>Audiovisual Materials - Units</td>
<td>26,950</td>
<td>27,889</td>
<td>28,400</td>
<td>28,906</td>
</tr>
</tbody>
</table>

#### Library Expenditures

**Salaries & Wages**

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<tr>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>$1,096,931</td>
<td>$1,198,367</td>
<td>$1,146,229</td>
<td>$1,134,162</td>
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<td>Other Staff</td>
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<td>$877,182</td>
<td>$910,956</td>
<td>$895,978</td>
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<td>Student Assistants</td>
<td>$305,257</td>
<td>$285,948</td>
<td>$279,341</td>
<td>$264,407</td>
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</table>

**Information Resources**

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<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, Serial Backfiles and Other Materials***</td>
<td>$146,820</td>
<td>$233,087</td>
<td>$341,519</td>
<td>$377,732</td>
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<td>Current Serials Subscriptions &amp; Search Srvcs</td>
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<td>Audiovisual</td>
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<td>Document Delivery/Interlibrary Loan</td>
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<td>Preservations</td>
<td>$25,130</td>
<td>$28,084</td>
<td>$39,335</td>
<td>$64,586</td>
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**Operating Expenses**

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<tr>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture &amp; Equipment</td>
<td>$28,990</td>
<td>$67,930</td>
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<td>Computer Hardware &amp; Software</td>
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<td>$82,728</td>
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<td>Bibliographic Utilities, Networks, and Consortia</td>
<td>$157,631</td>
<td>$71,949</td>
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<td>$66,832</td>
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<tr>
<td>All Other</td>
<td>$251,292</td>
<td>$239,586</td>
<td>$264,495</td>
<td>$282,839</td>
</tr>
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</table>

**Total** | $3,907,984 | $3,990,712 | $4,180,090 | $4,213,847 | $4,068,125 |

* Beginning in FY 02, Illinois Digital Academic Library (IDAL) titles included in ILLINET Online.
** Beginning in FY 02, Electronic includes current full-text from TDNet serials management systems.
*** Beginning in FY 02, Books, Serial Backfiles and Other Materials includes expenses previously categorized as Audiovisual.

Source: Internal Reports and FY 2000 NCES Academic Library Survey. **Corrected January 10, 2003**
Students

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 Historic On-Campus and Off-Campus Headcounts .. 34
 Historic Headcount and Full-Time-Equivalent ...... 36
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 Age ......................................................... 41
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Southern Illinois University Edwardsville currently serves over 12,000 students from 102 Illinois counties, 48 other U.S. states or possessions, and 63 nations. Although the University provides on-campus housing for approximately 2,800 students in either residence hall or apartment style housing, most students live and work in communities within a 60-mile radius of campus and commute to classes.

Counts — Student enrollment at SIUE peaked in the early 1970s, declined through the rest of that decade, and has been relatively stable since the early 1980s with gradual increases in recent years. Since the late 1970s, undergraduate students have comprised about three-fourths of the student body. Because more undergraduates are full-time students, full-time-equivalent undergraduates comprise 86 percent of the full-time-equivalent students.

New Students — During the fall 2002 term, 29 percent of undergraduates were new to the University: 16 percent of undergraduates were new, first-time freshmen; 13 percent were new transfer students. Because of the high transfer rate into SIUE, the seniors outnumber each of the other classes. Freshmen are the next largest class, with sophomores the smallest.

New Freshmen — The ACT composite score for new first-time freshmen has averaged between 21 and 22 in recent years, with the middle 50 percent scoring between 19 and 24. They are typically in the upper third of their high school class, with one out of five ranked in the upper ten percent.

Persistence — Typically, seven out of ten students who begin college as freshmen at SIUE return for their second year, and over one-third will graduate from SIUE within six years. Another 6 to 8 percent will continue pursuing their degrees at SIUE beyond six years.

Graduation — Of the students who receive undergraduate degrees from SIUE, most began their college studies at another institution — during the most recent five years, 57 to 63 percent had matriculated as transfer students. These transfers, who enter at all class levels, averaged three to four years to degree, with 4 to 5 percent persisting for ten or more years to achieve the degree. For the graduates who matriculated as new freshmen, most completed degrees in four to five years, with 9 to 17 percent requiring ten or more years. Thirty percent of baccalaureate graduates pursue additional education within one year, with 93 percent feeling their bachelor’s program prepared them adequately to very well for the additional degree.
## New Students: Applications, Acceptances, and Enrolled, Fall Terms 1989-2002

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</thead>
<tbody>
<tr>
<td><strong>First Time Freshmen</strong></td>
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<td>Completed Applications</td>
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<td>2,592</td>
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<td>2,911</td>
<td>2,540</td>
<td>2,696</td>
<td>2,960</td>
<td>3,175</td>
<td>3,376</td>
<td>4017*</td>
<td>3,683</td>
<td>3,964</td>
<td>4,047</td>
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<td>Admitted</td>
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<td>2,282</td>
<td>N/A</td>
<td>2,262</td>
<td>2,195</td>
<td>2,310</td>
<td>2,560</td>
<td>2,684</td>
<td>2,912</td>
<td>3478*</td>
<td>3,197</td>
<td>3,404</td>
<td>3,510</td>
<td>3,371</td>
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<tr>
<td>Enrolled</td>
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<td>1,010</td>
<td>1,050</td>
<td>1,027</td>
<td>994</td>
<td>1,048</td>
<td>1,147</td>
<td>1,274</td>
<td>1,269</td>
<td>1,453</td>
<td>1,389</td>
<td>1,531</td>
<td>1,611</td>
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<td>Percent of applicants who were admitted</td>
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<td>86%</td>
<td>86%</td>
<td>85%</td>
<td>86%</td>
<td>86%*</td>
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<td>79%</td>
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<td>Percent of applicants who enrolled</td>
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<td>39%</td>
<td>39%</td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
<td>36%*</td>
<td>38%</td>
<td>39%</td>
<td>40%</td>
<td>39%</td>
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<tr>
<td>Percent of admitted who enrolled</td>
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<td>44%</td>
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<td>45%</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
<td>47%</td>
<td>44%</td>
<td>42%*</td>
<td>43%</td>
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<td>9%</td>
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<td>12%</td>
<td>11%</td>
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<tr>
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<td>48%</td>
<td>39%</td>
<td>41%</td>
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## New Students: Applications, Acceptances, and Enrolled, Fall Terms 1989-2002 (cont.)

### Graduate Students

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<td>1,129*</td>
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### SIUE New Students, Fall 2002

- First-Time Freshmen: 1,655
- Transfer Students: 1,283
- First Professional Students: 47
- Graduate Students: 724

### Source:
- iPDS, SIS 10th Day Extract Files
**New Freshman ACT Composite Scores, Fall Terms 1998-2002**

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Subtotal 1,425 100.0% 1,355 100.0% 1,492 100.0% 1,548 100.0% 1,574 100.0%
Unreported 28 34 39 63 81
TOTAL 1,453 1,389 1,531 1,611 1,655
MEAN 66.4 66.6 66.4 66.0 66.6

Source: Fall SIS 10th Day Extract Files
### New Freshman High School Origins, Fall 2002

#### Illinois

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#### Missouri

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#### International

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Source: Fall SIS 10th Day Extract Files

* corrected 1/16/03
## New Transfer Student Institutional Origins-Level of Institution, Fall 2002

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Source: Fall SIS 10th Day Extract Files
New Transfer Students Institutional Origins-Illinois Detail, Fall 2002

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<th>Independent Not-For-Profit Institutions</th>
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<td>Quincy University 6</td>
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Source: SIS 10th Day Extract Files
### New Transfer Students Institutional Origins-Missouri Detail, Fall 2002

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**Missouri Total** 172

Source: SIS 10th Day Extract Files
### All Students: Historic On-Campus and Off-Campus Headcounts, Fall Terms 1957-2002

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All Students: Historic On-Campus and Off-Campus Headcounts, Fall Terms 1957-2002 (cont.)

Total Student Enrollment

On-Campus Only

### All Students: Historic Headcount and Full-Time Equivalent, Fall Terms 1974-2002

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SOURCE: Official Tenth-Day Enrollment Reports, Fall Terms
### All Students: Gender and Enrollment Detail, Fall Terms 1998-2002

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### Degree Level and Full-Time/Part-Time

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### Degree Level and Gender

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* Certificates include three levels: Post-Baccalaureate Certificate, Post-Master's Certificate and Post-First Professional Certificate

Source: Fall Enrollment Reports
## All Students: Race/Ethnic Status, Fall Terms 1998-2002

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Source: IPEDS Table 2 Fall Enrollment Reports
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**Graduate Part-Time**

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SOURCE: IPEDS Table 7
All Students: Geographic Origins, Fall 2002

Origin of Student Population

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Non-Illinois

International

Non-Illinois Students

International Students

Illinois Students

NOTE: This is geographic origin not residency status for tuition & fee assessment.
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**Illinois Students by County**

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**Non-Illinois Students by State**

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**Total**

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## Persistence of New Freshman Cohorts, Fall Terms 1992-2001

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### Persistence of New Freshman Cohorts, Fall Terms 1992-2001 (cont.)

