

SIUE New REALITY Project Enrollment Work Team Report

Work Team: Enrollment

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Southern Illinois University Edwardsville (SIUE) has much to offer the average mainstream student. However, the New Reality Enrollment Work Team has identified three growth opportunities for SIUE; that with some investment could yield more students:

1. High-Achieving Traditional Students
2. Non-Traditional Students/Degree Completion Programs
3. Minority/Hispanic Students

I. Summarize what SIUE has been doing in the area under consideration by your work team. Please investigate the scope and success of SIUE's prior efforts. (Bullet points are fine.)

High-Achieving Students

- Merit Scholarship program
- Direct Entry admission program
- Accepts AP credit
- Offers Honors Scholars designation
- Offers two Honors seminar courses
- Undergraduate research opportunities through URCA
- Increased average ACT score
- Faculty mentors assigned to Honors students (needs to be more formalized)

Non-Traditional Students

- Family housing
- Family programming
- Some online courses
- Website listing many (not all) of the online courses offered:
<http://www.siu.edu/academics/online-courses.shtml>
- Some evening, weekend, and blended courses
- Website listing many (not all) of the blended courses offered:
<http://www.siu.edu/academics/hybrid-courses.shtml>

Minority/Hispanic Students

- Recruitment efforts to targeted minority populations
- Johnetta Haley Scholarship for students in underrepresented fields of study
- New university-wide relationship with the St. Louis Hispanic Chamber of Commerce

II. Describe promising models from other universities that could be modified, adapted or enhanced for our campus.

Attracting High-Achieving Students

International Baccalaureate/AP Credit

SIUE does not currently accept International Baccalaureate (IB) credit. The IB program incorporates an academically rigorous form of study that is recognized by most universities--including all but three other public institutions in the state of Illinois (Chicago State University, Governors State University, and Northeastern Illinois University).

Many colleges and universities recognize the rigor of the International Baccalaureate Program and reward IB students (high achieving students) for their hard work and dedication in achieving academic excellence. Depending on the university, students may either earn credit by achieving certain scores in subject areas or for the completion of the IB program.

Honors College

Universities with robust Honors College programs are more likely to attract the high-achieving student seeking prestige. These robust programs include honors sections of all general education requirements and special topic upper-level courses, all with smaller class sizes, in addition to designated residence halls, special library privileges, faculty mentors, research projects, extra-credit for student-designed research, serving as peer-reviewer for undergraduate research journal, rigorous classes, and transcript designations. These students graduate from the Honors College.

This video from Missouri State University illuminates the power of a robust honors college: http://www.youtube.com/watch?v=O_Od15qy8UE

In addition, their website outlines the benefits of the program:

<http://www.missouristate.edu/honors/>

Eastern Illinois University also has a fully developed honors college:

http://www.eiu.edu/~honprog/University_honors.php

Attracting Non-Traditional Students

Many institutions are marketing to and servicing the needs of the non-traditional student through a variety of methods including full evening programs, online and blended course formats, and competency-based credit (degree completion). The institutions that have been successful have created a new enrollment pool; even High Research I institutions

such as [Washington University in St. Louis](#) are seeing the value of providing services to this population of learner.

Saint Louis University promotes "[SLU for Busy Adults](#)" where students must be at least 22 years of age, have three years of work experience, have earned a GED or high school diploma, and sit for an interview.

Drury University in Springfield, Missouri offers a full evening college ([College of Continuing Professional Studies](#)) at competitive state school pricing (as compared to a much higher regular/traditional tuition rate).

Attracting Minority/Hispanic Students

Minority students, especially Hispanic students as the fastest growing population in the region, are not adequately supported by existing SIUE services or the campus environment. Institutions in the region such as the University of Missouri St. Louis (UMSL) are capitalizing on the growing population by providing targeted services: <http://www.umsl.edu/~studentplanner/Student%20Services/multicultural.html>

UMSL offers targeted services such as personalized academic support, mentoring, tutoring, leadership development, social and cultural experiences, professional development, and networking. In addition, courses on diversity are identified with an attribute.