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<td>Non-persisters</td>
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</table>

**NOTES:**
- 'N' indicates the number of first-time, full-time freshmen who matriculated in the summer or fall and were enrolled in the fall term (IPEDS GRS cohorts).
- Enrollment in a year is determined at the "fall census point;" graduation is based on that fall through the next summer (IPEDS GRS definition).
- 'Sum' indicates the percent of students graduated by the end of the designated year.

**SOURCES:**
- Fall SIS 10th Day Extract Files; Fiscal Year Commencement Files.
### Persistence of New Transfer Cohorts, Fall Terms 1997-2001

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<td>53.3%</td>
<td>48.6%</td>
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<tr>
<td>1998</td>
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<td>48.8%</td>
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Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift through Summer 2003 if added.
### Persistence of New Transfer Cohorts, Fall Terms 1997-2001 (cont.)

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<td></td>
<td>Sum</td>
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<tr>
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<td>Non-persisters</td>
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<td>2001</td>
<td>340</td>
<td>Graduated Thru:</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Still Enrolled in:</td>
<td>78.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sum</td>
<td>79.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-persisters</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

**NOTES:**
- Table changed to reflect only full-time new transfer students.
- ‘N’ indicates the number of new, full-time transfer students who matriculated in the summer or fall and were enrolled in the fall term.
- ‘Attendance Year’ graduation is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.
- ‘Sum’ indicates the percent of students graduated by the end of or still enrolled during the fall of the designated year.

**SOURCES:**
- Fall SIS 10th Day Extract Files; Fiscal Year Commencement Files. 

---

Attendance Year, Transferring as Seniors:

- Graduation information is not available until the end of the year; therefore, data in italics are provisional and will shift as graduation information through Summer 2003 is added.
### Degree Recipients

<table>
<thead>
<tr>
<th>Original Matriculation</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Freshman</td>
<td>34.8%</td>
<td>36.9%</td>
<td>41.8%</td>
<td>39.6%</td>
<td>39.4%</td>
</tr>
<tr>
<td>New Transfer Student</td>
<td>63.3%</td>
<td>61.0%</td>
<td>56.5%</td>
<td>58.9%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Non-Degree Student</td>
<td>2.0%</td>
<td>2.1%</td>
<td>1.7%</td>
<td>1.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* Number of Degree Recipients 1,433 1,430 1,528 1,742 1,754

### Graphs

- **Non-Degree Student**
- **New Transfer Student**
- **New Freshman**
### Years to Degree for Graduates Who Entered as New Freshmen

<table>
<thead>
<tr>
<th>Years-To-Degree</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Years or Fewer</td>
<td>1.0%</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Four Years</td>
<td>19.3%</td>
<td>20.6%</td>
<td>21.6%</td>
<td>26.7%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Five Years</td>
<td>29.7%</td>
<td>32.0%</td>
<td>38.1%</td>
<td>34.4%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Six Years</td>
<td>16.5%</td>
<td>12.9%</td>
<td>14.7%</td>
<td>16.4%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Seven Years</td>
<td>9.6%</td>
<td>9.8%</td>
<td>5.8%</td>
<td>6.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Eight Years</td>
<td>3.2%</td>
<td>4.9%</td>
<td>4.2%</td>
<td>2.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Nine Years</td>
<td>3.4%</td>
<td>2.3%</td>
<td>2.7%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Ten Years</td>
<td>2.0%</td>
<td>2.3%</td>
<td>1.1%</td>
<td>1.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>More Than Ten Years</td>
<td>15.3%</td>
<td>14.8%</td>
<td>11.4%</td>
<td>10.6%</td>
<td>9.0%</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* The number of degree recipients is a count of the number of students receiving degrees not the number of degrees awarded.

Source: Fiscal Year Commencement Files; IR&S Matric Extract, CY72-91; SIS Weekly Admissions Extract.
Years To Degree for Graduates Who Entered as New Transfer Students

<table>
<thead>
<tr>
<th>Years-To-Degree</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Year or Under</td>
<td>0.4%</td>
<td>0.2%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Two Years</td>
<td>16.1%</td>
<td>15.1%</td>
<td>14.9%</td>
<td>16.5%</td>
<td>19.9%</td>
</tr>
<tr>
<td>Three Years</td>
<td>35.1%</td>
<td>35.6%</td>
<td>33.6%</td>
<td>36.3%</td>
<td>36.2%</td>
</tr>
<tr>
<td>Four Years</td>
<td>21.3%</td>
<td>20.8%</td>
<td>24.8%</td>
<td>22.3%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Five Years</td>
<td>8.8%</td>
<td>11.0%</td>
<td>11.6%</td>
<td>10.1%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Six Years</td>
<td>5.6%</td>
<td>5.8%</td>
<td>3.1%</td>
<td>3.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Seven Years</td>
<td>3.3%</td>
<td>3.6%</td>
<td>2.8%</td>
<td>2.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Eight Years</td>
<td>1.8%</td>
<td>2.3%</td>
<td>1.7%</td>
<td>0.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Nine Years</td>
<td>1.3%</td>
<td>1.4%</td>
<td>1.6%</td>
<td>1.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Ten Years</td>
<td>1.3%</td>
<td>0.8%</td>
<td>0.3%</td>
<td>0.9%</td>
<td>0.6%</td>
</tr>
<tr>
<td>More Than Ten Years</td>
<td>5.0%</td>
<td>3.4%</td>
<td>4.1%</td>
<td>4.0%</td>
<td>4.4%</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* Number of Degree Recipients 907 872 864 1026 1020

* The number of degree recipients is a count of the number of students receiving degrees not the number of degrees awarded.

Source: Fiscal Year Commencement Files; IR&S Matric Extract, CY72-91; SIS Weekly Admissions Extract.
Baccalaureate Degree Recipient Satisfaction

Baccalaureate Graduates' Attitudes Towards:

The University

<table>
<thead>
<tr>
<th></th>
<th>1 Year After Degree</th>
<th>5 Years After Degree</th>
<th>9 Years After Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Positive</td>
<td>17%</td>
<td>12%</td>
<td>19%</td>
</tr>
<tr>
<td>Positive</td>
<td>50%</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>Somewhat Positive</td>
<td>22%</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Somewhat Negative</td>
<td>6%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Negative</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly Negative</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Their Bachelor's Degree Major

<table>
<thead>
<tr>
<th></th>
<th>1 Year After Degree</th>
<th>5 Years After Degree</th>
<th>9 Years After Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Positive</td>
<td>26%</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>Positive</td>
<td>49%</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td>Somewhat Positive</td>
<td>15%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>Somewhat Negative</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Negative</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly Negative</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Baccalaureate Graduates Saying Their College Education is Important / Not Important to their:

<table>
<thead>
<tr>
<th></th>
<th>1 Yr Out</th>
<th>5 Yrs Out</th>
<th>9 Yrs Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96% / 4%</td>
<td>97% / 3%</td>
<td>97% / 3%</td>
</tr>
<tr>
<td></td>
<td>89% / 11%</td>
<td>86% / 14%</td>
<td>87% / 13%</td>
</tr>
<tr>
<td></td>
<td>95% / 5%</td>
<td>94% / 6%</td>
<td>94% / 6%</td>
</tr>
</tbody>
</table>

Baccalaureate Degree Recipient Additional Education

Enrolled in College in First Year after Degree?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Full-Time</td>
<td>15%</td>
<td>15%</td>
<td>14%</td>
<td>13%</td>
<td>16%</td>
</tr>
<tr>
<td>Yes, Part-Time</td>
<td>12%</td>
<td>15%</td>
<td>14%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>No</td>
<td>77%</td>
<td>70%</td>
<td>71%</td>
<td>72%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Note: * indicates the question was not asked in that survey.


Survey of 1994 Baccalaureate Graduates–Five Years Out

Currently Enrolled in College?

<table>
<thead>
<tr>
<th>Year</th>
<th>1 Year After Degree</th>
<th>5 Years After Degree</th>
<th>9 Years After Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, Full-Time</td>
<td>*</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Yes, Part-Time</td>
<td>*</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td>No</td>
<td>*</td>
<td>77%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Additional Degree Earned?