UMSL has been successful in developing a website that packages different existing resources/programs under one "diversity council" header: <http://diversity.umsl.edu/Campus%20Resources/campus%20offices.html>

Finally, the Chancellor at UMSL has put the weight of his office behind the support of this targeted population by offering financial support and scholarships to Hispanic students.

Western Illinois offers services for multicultural students and student parents, including a lactation room and kitchen, in addition to social and cultural programming and resources for the entire campus community: http://www.wiu.edu/student_services/mcc/

III. Using what you have learned, please outline innovative ideas of your own. Again, please list these as bullet points.

Attracting and yielding High-Achieving Students:

- Develop a four-year Honors College
- Accept International Baccalaureate credit
- Expand acceptance of AP credit
- Research opportunities for freshmen and sophomores

- Faculty mentor assignments at admission/enrollment
- Enhanced Meridian Scholars programming

Attracting Non-Traditional Students:

- A working definition of “non-traditional” or “adult” students
- A dedicated admissions person or program, orientation, information sessions (at night/ Skype/ web-based)
- Campus tours for adult students focusing on services and programs
- Advising for nontraditional students (at night)
- Website and information geared for nontraditional or adult students
- Definition of work credit or competency-based credits
- Night time advising and campus tours, information sessions, web sessions, etc.
- Night time courses
- Degrees geared toward industry and professional trends and activities
- Adult tutoring or student skills sessions or spaces
- Classes with more than 25% adult students
- Evening placement testing
- Adult orientation
- Child care
- Scholarships and financial aid

Attracting Minority/Hispanic Students:

- Expansion of the “We Are One” campaign
- Develop a Cultural Center that is inclusive of all minority populations
- Expand social clubs to include more minority populations
- “Mentors who look like me” program
- Career/internship opportunities with minority owned/minority serving businesses
- Expanding services for minorities students who are also parents or care-givers
- Develop dual-credit programs with high schools identified as having greater minority student enrollment

IV. Please describe two short-term initiatives that your team views as priorities for SIUE. You should include a rationale and description of resources needed.

1) Accept IB credit and “right-size” AP credit:

To increase SIUE’s attractiveness to high-achieving students, the work team recommends accepting IB credit on a per course basis. So that SIUE does not lose out on the high achieving student applications for fall 2014, we recommend developing a statement regarding accepting IB credit beginning fall 2014 - and that the scale will be available as quickly as possible (determined by appropriate entity on campus).

In addition, the work team recommends that an appropriate work team evaluate SIUE’s current AP scale to ensure both its appropriateness and competitiveness with other institutions.

No monetary resources needed.

2) Setting Parameters for Honors Scholars:

The work team recommends that parameters for qualification to the honors program be determined and students identified early so that students may take advantage of programs designated for Honors Scholars. Further, the work team recommends a coordinated faculty mentorship program for honors students, Kimmel and Career Center programming, URCA opportunities for honors *freshmen* and *sophomores*, and honors symposiums and seminars. Identify and organize qualifications for international and non-traditional students who wish to be honors scholars as well.

May require programming funds.

V. Please describe other short-term initiatives that your team would like to recommend.

- 1) The work team recommends assessment of degree completion options for experienced professionals among existing SIUE programs.

- 2) The work team recommends that an assessment of all undergraduate programs for which degrees could, with relative ease, be reworked to be completed in “non-traditional” forms (e.g. blended, online, night, weekend, and with “competency credits.”)

- 3) The work team recommends continued and strengthened support of international student enrollment efforts through increased and dedicated budget for international recruitment for travel, marketing, and application processing.

- 4) The work team recommends the addition of an English Language Institute on campus to attract additional international students to SIUE. Many government scholarship students first require intensive English training before they can attend regular classes.

- 5) The work team recommends the development of a “cultural offerings” webpage that identifies all minority student services and opportunities.

- 6) The work team recommends identifying all courses currently offered that reflect a topic of diversity be identified with an attribute in the course catalog.