<table>
<thead>
<tr>
<th>Year</th>
<th>1 Year After Degree</th>
<th>5 Years After Degree</th>
<th>9 Years After Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>*</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>No</td>
<td>*</td>
<td>76%</td>
<td>69%</td>
</tr>
</tbody>
</table>

How Well Bachelor's Degree Prepared Alum for Additional Degree

<table>
<thead>
<tr>
<th>Adequately to Very Well</th>
<th>1 Yr Out</th>
<th>5 Yrs Out</th>
<th>9 Yrs Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>28%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>Well</td>
<td>39%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Adequately</td>
<td>27%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Inadequately</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Poorly</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>

100% 100% 100%
SIUE offers degrees in 44 undergraduate programs and 61 graduate and professional programs. In addition, students may enroll in 52 undergraduate minors and complete the requirements for teacher certification. These programs are offered through six academic units: the College of Arts and Sciences, and the Schools of Business, Dental Medicine, Education, Engineering, and Nursing.

Teaching — The University makes teaching a top priority. To be granted tenure and promoted, faculty must first of all demonstrate meritorious performance in teaching. Scholarship and service are also valued and serve as a foundation for teaching. The results of this are consistently demonstrated in alumni ratings of faculty, of the high quality of their education, and of its importance to their personal and professional lives. (See pages 53 and 73.)

Three-fourths of the student credit hours at SIUE are taught by full-time faculty, 54 percent by faculty who are tenured or on tenure track. Graduate assistants teach 2 percent of the credit hours.

Student Faculty Ratio — The student/faculty ratio at SIUE was 17.32 FTE students for each FTE instructional faculty member in Fall 2002. The ratio has fluctuated between 15/1 and 19/1 over the past decade. These variations reflect increases and decreases in the numbers of both FTE students and FTE instructional faculty.

Classes — Classes are offered in a variety of formats throughout the week and weekend to meet the differing needs of a diverse student body. Although most undergraduate courses are taught during regular weekdays (79 to 84 percent depending on the term), graduate courses are offered primarily in the evening (47 to 50 percent) during the regular academic year.

Almost three-fourths of all classes have fewer than 30 students, with a median class size of 20 students. Lower level courses have averaged 22 to 23 students per class over the past five years compared to 18 to 20 per class in 300 and 400 level courses. Graduate courses (500 and 600 level) are smallest with an average of 10 to 11 students.
<table>
<thead>
<tr>
<th>COLLEGE OF ARTS &amp; SCIENCES</th>
<th>Academic Programs</th>
<th>Undergraduate Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>Anthropology: B</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>Art: B, M</td>
<td>Art History</td>
</tr>
<tr>
<td></td>
<td>Art &amp; Design: B</td>
<td>Studio Art</td>
</tr>
<tr>
<td></td>
<td>Art Therapy Counseling: Cert (PB), M</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Biological Sciences: B, M</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry: B, M</td>
<td>Chemistry</td>
</tr>
<tr>
<td>English Language &amp; Literature</td>
<td>English: B, M</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linguistics</td>
</tr>
<tr>
<td>Foreign Languages &amp; Literature</td>
<td>Foreign Lang &amp; Lit: B</td>
<td>French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russian Area Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography: B</td>
<td>Geography</td>
</tr>
<tr>
<td>Historical Studies</td>
<td>History: B, M</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Geographical Studies: M</td>
<td></td>
</tr>
<tr>
<td>Mass Communications</td>
<td>Mass Communications: B, M</td>
<td>Mass Communications</td>
</tr>
<tr>
<td></td>
<td>Media Literacy: Cert (PB)</td>
<td></td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>Mathematical Studies: B</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Mathematics: M</td>
<td>Mathematics Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td>Music</td>
<td>Music: B, M</td>
<td>Music</td>
</tr>
</tbody>
</table>
### Academic Units: Academic Programs and Undergraduate Minors, Fiscal Year 2003 (cont.)

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Undergraduate Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophical Studies</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Political Science</td>
<td>Political Science</td>
</tr>
<tr>
<td>Public Adm &amp; Policy Analysis</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Work</td>
</tr>
<tr>
<td>Sociology and Criminal Justice Studies</td>
<td>Criminal Justice Studies</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>Speech Communication</td>
</tr>
<tr>
<td>Theater &amp; Dance</td>
<td>Theater and Dance</td>
</tr>
<tr>
<td>Interdisciplinary Programs (not associated with a single academic unit)</td>
<td>Black American Studies</td>
</tr>
</tbody>
</table>

### SCHOOL OF BUSINESS

| Accounting | Accountancy: B, M |
| Computer Management & Info Systems | Computer Management & Info Systems: B, M |
| Economics and Finance | Economics: B |
| Management and Marketing | Economics and Finance: M |
| School General | Marketing Research: M |
| | Business Admin: B, M |
| | Comp Mgmt & Info Systems |
| | Economics |
| | Management |
| | Marketing |
| | Aerospace Studies |
| | Business Admin |
| | Military Science |
## Academic Units: Academic Programs and Undergraduate Minors, Fiscal Year 2003 (cont.)

<table>
<thead>
<tr>
<th>SCHOOL OF DENTAL MEDICINE</th>
<th>Academic Programs</th>
<th>Undergraduate Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dental Medicine: P, Cert (PFP)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL OF EDUCATION</th>
<th>Academic Programs</th>
<th>Undergraduate Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>Early Childhood Educ: B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary Educ: B, M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Science Education: B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Education: M</td>
<td>(Shares responsibility for teacher training for a variety of majors at the Undergraduate Level)</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Educational Administration: M, Cert (PM)</td>
<td>Instructional Technology: M</td>
</tr>
<tr>
<td></td>
<td>Instructional Technology: M</td>
<td></td>
</tr>
<tr>
<td>Kinesiology and Health Education</td>
<td>Health Education: B</td>
<td>Coaching</td>
</tr>
<tr>
<td></td>
<td>Kinesiology: B, M</td>
<td>Health Education</td>
</tr>
<tr>
<td></td>
<td>Exercise Physiology: Cert (PB)</td>
<td>Kinesiology</td>
</tr>
<tr>
<td></td>
<td>Pedagogy/Administration: Cert (PB)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports &amp; Exercise Behavior: Cert (PB)</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology: B, M, School Psychology, Cert (PM)</td>
<td>Psychology</td>
</tr>
<tr>
<td>Special Education &amp; Communication Disorders</td>
<td>Special Education: B, M</td>
<td>Educable Mentally Hcprd</td>
</tr>
<tr>
<td></td>
<td>Speech Pathology &amp; Audiology: B</td>
<td>Emotionally Disturbed</td>
</tr>
<tr>
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## Academic Units: Academic Programs and Undergraduate Minors, Fiscal Year 2003 (cont.)

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### SCHOOL OF NURSING

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### SCHOOL OF PHARMACY

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### Notes:
- Degree levels are indicated as follows:
  - B - Baccalaureate Degree
  - M - Master's Degree
  - P - First Professional Degree
  - Cert (PB) - Post-Baccalaureate Certificate
  - Cert (PM) - Post-Master's Certificate
  - Cert (PFP) - Post-First Professional Certificate
- The table indicates the unit administering the program, not necessarily the school awarding the degree.

### PROFESSIONAL DEVELOPMENT SEQUENCES

- Construction
- Construction Methods
- Project Management
- Geography
- Advanced Geographic Information Systems
- Applied Geographic Information Systems
- Principles & Concepts of Geographic Information Systems
- Interdisciplinary (not associated with a single unit)
- Gerontology
- Mathematics and Statistics
- Applied Statistics
- Design and Analysis of Experiments
- Differential Equations
- Mathematical Programming
- Numerical Analysis
- Quality and Reliability
- Special Education and Communication Disorders
- Early Childhood Special Education
Program Enrollments: Historic, Fall Terms 1991-2002

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<th>FINE ARTS</th>
<th>HUM</th>
<th>SCI</th>
<th>SOC SCI</th>
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*At the undergraduate level, other was primarily undeclared students but also included University College and majors in Liberal Studies and Human Services.
At the graduate level, other is students who are not yet classified.
Source: Fall IPEDS Student Enrollment Reports.
Undergraduate and Graduate Program Enrollments, Fall 2002

Undergraduate Enrollment
- Arts & Sciences: 66%
- Business: 13%
- Education: 10%
- Engineering: 8%
- Nursing: 3%
- Other: 12%

N = 10,014

Graduate and Professional Enrollment
- Arts & Sciences: 21%
- Business: 13%
- Dental Medicine: 7%
- Education: 31%
- Engineering: 11%
- Nursing: 5%
- Other: 12%

N = 2,694
### Program Enrollments: Race/Ethnic Status and Gender, Fall Terms 1998-2002

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*Other* includes Hispanic and Other ethnic groups.
### Program Enrollments: Race/Ethnic Status and Gender, Fall Terms 1998-2002

#### Undergraduate

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*Other includes Non-Resident Alien, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic Students

**Other includes students who are not yet classified.

Source: Fall SIS 10th Day Extract Files 61
## Degrees Awarded: Historic Degrees, Fiscal Years 1991-2002

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*Advanced Education in General Dentistry became a two-year program - No degrees were granted in FY94.