VI. Please list and describe three long-term initiatives that SIUE should consider to improve in the area under consideration by this work team.

1) High-Achieving Student: Develop a robust Honors College

High-achieving students and their parents seek prestige and increased research opportunities, in addition to other factors such as affordability, in their college choices. By pooling and collaborating existing campus resources and by developing new ones, SIUE could have a prestigious, attractive Honors College that could **yield a higher percentage of accepted high-achieving students.**

The work team recommends developing an Honors College at SIUE. The long-term goal of developing a fully-integrated, prestigious, and rigorous four-year program could include inter alia:

- Honors sections of general education requirements
- Advising specifically for the honors college students, including for international students
- Faculty mentors for honors students
- Honors sections of the senior assignment courses
- Honors research with faculty opportunities at the freshman and sophomore level that span more than one semester for credit
- Honors sessions/research projects with research librarians and extended library privileges e.g. greater interlibrary loan opportunities, and assigned study carrels or access to an Honors study room
- Social and cultural honors programming in tandem with an honors housing wing and an honors faculty fellow
- Special programming and mentoring for minority or non-traditional honors students
- Honors study abroad trips
- Honors volunteer and internship opportunities
- The creation of a student-run, peer-reviewed research and creative activities journal for honors student research
- Student-run, peer-reviewed conference for honors colleges in the region/ state
- Special Honors Reception at Freshman Convocation and at Graduation
- Diploma from the SIUE Honor's College

2) Non-Traditional Student Support:

SIUE lacks a coordinated approach to serving adult, non-traditional students—from recruitment and admissions to advising, tutoring, and course offerings. Additionally, degree completion and competency-based credits are likewise not readily available. This student population has specific needs and is not well served with services (e.g. campus tours, freshman orientations) geared toward the traditional 18-22 year-old student. Moreover, these students often have families, full-time jobs, and multiple responsibilities outside the classroom.

The work team recommends the development of an **Adult Student Services Center** that provides a “one-stop-shop” for non-traditional students.

The long-term development of this center could include:

- Admissions support that includes evening, weekend, and on-line information sessions
- Admissions support that offers campus tours and orientation activities geared toward this population specifically
- Advising support for nontraditional students that includes night, weekend, and online advising

- Advising support with clear guidelines for competency-based credit, work experience, and accessing transfer credit that has not been digitized or is not readily available through current methods.
- Registration services geared toward this population, including on-line and after hours support
- IT support and sessions for non-traditional students, including after-hours support.
- Tutoring and mentoring for non-traditional students
- Clear degree completion guidelines for multiple programs and colleges at SIUE
- Increased course offerings targeted at this population, including flexible offerings, e.g. online, hybrid, night, and weekend classes
- Designated webpage for family programming opportunities
- Honors society, awards, and scholarships for non-traditional students
- Lactation room for students who nurse

3) Minority/Hispanic Student Support:

Although SIUE does a good job of serving the traditional black student on campus, there is no dedicated center. In addition, support for minority groups other than African-Americans students is not as available. The work team also recommends expanding scholarship, financial, and, specifically, family care assistance for minority students, for example in the form of child care rebates or discounts.

The work team recommends the development of a **Cultural Center** on campus that services the needs and provides a wide range of programming for all minority students, including Hispanic students. The center will be a celebration of SIUE's respect for and integration of all students -- a future generation of the *We Are One* campaign.

The long-term development of a **Cultural Center** could include:

- Resource areas for several identified minority groups including Black students, Hispanic students, LGBTQ students, a women's center, etc.
- Lactation room for students who nurse
- Career resources
- Mentoring opportunities
- Tutoring/academic support
- Leadership development opportunities
- Social and cultural activities
- Scholarships and financial aid
- Lounge/kitchen

Final Work Team Comments

While the work team strongly supports the above recommendations, the members feel it important to mention the exhaustive list of student populations and supporting programs that were rigorously discussed over the course of these meetings. While many did not make the final report, they are nonetheless deserving of mention and future consideration.

Complete list of topics discussed:

- Competitive International Baccalaureate and AP Credit
- Degree Completion Program
- Dual Enrollment Program
- High-Achieving Student Population
- Honors College
- Intensive English Language Program
- International Student Enrollment
- Military Students
- Non-traditional Students
- Online and Blended Courses
- Summer Bridge Program

In addition, the work team members feel it important to formally recognize that faculty and staff training is an important component to some of these recommendations, including (but not limited to): training on developing online and blended courses, and cultural sensitivity/awareness training.

Finally, the members of the work team would like to thank Chancellor Julie Furst-Bowe and Provost Ann Boyle for the opportunity to serve Southern Illinois University Edwardsville in such an important capacity.

This report, along with supporting documents, is respectfully submitted to Dr. Denise Cobb by the New Reality Project Enrollment Work Team on Thursday, January 9, 2014.



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SIUE FOCUS GROUP FINDINGS BRIEF– ST. LOUIS For Client Review – January 29, 2013

Goal: Conduct informal focus group testing of SIUE students from St. Louis to determine the factors that were involved in them choosing SIUE over other universities, and how to capitalize on these factors in future advertising.

What We Learned Were Motivating Factors for Students:

- The sense of community
- Service from faculty and staff
- The campus (Residence halls, new feel)
- Distance (Out of town, but close)

The Sense of Community:

During the focus group, SIUE's unique sense of community was routinely brought up as something special by all of the students. While the students were unsure about attending SIUE because of a preconceived notion that the school would be small, all were pleasantly surprised to discover the size of the campus was bigger than expected. Students in the group also said that recognizing friends and classmates around campus was something important and special.

Verbatims:

- *"I think that with every organization I've worked with on campus, the big thing we try to build is community."*
- *"I think it's pretty amazing, after being involved with just a few things, just how many people you meet, and that I can walk around campus and run into people I know."*
- *"I had to seek out mentors and organizations, but when I did, it was there. They had everything there to help me, and that was really interesting."*
- *"No matter what you're into, we have something for you. I don't know if you can find that a lot of other colleges."*
- *"When I got here and I saw just how people interacted with each other, I knew that this was a better fit for me [when compared to other schools]."*

The Faculty:

The dedication of the faculty was mentioned by several students as something that made SIUE stand apart. Many of the students felt that SIUE was different from other universities in how they actively pursued students to enroll, and one student said that the difference between SIUE and another school she was considering was striking.

Verbatims:

- *"[I came from] another school where I was really excited to go, and then the process [of enrolling] was just so slow. And then I came to SIUE and they were like 'Let's get it done now.'"*
- *"The admissions process really exceeded my expectations because I came in the spring, and everything was pretty rushed for me, and they just made it really fast and easy."*

- *“Just right from the start, they were on it. Sending stuff to my house; phone conversations. I think I had a phone conversation with someone every week before I came to school!”*

The Campus, Residence Halls, and Faculty:

For all three of the students, SIUE was not a top choice until they toured the campus. One of them remarked that they heard good things about the campus previously, but the rest discovered its beauty and how much there was to do around town when they arrived on campus. All of them were pleasantly surprised at the size of the university and loved the residence halls when compared to other schools they visited.

Verbatims:

- *“I visited SEMO, and oh my goodness. I’m not going to tear down another school. But SIUE’s residence halls really impressed me, because they’re just so spacious. And that made a difference, along with having a workout room, a café; all of these different things that I could possibly have in my housing area.”*
- *“For me, one of the big things [that made SIUE stand out from other universities] was when I came to the campus for the first time; I fell in love with the sights. It was a beautiful campus, and as I walked around I realized I could easily get around. Things like Trent Road, with all of the places to eat or shop; that made a difference.”*
- *“I also fell in love with the campus. But I also liked the size of the university; it was not too big and not too small.”*
- *“I didn’t imagine [that SIUE] would look like this. I don’t know, I thought it’d be smaller for some reason. When I got here I was surprised by the size of the campus. All of it just surprised me.”*

Distance from St. Louis:

All three students that were interviewed believed SIUE was the ideal distance from their homes in St. Louis. Similar to the students from Chicago, the St. Louis students enjoyed being away from home and feeling independent, but were glad to have their family live an hour or less away.