** Other included degrees in Liberal Studies and Human Services.

Source: Fiscal Year Commencement Files
Degrees Awarded: Undergraduate and Graduate, Fiscal Year 2002

Undergraduate Degrees Granted

- Arts & Sciences: 37%
- Business: 26%
- Education: 23%
- Engineering: 7%
- Nursing: 7%

N=1,765

Graduate & Professional Degrees Granted

- Arts & Sciences: 24%
- Education: 35%
- Engineering: 9%
- Nursing: 5%
- Business: 20%
- Dental Medicine: 7%

N=746
## Degrees Awarded: Race/Ethnic Status and Gender, Fiscal Years 1998-2002

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*Other includes Non-Resident Alien, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic Students.

Source: Fiscal Year Commencement Files
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<td>68,301</td>
<td>69,586</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate I</td>
<td>10,741</td>
<td>10,676</td>
<td>10,213</td>
<td>10,292</td>
<td>9,966</td>
<td>10,421</td>
<td>10,888</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>0</td>
<td>46</td>
<td>51</td>
<td>32</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>151,567</td>
<td>153,271</td>
<td>155,624</td>
<td>162,369</td>
<td>165,310</td>
<td>167,378</td>
<td>173,413</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Business**       |        |        |       |        |        |        |        |        |        |        |        |
| Lower Undergraduate | 9,677  | 8,424  | 5,438 | 5,738  | 5,239  | 7,475  | 8,981  | 10,399 | 11,690 | 12,730 | 12,954 |
| Upper Undergraduate | 42,928 | 35,004 | 19,628 | 18,498 | 17,837 | 19,534 | 22,858 | 23,826 | 27,178 | 30,749 | 32,671 |
| Graduate I         | 12,209 | 11,111 | 6,532 | 6,218  | 6,069  | 6,067  | 6,610  | 6,526  | 7,158  | 8,153  | 7,722  |
| Graduate II        | 12     | 8      | 6     | 27     | 24     | 0      | 0      | 0      | 0      | 0      |        |
| **Total**          | 64,826 | 54,547 | 31,604 | 30,481 | 29,169 | 33,076 | 38,449 | 40,751 | 46,026 | 51,631 | 53,347 |

| **Education**      |        |        |       |        |        |        |        |        |        |        |        |
| Lower Undergraduate | 11,504 | 10,794 | 6,248 | 6,472  | 6,883  | 6,784  | 6,353  | 7,306  | 6,827  | 6,657  | 7,448  |
| Upper Undergraduate | 43,242 | 41,063 | 22,186 | 23,185 | 25,151 | 26,558 | 26,727 | 27,427 | 27,709 | 29,689 | 26,766 |
| Graduate I         | 23,562 | 21,746 | 12,155 | 14,111 | 15,171 | 15,849 | 15,274 | 15,507 | 15,345 | 14,846 | 15,254 |
| Graduate II        | 924    | 816    | 373   | 210    | 172    | 143    | 116    | 36     | 34     | 13     | 27     |
| **Total**          | 79,232 | 74,419 | 40,962 | 43,978 | 47,377 | 49,334 | 48,470 | 50,276 | 49,995 | 51,205 | 49,494 |

| **Engineering**    |        |        |       |        |        |        |        |        |        |        |        |
| Lower Undergraduate | 733    | 704    | 654   | 688    | 2,222  | 2,388  | 2,575  | 2,642  | 2,642  | 2,649  | 3,232  |
| Upper Undergraduate | 13,561 | 13,389 | 8,910 | 8,740  | 10,432 | 10,036 | 9,184  | 8,745  | 8,615  | 8,841  | 10,080 |
| Graduate I         | 2,479  | 3,147  | 1,265 | 1,293  | 2,060  | 2,302  | 2,111  | 2,853  | 3,538  | 4,259  | 3,830  |
| Graduate II        | 0      | 0      | 0     | 0      | 0      | 0      | 0      | 0      | 0      | 0      | 0      |
| **Total**          | 16,773 | 17,240 | 10,829 | 10,721 | 14,714 | 14,726 | 13,870 | 14,240 | 14,795 | 15,749 | 17,142 |
### Historic State Funded Student Credit Hours, Fiscal Years 1992-2002 (cont.)

<table>
<thead>
<tr>
<th>College/School</th>
<th>FY 92*</th>
<th>FY 93*</th>
<th>FY 94</th>
<th>FY 95</th>
<th>FY 96</th>
<th>FY 97</th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Undergraduate</td>
<td>1,827</td>
<td>1,276</td>
<td>822</td>
<td>806</td>
<td>736</td>
<td>858</td>
<td>851</td>
<td>1,089</td>
<td>822</td>
<td>1,734</td>
<td>1,716</td>
</tr>
<tr>
<td>Upper Undergraduate</td>
<td>10,396</td>
<td>11,227</td>
<td>7,364</td>
<td>7,996</td>
<td>7,447</td>
<td>7,483</td>
<td>6,968</td>
<td>6,935</td>
<td>7,712</td>
<td>6,845</td>
<td>6,952</td>
</tr>
<tr>
<td>Graduate I</td>
<td>1,908</td>
<td>1,663</td>
<td>719</td>
<td>979</td>
<td>921</td>
<td>1,087</td>
<td>1,396</td>
<td>1,889</td>
<td>2,185</td>
<td>2,185</td>
<td>2,207</td>
</tr>
<tr>
<td>Graduate II</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14,131</td>
<td>14,166</td>
<td>8,905</td>
<td>9,781</td>
<td>9,104</td>
<td>9,428</td>
<td>9,215</td>
<td>9,913</td>
<td>10,718</td>
<td>10,785</td>
<td>9,891</td>
</tr>
</tbody>
</table>

**Schools of Fine Arts & Comm, Humanities, Sciences and Social Sciences plus Other**

<table>
<thead>
<tr>
<th>College/School</th>
<th>FY 92*</th>
<th>FY 93*</th>
<th>FY 94</th>
<th>FY 95</th>
<th>FY 96</th>
<th>FY 97</th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Undergraduate</td>
<td>110,524</td>
<td>112,337</td>
<td>73,366</td>
<td>72,954</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Undergraduate</td>
<td>109,072</td>
<td>116,416</td>
<td>71,023</td>
<td>68,944</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate I</td>
<td>22,079</td>
<td>21,870</td>
<td>13,321</td>
<td>12,550</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate II</td>
<td>47</td>
<td>49</td>
<td>25</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>241,722</td>
<td>250,672</td>
<td>157,735</td>
<td>154,462</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>College/School</th>
<th>FY 92*</th>
<th>FY 93*</th>
<th>FY 94</th>
<th>FY 95</th>
<th>FY 96</th>
<th>FY 97</th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
<th>FY 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Undergraduate</td>
<td>134,265</td>
<td>133,535</td>
<td>86,528</td>
<td>86,658</td>
<td>90,017</td>
<td>95,267</td>
<td>98,779</td>
<td>108,278</td>
<td>108,917</td>
<td>112,393</td>
<td>118,256</td>
</tr>
<tr>
<td>Upper Undergraduate</td>
<td>219,199</td>
<td>217,099</td>
<td>129,111</td>
<td>127,363</td>
<td>126,753</td>
<td>128,444</td>
<td>131,129</td>
<td>132,122</td>
<td>139,650</td>
<td>144,423</td>
<td>146,054</td>
</tr>
<tr>
<td>Graduate I</td>
<td>62,237</td>
<td>59,537</td>
<td>33,992</td>
<td>35,151</td>
<td>34,962</td>
<td>35,981</td>
<td>35,604</td>
<td>37,067</td>
<td>38,192</td>
<td>39,885</td>
<td>38,917</td>
</tr>
<tr>
<td>Graduate II</td>
<td>983</td>
<td>873</td>
<td>404</td>
<td>251</td>
<td>199</td>
<td>143</td>
<td>116</td>
<td>82</td>
<td>85</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>416,684</td>
<td>411,045</td>
<td>250,035</td>
<td>249,423</td>
<td>251,931</td>
<td>259,835</td>
<td>265,628</td>
<td>277,549</td>
<td>286,844</td>
<td>296,747</td>
<td>303,287</td>
</tr>
</tbody>
</table>

* Quarter Hours

** Although displayed together, Fine Arts & Communications, Humanities, Sciences, and Social Sciences were separate schools prior to July 1995 when the College of Arts & Sciences was formed.

Other included Instructional Services and University College.
Instruction: Distribution of Student Credit Hours (SCH) by Type of Faculty Appointments

<table>
<thead>
<tr>
<th>Fall 1996</th>
<th>Fall 1997</th>
<th>Fall 1998</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower SCH</td>
<td>Upper SCH</td>
</tr>
<tr>
<td>Full-Time Appts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>34.9%</td>
<td>46.4%</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>13.6%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Not Tenure Track</td>
<td>22.2%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Part-Time Appts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>1.2%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>0.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Not Tenure Track</td>
<td>21.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>6.6%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>50,130</td>
<td>54,714</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower SCH</td>
<td>Upper SCH</td>
</tr>
<tr>
<td>Full-Time Appts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>28.1%</td>
<td>38.9%</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>14.3%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Not Tenure Track</td>
<td>25.7%</td>
<td>16.8%</td>
</tr>
<tr>
<td>Part-Time Appts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td>0.7%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Not Tenure Track</td>
<td>26.6%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>4.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>57,838</td>
<td>59,812</td>
</tr>
</tbody>
</table>

Percentages may not add to 100% due to rounding.
Instruction: Distribution of Student Credit Hours (SCH) by Type of Faculty Appointments (cont.)

Who Teaches SIUE Students?

Student Credit Hours

Taught by Full-Time Faculty

Taught by Part-Time Faculty

Taught by Graduate Assistants

Note: Student Credit Hours include State and Non-State Funded Credit Hours
Source: Unit Cost Data Base
## Instruction: Class Meeting Patterns, Fiscal Years 2001 and 2002*

<table>
<thead>
<tr>
<th></th>
<th>Sum Term 00</th>
<th>Fall Sem 00</th>
<th>Spr Sem 01</th>
<th>Sum Term 01</th>
<th>Fall Sem 01</th>
<th>Spr Sem 02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Credit Hrs</td>
<td>%</td>
<td>Credit Hrs</td>
<td>%</td>
<td>Credit Hrs</td>
<td>%</td>
</tr>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>17,769</td>
<td>75%</td>
<td>99,297</td>
<td>81%</td>
<td>88,450</td>
<td>79%</td>
</tr>
<tr>
<td>Evening</td>
<td>4,245</td>
<td>18%</td>
<td>14,026</td>
<td>11%</td>
<td>13,986</td>
<td>13%</td>
</tr>
<tr>
<td>Weekend</td>
<td>246</td>
<td>1%</td>
<td>652</td>
<td>1%</td>
<td>415</td>
<td>0%</td>
</tr>
<tr>
<td>Mixed</td>
<td>239</td>
<td>1%</td>
<td>163</td>
<td>0%</td>
<td>114</td>
<td>0%</td>
</tr>
<tr>
<td>TBA</td>
<td>1,283</td>
<td>5%</td>
<td>8,587</td>
<td>7%</td>
<td>8,297</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>23,782</td>
<td>100%</td>
<td>122,725</td>
<td>100%</td>
<td>111,262</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>5,481</td>
<td>47%</td>
<td>4,351</td>
<td>29%</td>
<td>3,972</td>
<td>26%</td>
</tr>
<tr>
<td>Evening</td>
<td>3,477</td>
<td>30%</td>
<td>7,330</td>
<td>49%</td>
<td>7,514</td>
<td>50%</td>
</tr>
<tr>
<td>Weekend</td>
<td>303</td>
<td>3%</td>
<td>843</td>
<td>6%</td>
<td>672</td>
<td>4%</td>
</tr>
<tr>
<td>Mixed</td>
<td>315</td>
<td>3%</td>
<td>123</td>
<td>1%</td>
<td>90</td>
<td>1%</td>
</tr>
<tr>
<td>TBA</td>
<td>2,044</td>
<td>18%</td>
<td>2,251</td>
<td>15%</td>
<td>2,810</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>11,620</td>
<td>100%</td>
<td>14,898</td>
<td>100%</td>
<td>15,058</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>23,250</td>
<td>66%</td>
<td>103,648</td>
<td>75%</td>
<td>92,422</td>
<td>73%</td>
</tr>
<tr>
<td>Evening</td>
<td>7,722</td>
<td>22%</td>
<td>21,356</td>
<td>16%</td>
<td>21,500</td>
<td>17%</td>
</tr>
<tr>
<td>Weekend</td>
<td>549</td>
<td>2%</td>
<td>1,495</td>
<td>1%</td>
<td>1,087</td>
<td>1%</td>
</tr>
<tr>
<td>Mixed</td>
<td>554</td>
<td>2%</td>
<td>286</td>
<td>0%</td>
<td>204</td>
<td>0%</td>
</tr>
<tr>
<td>TBA</td>
<td>3,327</td>
<td>9%</td>
<td>10,838</td>
<td>8%</td>
<td>11,107</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>35,402</td>
<td>100%</td>
<td>137,623</td>
<td>100%</td>
<td>126,320</td>
<td>100%</td>
</tr>
</tbody>
</table>

Daytime = all scheduled meetings start before 5 pm on a weekday
Evening = all scheduled meetings start at 5 pm or later on Monday through Thursday
Weekend = all scheduled meetings start after 5 pm on Friday or on Saturday or Sunday
Mixed = mixed scheduled starting times within a course
TBA meeting times To-Be-Arranged

---

* School of Dental Medicine is not included.
Percentages may not add to 100% due to rounding.
Source: Unit Cost Data Base
### Instruction: Class Sizes, Fall Terms 1998-2002

#### Courses Below 300 Level

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Fall 01</th>
<th>Fall 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>77</td>
<td>101</td>
<td>95</td>
<td>82</td>
<td>84</td>
</tr>
<tr>
<td>10-19</td>
<td>217</td>
<td>206</td>
<td>187</td>
<td>191</td>
<td>223</td>
</tr>
<tr>
<td>20-29</td>
<td>287</td>
<td>287</td>
<td>304</td>
<td>301</td>
<td>287</td>
</tr>
<tr>
<td>30-39</td>
<td>90</td>
<td>90</td>
<td>109</td>
<td>93</td>
<td>98</td>
</tr>
<tr>
<td>40-49</td>
<td>86</td>
<td>88</td>
<td>78</td>
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</tr>
<tr>
<td>50-99</td>
<td>86</td>
<td>99</td>
<td>112</td>
<td>130</td>
<td>135</td>
</tr>
<tr>
<td>100 &amp; more</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Mean</td>
<td>29.2</td>
<td>29.0</td>
<td>29.4</td>
<td>30.6</td>
<td>30.6</td>
</tr>
<tr>
<td>Median</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

#### 500 & 600 Level Courses

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Fall 01</th>
<th>Fall 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>99</td>
<td>98</td>
<td>100</td>
<td>122</td>
<td>111</td>
</tr>
<tr>
<td>10-19</td>
<td>62</td>
<td>58</td>
<td>82</td>
<td>78</td>
<td>93</td>
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<tr>
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<td>2</td>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>100 &amp; more</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
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<td>12.5</td>
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<td>10</td>
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#### 300 & 400 Level Courses

<table>
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<tr>
<th>Class Size</th>
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<th>Fall 00</th>
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<th>Fall 02</th>
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<td>183</td>
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<td>158</td>
<td>175</td>
<td>175</td>
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<td>20-29</td>
<td>127</td>
<td>141</td>
<td>142</td>
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<td>105</td>
<td>103</td>
<td>87</td>
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<td>40-49</td>
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<td>22</td>
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<td>57</td>
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<td>44</td>
</tr>
<tr>
<td>100 &amp; more</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9</td>
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<tr>
<td>Mean</td>
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#### 500 & 600 Level Courses

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<th>Fall 00</th>
<th>Fall 01</th>
<th>Fall 02</th>
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<tr>
<td>1-9</td>
<td>341</td>
<td>382</td>
<td>376</td>
<td>388</td>
<td>375</td>
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<tr>
<td>10-19</td>
<td>448</td>
<td>422</td>
<td>444</td>
<td>444</td>
<td>502</td>
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<tr>
<td>20-29</td>
<td>445</td>
<td>461</td>
<td>484</td>
<td>506</td>
<td>510</td>
</tr>
<tr>
<td>30-39</td>
<td>212</td>
<td>207</td>
<td>209</td>
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<td>226</td>
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<tr>
<td>40-49</td>
<td>106</td>
<td>116</td>
<td>113</td>
<td>129</td>
<td>127</td>
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<tr>
<td>50-99</td>
<td>126</td>
<td>145</td>
<td>172</td>
<td>173</td>
<td>179</td>
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<tr>
<td>100 &amp; more</td>
<td>12</td>
<td>14</td>
<td>14</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Mean</td>
<td>24.4</td>
<td>24.5</td>
<td>25.0</td>
<td>25.1</td>
<td>25.3</td>
</tr>
<tr>
<td>Median</td>
<td>20</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

Cross Listed Courses were counted as only one course instead of multiple courses.