Verbatims:

- *“SIUE is convenient in that it’s not too far away from home, but while I’m here, I don’t think I’m necessarily in St. Louis. So you get that college experience of being away.”*
- *“With the distance, you can always go home if you want to. It’s not a hassle to go home for a weekend; you don’t have to plan it out. But you also don’t feel that your parents are in your backyard.”*
- *“You can still start your life, and become more independent.”*
- *“My family was very happy that I wasn’t moving to Virginia or Alabama (laughs). They were happy that I was going to college, but also happy that I wasn’t moving too far away.”*

University of Illinois Springfield Online Learning

The University of Illinois Springfield offers several graduate and undergraduate degree programs online. On the undergraduate level, the programs are degree-completion programs (upper-division only). Prospective students are required to have completed their general education coursework apart from the online program. These courses can be taken on-campus at UIS, at another university, or at a community college. While there are some lower-division courses offered online, there are not enough to allow students to attend online all four years of their undergraduate degree.

The online programs utilize Blackboard as a learning portal. Materials are posted to the class Blackboard page and students participate in message board discussions, submit papers, and read/listen to lectures posted from faculty.

There is a separate tuition rate for students enrolled entirely in an online degree program. The “e-tuition” rate is between the in-state and out-of-state rates, and has a separate fee structure that does not include some of the fees that would otherwise be mandatory (such as the recreation center fee). This is attractive to online students as they are not charged for services to which they do not have access. The reduced rate is especially attractive to out-of-state online students. Students enrolled in on-campus classes who are also taking on online class will pay the regular tuition and fee structure.

Any student is able to register for online classes, though for classes that are part of an online major, priority is given to students admitted to the online major. For instance, an on-campus English major may be permitted to take an online English class, but only if that class is not filled with students enrolled in the online English program. This ensures that online students can advance in their degree, as the on-campus students generally have more class choices.

Online @ Illinois Springfield



Online @ Illinois Springfield

Online learning at Illinois Springfield offers *flexibility* and *convenience* with the same *high quality* as our on-campus coursework.

View a list of [partner schools](#) throughout the United States »

See below for a complete list of our [online degrees](#) and programs. Because some departments have individual requirements, please contact them directly.

Undergraduate online degrees:

- Business Administration (B.B.A.)
- Computer Science (B.S.)
- English (B.A.)
- History (B.A.)
- Liberal Studies (B.A.)
- Management Information Systems (B.S.)
- Management Information Systems (minor)
- Mathematics (B.A., minor)
- Philosophy (B.A., minor)
- Women and Gender Studies (minor)

Graduate online degrees:

- Computer Science (M.S.)
- Environmental Studies (M.A.)
- Human Services Administration (M.A.)
- Liberal and Integrative Studies (M.A.)
- Legal Studies (M.A.)
- Management Information Systems (M.S.)
- Public Administration (M.P.A.)
- Public Health (M.P.H.)
- Teacher Leadership (M.A.)

Certification Program available online:

Mathematics, Teacher Education (Secondary)

Certificates available online:

- Business Intelligence (Graduate)
- Business Process Management (Graduate)
- Community Health Education (Graduate)
- Environmental Health (Graduate)
- Environmental Risk Assessment (Graduate)
- Emergency Preparedness and Homeland Security (Graduate)
- Epidemiology (Graduate)
- Digital Organizations (Graduate)
- IT Project Management (Graduate)
- Legal Aspects of Education (Graduate)
- Chief School Business Officer (Post Master's) (pdf)

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E-Tuition (Online Program Tuition, Fees, and Assessments):

UIS has a special tuition rate that applies only to online courses. This rate is termed “electronic tuition,” or simply “E-tuition.” The following students will qualify for E-tuition:

All Illinois residents who have applied and been admitted as a degree-seeking student in an online program.

All non-residents of Illinois who have applied and been admitted as a degree-seeking student in an online program and take only online courses.

Non-residents of Illinois who do not meet the criteria itemized in the second point above (e.g., are not admitted to an online program or take non-online course(s) while in an online program) will pay non-Illinois resident rates for all courses.

Students in an online program who do not meet the criteria itemized in the points above (e.g., are not admitted to an online program or take non-online course(s) while in an online program) will pay the mandatory fees and assessments charged to students who are NOT in an online program. For these fee and assessment rates, please see Undergraduate Tuition, Fees, and Assessments or Graduate Tuition, Fees, and Assessments.

[Click here for a detailed description of all fees and assessments \(pdf\)](#)

These fees and assessments are charged to all students, whether they plan to benefit from them or not.

(SM = Summer, FL = Fall, SP = Spring)

Level	Non-Guaranteed Tuition Rates	Terms of Entry/Program	Tuition per hour	Mandatory Fees and Assessments	Online Course Fee (per hour)
Undergraduate	Non-Guaranteed Tuition	Prior to SP08 or Non-Degree Seeking	\$293.50	Full-time (12 hours or more)	\$25.00
Undergraduate	Non-Guaranteed Tuition	SP08	\$275.00	\$174.00 plus \$18.00 per hourPart-time	\$25.00
Undergraduate	Non-Guaranteed Tuition	SM08, FL08, SP09	\$282.50	(less than 12 hours) \$108.00	\$25.00

Undergraduate	Non-Guaranteed Tuition	SM09, FL09	\$309.25	plus \$18.00 per hour	\$25.00
Graduate	Non-Guaranteed Tuition	Any	\$343.25	Full-time (9 hours or more) \$174.00 plus \$18.00 per hour Part-time (less than 9 hours) \$108.00 plus \$18.00 per hour	\$25.00
Level	Guaranteed Tuition Rates	Terms of Entry/Program	Tuition per hour	Mandatory Fees and Assessments	Online Course Fee (per hour)
Undergraduate	Guaranteed Tuition	SP10	\$282.50	Full-time (12 hours or more) \$174.00 plus \$18.00 per hour Part-time (less than 12 hours) \$108.00 plus \$18.00 per hour	\$25.00
Undergraduate	Guaranteed Tuition	SM10, FL10, SP11	\$309.25		\$25.00
Undergraduate	Guaranteed Tuition	SM11, FL11, SP12	\$330.50		\$25.00
Undergraduate	Guaranteed Tuition	SM12, FL12, SP13	\$346.50		\$25.00
Undergraduate	Guaranteed Tuition	SM13, FL13, SP14	\$352.50		\$25.00

Students who are enrolled in only online courses will **NOT** be eligible for insurance coverage and will not be assessed the fee.

All full-time and part-time students are charged the Student-to-Student Grant Fee (this \$4.00 amount **IS** reflected in the amounts above). This fee provides financial support to undergraduate and graduate students who demonstrate high financial need. The fee has been included in the amounts listed above because it is assessed each term. However, it may be waived if requested. For Fall 2013, the waiver must be requested between August 26, 2013 and September 27, 2013 through the Office of Records and Registration.

Students participating in the Senior Learner Program do not pay tuition, mandatory fees, or assessments, but do pay a non-refundable \$40.00 Senior Learner Fee, in addition to the \$4.00 Student-to-Student Grant Fee, and all course related fees.

New Reality Enrollment Work Team
Online Course Development Resources -- SIUE Campus (Existing)
By Geeteeca Vanaik and Therese Dickman (11/7/2013)

1) (Instructional Design & Learning Technology Center) (IDLT)
<http://www.siu.edu/its/idlt/> offered by ITS (Information Technology Services)

The **Instructional Design & Learning Technologies (IDLT) Center** is dedicated to assisting with teaching, learning, and technology integration at SIUE. Some of the areas and methods for supporting the University's students, faculty, and staff:

Members of the IDLT Center are trained in instructional design and in the development of instructional materials. They offer consultations, resources, training, and services for shifting course formats at SIUE. The team supports faculty throughout course design, development, and delivery and helps faculty integrate technology into a variety of course formats. The Teaching page has more detailed information on the services and resources provided.