Source: Unit Cost Data Base Files
## F.T.E. Students and Instructional Faculty, Fall Terms 1992-2002

<table>
<thead>
<tr>
<th></th>
<th>Fall 92</th>
<th>Fall 93</th>
<th>Fall 94</th>
<th>Fall 95</th>
<th>Fall 96</th>
<th>Fall 97</th>
<th>Fall 98</th>
<th>Fall 99</th>
<th>Fall 00</th>
<th>Fall 01</th>
<th>Fall 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Students</td>
<td>9,307</td>
<td>8,069</td>
<td>7,851</td>
<td>7,957</td>
<td>8,217</td>
<td>8,404</td>
<td>8,831</td>
<td>9,123</td>
<td>9,556</td>
<td>9,768</td>
<td>10,124</td>
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<tr>
<td>FTE Instructional Faculty</td>
<td>499.72</td>
<td>493.91</td>
<td>506.68</td>
<td>526.80</td>
<td>539.90</td>
<td>564.60</td>
<td>560.90</td>
<td>572.00</td>
<td>579.70</td>
<td>577.00</td>
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<tr>
<td>Student/Faculty Ratio</td>
<td>18.62</td>
<td>16.34</td>
<td>15.49</td>
<td>15.10</td>
<td>15.22</td>
<td>14.88</td>
<td>15.74</td>
<td>15.95</td>
<td>16.48</td>
<td>16.93</td>
<td>17.32</td>
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</table>

Note: *Instructional Faculty* includes AAUP-defined instructional faculty plus part-time rank-only employees.

Sources: IBHE Fall Enrollment Surveys; IR&S Employee Census Counts.
Faculty and Program Quality

Baccalaureate Graduates’ Ratings of The Faculty in Their Major

Percent Rating Faculty Good to Excellent:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Good to Excellent</td>
<td>88%</td>
<td>85%</td>
<td>84%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Poor to Fair</td>
<td>11%</td>
<td>15%</td>
<td>17%</td>
<td>12%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Baccalaureate Graduates’ Ratings of The Quality of their SIUE Education

1 Yr After Degree | 5 Yrs After Degree | 9 Yrs After Degree

- Above Average: 50%, 46%, 52%
- Average: 44%, 47%, 44%
- Below Average: 6%, 8%, 5%

Percentages may not add to 100% due to rounding.

**Quality is relative to that of friends at other schools.

Percent of Baccalaureate Graduates Reporting the Practice:

In the Alum’s undergraduate major program . . .

... Faculty were Accessible Outside of Class

... Student was Expected to Work Cooperatively

... Faculty Encouraged Student to Challenge Ideas

... Faculty Used Appropriate Teaching Activities to Help Student Learn

... Faculty had High Expectations for Quality of Student Work

... Faculty Provided Timely Feedback

... Faculty Encouraged Students’ Questions and Discussion in Class

... Student Spent Necessary Time and Energy to Come to Class Prepared

Notes:  -- 0% is not shown, and percentages may not add to 100% due to rounding.

-- Additional detail is available at http://www.siue.edu/IRS/annex/BaccSrvy.html

Learning Results

Baccalaureate Graduates Reporting on Learning Results:

Undergraduate Education . . .

- Helped Develop Reasoning Skills
- Helped Develop Capacity to View Problems from Different Perspectives
- Helped Develop Ability to Solve Problems
- Helped Develop Ability to Make Informed Decisions as a Citizen
- Helped Develop Writing Skills
- Helped Develop Oral Communication Skills
- Helped Develop Knowledge of Scientific and Technological Developments
- Helped Develop Appreciation of Different Cultures
- Helped Develop Sense of Ethics

* The stated objectives of SIUE undergraduate education focus on the development of these skills and abilities.

Notes: -- 0% is not shown, and percentages may not add to 100% due to rounding.
-- Additional detail is available at http://www.siue.edu/IRS/annex/BaccSrvy.html

Benchmarks of Effective Educational Practice

*The National Survey of Student Engagement (NSSE) annually surveys undergraduates from four-year colleges and universities to assess the extent to which they engage in a variety of good educational practices. . . The project is grounded in the proposition that the frequency with which students engage in activities that represent effective educational practice is a good proxy for collegiate quality. . . A "substantial amount" of engagement is defined to be at least 50% of all students reporting 'often' or 'very often'.” (NSSE 2001 Overview

Percent of seniors reporting that they engage in the following effective learning practices often or very often:
- Asked questions in class or contributed to class discussions
- Worked with classmates outside of class to prepare class assignments
- Discussed ideas from readings or classes with faculty members outside of class
- Worked harder than they thought they could to meet an instructor's standards or expectations
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers)

Percent of seniors reporting courses that had the following effective requirements often or very often:
- A paper or project that required integrating ideas or information from various sources
- A community-based project as part of the course
Benchmarks of Effective Educational Practice (con’t)

Percent of seniors saying coursework emphasizes the following mental activities “quite a bit” or “very much:”

- Memorizing facts, ideas, or methods: 63% (SIUE), 61% (Urban Universities)
- Analyzing basic elements of an idea, experience, or theory: 81% (SIUE), 84% (Urban Universities)
- Synthesizing and organizing ideas, information, or experiences: 68% (SIUE), 72% (Urban Universities)
- Making judgements about value of information, arguments, or methods: 81% (SIUE), 84% (Urban Universities)
- Applying theories or concepts to practical problems or in new situations: 76% (SIUE), 75% (Urban Universities)

Percent of seniors saying they have had or plan to have the following enriching educational experiences:

- Culminating senior experience: 51% (SIUE), 65% (Urban Universities)
- Community service or volunteer work: 45% (SIUE), 49% (Urban Universities)
- Practicum, internship, field experience, co-op experience, or clinical assignment: 63% (SIUE), 65% (Urban Universities)

SOURCE: National Survey of Student Engagement 2002
Use of Instructional Resources: Instructional Costs, Fiscal Years 1983-2001

SIUE Instructional Costs as a Percent of Illinois Public University Average Cost

<table>
<thead>
<tr>
<th>FY 83</th>
<th>FY 84</th>
<th>FY 85</th>
<th>FY 86</th>
<th>FY 87</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
<th>FY 93</th>
<th>FY 94</th>
<th>FY 95</th>
<th>FY 96</th>
<th>FY 97</th>
<th>FY 98</th>
<th>FY 99</th>
<th>FY 00</th>
<th>FY 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>106.8</td>
<td>104.1</td>
<td>102.3</td>
<td>103.3</td>
<td>107.3</td>
<td>103.3</td>
<td>101.4</td>
<td>101.8</td>
<td>100</td>
<td>99.7</td>
<td>102.5</td>
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<td>105.1</td>
<td>103.2</td>
<td>100.1</td>
<td>98.8</td>
<td>94.1</td>
</tr>
</tbody>
</table>

History of Instructional Costs

Comments:
1) In FY 1987, SIUE reallocated $1 million from administration into instruction.
2) The "blip" upward in FY 1994 reflects the impact of changing from quarters to semester.
3) Additional detail is available at [http://www.siue.edu/IRS/annex/ComplInstruc.html](http://www.siue.edu/IRS/annex/ComplInstruc.html).

Source: IBHE Comparative Instructional Cost Studies, FY83 - FY01.
Use of Instructional Resources: Instructional Staff, Fiscal Years 1991-2001

SIUE Instructional Staff Years as a Percent of Illinois Public University Average Staff Years:

<table>
<thead>
<tr>
<th>FY</th>
<th>FY91</th>
<th>FY92</th>
<th>FY93</th>
<th>FY94</th>
<th>FY95</th>
<th>FY96</th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
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<tbody>
<tr>
<td>97.9</td>
<td>96.7</td>
<td>99.8</td>
<td>100.2</td>
<td>100.6</td>
<td>100.1</td>
<td>100.6</td>
<td>102.3</td>
<td>96.8</td>
<td>96.2</td>
<td>92.0</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
1) A staff year is one person working full-time for twelve months.
2) Below average staff years suggests that faculty are teaching more credit hours than average.
3) FY 91 is the first year in the Comparative Staff Year series.
4) Additional detail is available at [http://www.siue.edu/IRS/annex/CompInstruc.html](http://www.siue.edu/IRS/annex/CompInstruc.html).

Sources: IBHE Faculty Credit Hour Studies: FY91 - FY00; SIUE Comparative Instructional Staff Year Studies: FY91 - FY01
Implementing the Illinois Commitment: FY 2002
Highlights from SIUE’s Results Report for FY 2002

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.
C Implemented M.S. in computer science.
C Began construction of Ethanol Research Facility.
C Continued implementation of Institute for Urban Research.
C Developed plans for Advanced Tech Worker Training Center.
C Hired additional faculty member for computer management and information systems program and enhanced Faculty Technology Center.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.
C Illinois Education Research Council provided research support to the Joint Education Committee.
C Strengthened research partnerships with schools in special ed, physical ed, and early childhood and initiated a partnership with a high school.
C Strengthened staff training for Head Start and Upward Bound programs offered through the East St. Louis Center.

Goal 3: No Illinois citizen will be denied an opportunity for college education because of financial need.
C Maintained tuition and fees as one of the lowest in the State.
C Implemented 16 Web-based courses.
C Raised $236,661 in private funds for scholarships.
C Developed plan for new Textbook Services Facility which reduces students’ costs for books.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.
C Implemented B.S. in criminal justice.
C Implemented M.S. in computer science.
C Began construction and renovation of the East St. Louis Higher Education Center.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.
C Piloted Freshman Seminars.
C Offered supplemental instruction in 17 course sections of 8 different courses.
C Hired 2 FTE clinical faculty for the School of Dental Medicine.
C Opened a new residence hall.
C Reviewed 7 academic programs and one public service unit, and provided $300,000 for needs identified through program review.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.
C Retained critical faculty and staff.
C Implemented initiatives to meet AQIP action goals (see http://www.siue.edu/AQIP).
C Construction program received accreditation.
Faculty and Staff Summary ................................................. 81
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  Race/Ethnic Status and Gender ..................................... 86
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  Tenure Status ........................................................ 94
  Highest Degree Held ................................................. 96
  Age ................................................................ 98
  Average Annualized Salary by Rank ......................... 100
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Faculty and Staff Summary

The University has approximately 2,300 employees in faculty, administration, professional staff, and civil service positions. In addition, 476 graduate students provide services as graduate assistants. Although this level of employment has risen slowly over the last twenty years, the proportion of full-time employees has dropped slightly to 83-84 percent in recent years from 89 percent two decades ago.

Funding — Almost two-thirds of SIUE’s full-time personnel are funded from state appropriations and income funds, while close to three-fourths of part-time employees and graduate assistants are. These proportions have changed considerably over time. In 1970, 75 percent of full-time staff and 68 percent of part-time staff and graduate assistants were funded through state appropriated and income fund monies.

Diversity — The faculty and staff of SIUE reflect the diversity of the region.

Faculty — The full-time instructional faculty of the University (see page 90 for a definition) has increased and stabilized over the last seven years following steady decreases for many years. During the late 1980s and early 1990s, the use of part-time faculty grew, rising to over 200 in 1992 with a peak of 268 in 2001. This change occurred during a period of resource constraints.

During the last decade (1992-2002) the demographics of SIUE’s full-time instructional faculty have changed. The proportion of women has risen to 41 percent compared to 27 percent; and the percent of faculty tenured or on tenure track has dropped to 79 percent from 95 percent. During this time, the percent holding doctoral degrees has declined from 76 percent to 72 percent. Fifty-six percent of the current tenured or tenure track faculty have been hired since 1992.

Although the University strives to maintain competitive faculty salaries, for FY03 salaries have been held constant because of state budget limits. This paired with turnover results in a 2.4 percent drop in average salaries for full-time instructional faculty. The average current salary ranges from $36,122 for instructors to $74,502 for full professors.

Student Workers — In addition to the faculty and staff, the University provides employment opportunities for 1,300 students. These positions provide experience in many areas, including clerical, technical, professional, service, and sales.
<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Rank Only</th>
<th>Faculty Rank &amp; Adm Title</th>
<th>Administrative Title Only</th>
<th>Civil Service (Range)</th>
<th>Civil Service (Neg &amp; Prev.)</th>
<th>TOTAL EMPLOYEES</th>
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<tbody>
<tr>
<td>1979</td>
<td>565 138 614.7</td>
<td>127 2 128.0</td>
<td>148 29 161.3</td>
<td>717 43 738.0</td>
<td>119 3 121.0</td>
<td>1676 215 1763.0</td>
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<tr>
<td>1980</td>
<td>543 130 591.8</td>
<td>128 1 128.2</td>
<td>138 26 150.3</td>
<td>677 64 709.0</td>
<td>127 4 129.0</td>
<td>1613 225 1708.3</td>
</tr>
<tr>
<td>1981</td>
<td>532 138 583.2</td>
<td>122 2 123.6</td>
<td>140 14 146.5</td>
<td>676 41 697.0</td>
<td>131 2 132.0</td>
<td>1601 197 1682.3</td>
</tr>
<tr>
<td>1982</td>
<td>494 119 534.2</td>
<td>117 0 117.0</td>
<td>178 20 190.0</td>
<td>647 48 671.1</td>
<td>132 7 135.5</td>
<td>1568 194 1647.8</td>
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<tr>
<td>1983</td>
<td>468 129 513.6</td>
<td>114 0 114.0</td>
<td>226 18 236.1</td>
<td>641 76 679.1</td>
<td>135 5 137.5</td>
<td>1584 228 1680.3</td>
</tr>
<tr>
<td>1984</td>
<td>460 136 510.3</td>
<td>115 0 115.0</td>
<td>236 20 245.1</td>
<td>677 80 717.2</td>
<td>132 7 135.5</td>
<td>1620 243 1723.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Instructional Faculty</th>
<th>Grad Assist/Dent Residents</th>
<th>Student Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>601 576 560 516 499</td>
<td>0 289 123.3</td>
<td>--</td>
</tr>
<tr>
<td>1980</td>
<td>457 509.3 451 165 506.9</td>
<td>4 276 120.4</td>
<td>--</td>
</tr>
<tr>
<td>1981</td>
<td>452 166 510.8</td>
<td>4 312 133.6</td>
<td>--</td>
</tr>
<tr>
<td>1982</td>
<td>457 181 518.6</td>
<td>4 297 121.1</td>
<td>--</td>
</tr>
<tr>
<td>1983</td>
<td>452 174 511.0</td>
<td>4 264 108.8</td>
<td>--</td>
</tr>
<tr>
<td>1984</td>
<td>459 176 516.7</td>
<td>4 262 108.8</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Rank Only</th>
<th>Faculty Rank &amp; Adm Title</th>
<th>Administrative Title Only</th>
<th>Civil Service (Range)</th>
<th>Civil Service (Neg &amp; Prev.)</th>
<th>TOTAL EMPLOYEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>457 2360.0</td>
<td>113 2 113.8</td>
<td>249 23 260.0</td>
<td>567 91 612.5</td>
<td>300 8 304.0</td>
<td>1686 274 1799.6</td>
</tr>
<tr>
<td>1986</td>
<td>451 165 506.9</td>
<td>109 1 109.8</td>
<td>267 21 276.9</td>
<td>230 66 263.0</td>
<td>605 22 616.0</td>
<td>1662 275 1772.6</td>
</tr>
<tr>
<td>1987</td>
<td>452 166 510.8</td>
<td>107 1 107.5</td>
<td>267 18 275.5</td>
<td>230 48 254.0</td>
<td>593 23 604.5</td>
<td>1649 256 1752</td>
</tr>
<tr>
<td>1988</td>
<td>457 181 518.6</td>
<td>103 2 104.3</td>
<td>287 17 294.8</td>
<td>247 69 281.5</td>
<td>596 26 609.0</td>
<td>1690 295 1808</td>
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<tr>
<td>1989</td>
<td>452 174 511.0</td>
<td>100 0 100.0</td>
<td>292 15 299.9</td>
<td>250 44 272.0</td>
<td>620 28 634.0</td>
<td>1714 261 1816.9</td>
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<tr>
<td>1990</td>
<td>459 176 516.7</td>
<td>100 0 100.0</td>
<td>318 32 332.9</td>
<td>219 57 247.5</td>
<td>643 38 662.0</td>
<td>1739 303 1859.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
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### Southern Illinois University Edwardsville

**All Employees: Historic, Fall 1979-2002 (cont.)**

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* Beginning Fall 1989, full-time instructional faculty no longer included Instructional Services.

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files
All Employees: Historic, Fall 1979-2002 (cont.)

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files
### All Employees: Primary Funding Source, Fall 2002

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Source: IR&S Fall HRS Census Files
All Employees: Race/Ethnic Status and Gender, Fall 1998-2002

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* Fall 2001 data for Executive/Administrative/Managerial include employees previously reported in 'Other Administrative,' a category introduced for fall 2001 and discontinued by fall 2002.
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Includes full-time and part-time. Graduate assistants and student workers are not included.

### Southern Illinois University Edwardsville

**New Full-Time Hires: Race/Ethnic Status and Gender, Fall 1998-2002**

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* Fall 2001 data for Executive/Administrative/Managerial include employees previously reported in 'Other Administrative,' a category introduced for fall 2001 and discontinued by fall 2002.
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Full-Time Instructional Faculty: Graphic Profile, Fall 2002

Tenure Status

Tenure Status is defined as those members of the instructional/research staff who are employed full-time and whose regular assignment is instruction, including those with released time for research. Department heads with faculty rank and no other administrative title are included in this category. Administrative officers with titles such as Dean, Librarian, Coach, Registrar, etc., even though they may devote part of their time to classroom teaching are not included.

(AAUP definition)

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files

Gender

Rank

Degree*

49% Male

Female 41%

41% Female

18% Male

Tenured 49%

On Tenure Track 30%

Other 19%

57% Younger

62 & Older 8%

55-61 18%

50-54 18%

49 & Younger 57%

Professor 25%

Assistant Professor 31%

Lecturer 5%

Instructor 11%

Associate Professor 28%

Professional

Doctorate 72%

Masters 23%

Bachelors 1%

* 83% of Full-Time Instructional Faculty have the appropriate terminal degree for their discipline.
Full-Time Instructional Faculty: Graphic Profile, Fall 1992-2002

Tenure Status

Rank

Gender

Age
### Full-Time Instructional Faculty: Rank and Gender, Fall 1992-2002

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| Associate Professor   | 83      | 25      | 83      | 25       | 85      | 24      | 85      | 24      | 87      | 25      | 87      |
| Assistant Professor   | 52      | 14      | 52      | 14       | 52      | 14      | 52      | 14      | 54      | 14      | 54      |
| Instructor            | 13      | 4       | 13      | 4        | 15      | 4       | 15      | 4       | 15      | 4       | 15      |
| Lecturer              | 1       | 1       | 1       | 1        | 1       | 1       | 1       | 1       | 1       | 1       | 1       |
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*Although displayed together, Fine Arts & Communications, Humanities, Sciences, and Social Sciences were separate schools prior to July 1995 when the College of Arts & Sciences was formed.

*Other* includes faculty located outside a school or college.

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files
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### Southern Illinois University Edwardsville

**Full-Time Instructional Faculty: Tenure Status, Fall 1992-2002 (cont.)**

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* Although displayed together, Fine Arts & Communications, Humanities, Sciences, and Social Sciences were separate schools prior to July 1995 when the College of Arts & Sciences was formed.

*Other* includes faculty located outside a school or college.

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files

95
## Full-Time Instructional Faculty: Highest Degree Held, Fall 1992-2002

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Southern Illinois University Edwardsville

Full-Time Instructional Faculty: Highest Degree Held, Fall 1992-2002 (cont.)

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| Total University                                                  | 426    | 421    | 436    | 461    | 466    | 482    | 481    | 491    | 484    | 483    | 494    |

* Although displayed together, Fine Arts & Communications, Humanities, Sciences, and Social Sciences were separate schools prior to July 1995 when the College of Arts & Sciences was formed.

A doctorate is usually the terminal degree; however, a first professional degree in dentistry is considered a terminal degree even though faculty may pursue a masters or doctorate in a specialized field.

A masters degree in fine arts in select disciplines or a masters degree in library science is considered a terminal degree.

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files
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# Full-Time Instructional Faculty: Age, Fall 1992-2002 (cont.)

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<th>Schools of Fine Arts &amp; Communications, Humanities, Sciences, and Social Sciences plus Other*</th>
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<th>193</th>
<th>210</th>
<th>227</th>
<th>240</th>
<th>251</th>
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| Total University |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 49 & Younger      | 212              | 193              | 210              | 227              | 240              | 251              | 266              | 275              | 279              | 276              | 281              |
| 50-54 Years       | 92               | 87               | 86               | 84               | 83               | 85               | 78               | 79               | 73               | 80               | 91               |
| 55-61 Years       | 91               | 104              | 100              | 105              | 99               | 108              | 100              | 97               | 95               | 96               | 89               |
| 62 & Older        | 31               | 37               | 40               | 45               | 44               | 38               | 37               | 40               | 37               | 31               | 33               |
| Total             | 426              | 421              | 436              | 461              | 466              | 482              | 481              | 491              | 484              | 483              | 494              |
| Mean              | 50               | 49               | 49               | 49               | 48               | 48               | 48               | 48               | 47               | 47               | 47               |

* Although displayed together, Fine Arts & Communications, Humanities, Sciences, and Social Sciences were separate schools prior to July 1995 when the College of Arts & Sciences was formed.
*Other* includes faculty located outside a school or college.

Source: Fac/Staff Historic Files, IR&S Census Files, and HRS Census Extract Files
### Full-Time Instructional Faculty: Average Annualized Salary by Rank, Fall 1998-2002

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<tr>
<th>Rank</th>
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<th>Fall 98 Salary</th>
<th>Fall 99 #</th>
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Note: Revised for 2003 edition to reflect average of 9-month salaries and converted 12-month salaries using .818 factor per AAUP guidelines.

Source: AAUP Faculty Compensation Surveys
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<td>Arizona, Univ of - Tucson</td>
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<td>Arkansas, Univ of - Fayetteville</td>
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<tr>
<td>Bowling Green State Univ</td>
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<tr>
<td>Brandeis University</td>
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<td>Brown University</td>
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<td>California, Univ of - Los Angeles</td>
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**Source of Faculty**

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*Includes all tenured and tenure track faculty who hold terminal degrees.

A doctorate is usually the terminal degree; however, in some disciplines, a first professional degree or a masters degree in fine arts or library sciences is considered the terminal degree.
Outstanding Faculty Awards, 1976-2002

**Teaching Excellence Award**

1976 Joseph Munshaw (Speech Comm)
1977 Douglas Eder (Biological Studies)
1978 Paul Goldenbaum (Biological Studies)
1979 Richard Boedeke (Physics)
1980 Paul Tarpey (Mgt Sys & Sci)
1981 Dennis Staley (Chemistry)
1982 Shirley Porthwood (Historical Studies)
1983 Henry Drew (Chemistry)
1984 Douglas Eder (Biological Studies)
1985 Frank McMahon (Psychology)
1986 Jack Kaikati (Marketing)
1987 Donald Elliott (Economics)
1988 Sheila Ruth (Philosophical Stu)
1989 Emily Krohn (Psychology)
1990 James McClure (Chemistry)
1991 Betty Richardson (English Lang & Lit)
1992 Paul Phillips (Mathematics & Stat)
1993 Don McCabé (Political Science)
1994 Rahim Karimpour (Mathematics & Stat)
1995 Wayne Santoni (Historical Studies)
1996 Nader Santiéli (Mech & Indus Eng)
1997 Mark Bolyard (Biological Sciences)
1998 Charlotte Frisbie (Anthropology)
1999 Eric Voss (Chemistry)
2000 Chung-wu Ho (Mathematics & Stat)
2001 Randall S. Pearson (Geography)
2002 Michael J. Shaw (Chemistry)

**Alumni Association Great Teacher Award**

1976 Dickie Spurgeon (English Lang & Lit)
1977 Robert A. Williams (El & Early Child Educ)
1978 Wayne Santoni (Historical Studies)
1979 Arthur Prell (Marketing)
1980 Donald King ( Counselor Educ)
1981 Patrick Riddleberger (Historical Studies)
1982 Betty Osiek (Foreign Lang & Lit)
1983 David Schwartz (Govt & Pub Affairs)
1984 William Ward (Mass Comm)
1985 W. Deane Wiley (Educ Admin)
1986 Larry Mosht (Hist Rec & Phys Ed)
1987 Vasil Vasilieff (Dental Medicine)
1988 William Slattery (English Lang & Lit)
1989 Martha Welch (Nursing)
1990 Regan Carpenter (Elem Ed)
1991 Paul Phillips (Mathematics & Stat)
1992 Gene Allsup (Educ Admin)
1993 Pat Goehre (Speech Comm)
1994 Leonard Van Camp (Music)
1995 Randall Smith (Curriculum & Instr)
1996 Noble Thompson III (Geography)
1997 Luke Snell (Construction)
1998 Gilbert Rutman (Economics)
1999 Lela DeToye (Curriculum & Instr)
2000 Madhav Segal (Marketing)
2001 Robert M. Wagner (Spec Ed & Comm Dsord)
2002 Susan L. Thomas (Psychology)

**Paul Simon Outstanding Scholar (OSA) Award**

1988 Stella P. Revard (English Lang & Lit)
1989 Robert E. Kohn (Economics)
1990 Thomas D. Bouman (Chemistry)
1991 Charles A. Corf (Philosophical Studies)
1992 Toby D. Griffen (Foreign Lang & Lit)
1993 Patrick W. Riddleberger (Historical Studies)
1994 Jamie E. Thomerson (Biological Studies)
1995 John Farley (Sociology & Soc Work)
1996 Daniel Anderson (Art & Design)
1997 Madhav Segal (Marketing)
1998 Jack Kaikati (Marketing)
1999 William Woods (Geography)
2000 Ronald P. Schaefer (English Lang & Lit)
2001 James W. Trent (Social Work)
2002 Rob J. Zachow (Dental Medicine)