Summer Training Class for Faculty –time consuming and only for faculty.

2) Information Technology Services (ITS) <http://www.siu.edu/its/>

Information Technology Services provides technology resources, user assistance and training, design and production services, and strategic planning in support of the teaching and learning, research, service, and administrative activities of the University.

ITS delivers a wide range of services such as desktop computing support, account and password assistance, virus protection and removal, software installation, and setup of peripherals and handheld devices.

ITS manages the University's complex computing, network, and telephone infrastructures, facilities such as labs, classrooms, and kiosks, equipment like printers, servers, and much more.

ITS also provides behind-the-scenes services such as information technology project management, response to technical emergencies and other incidents, as well as large-scale enterprise applications such as Banner, Blackboard, the University's Web presence, and email and calendar services.

In partnership with SIUE students, faculty, and staff, ITS plans new and expanded information technology services as well as the leadership necessary for the robust, reliable delivery of both academic and administrative services to the University community.

Smart Classrooms, Blackboard (& Collaborate), WebEx (Distance Ed) resources

3) LIS – (Library and Information Services) LIS Faculty and staff are information specialists trained in information resources, organization, delivery, and access. They utilize emerging technologies in creating and providing new content to support SIUE programs, research, and courses.

<http://www.siu.edu/lovejoylibrary> (Homepage)

<http://www.siu.edu/lovejoylibrary/m.html> (Mobile website)

<http://siue.libguides.com/libraryinstruction> (Library Instruction and Information Literacy)

Mission

Lovejoy Library was established in 1965 to support and enhance instruction, scholarship and public service to Southern Illinois University Edwardsville and the region, by providing scholarly information and archival resources.

Reference and Other Services

- Reference Service: is free of charge for all inquiries received (via text, chat, phone, or in person) connected to personally conducted research.
- Electronic Access:
Online access to bibliographic databases providing citations, abstracts, full text, and images of articles in thousands of journals; sound recordings; visual images; and digital collections.
- Assistance: Library faculty and staff are available to assist users in locating information and resources. Numerous finding aids and guides to the collections and resources are available to researchers and SIUE faculty and students.
- University Archives
- Special Collections (Regional History, Music, National Ragtime and Jazz Archive)
- United States and Illinois document depositories

New E-Resources Provided by LIS:

E-books: <http://siue.libguides.com/ebooks> (e.g., *Credo Reference*); (*lynda.com*)

3-D Printing: <http://www.siu.edu/lovejoylibrary/services/3D.shtml>

Digital LIS Collections: http://www.siu.edu/lovejoylibrary/about/digital_collections.shtml

Streamed Video: (Alexander Street Press) <http://siue.libguides.com/aspvideo>

E-Resources A-Z List: <http://siue.libguides.com/az> (Comprehensive e-resource list)

4) IRIS Center <http://www.siu.edu/iris/> (Peck Hall 0226)

The Interdisciplinary Research and Informatics Scholarship (IRIS) Center at SIUE is an interdisciplinary facility designed to support individual and collaborative scholarship (at faculty and student levels) that applies digital content as a primary methodology.

The IRIS Center mission is to:

facilitate cross-disciplinary and collaborative projects that involve applications, enhancements and re-conceptualizations of computing and information technology in the humanities and social sciences

- support these projects via access to physical facilities and human resources
 - foster active mentorship and collaboration between faculty and students at undergraduate and graduate levels
 - encourage the development of curricular innovation that makes significant use of digital and informatics applications and resources
 - promote digital endeavors that intersect with community initiatives and organizations
- [The IRIS Center blog](#) has more information on projects, events, and IRIS members.

5) GIS (Geographic Imaging Systems)– Offered by Geography Dept.

See article:

<http://www.siue.edu/artsandsciences/2011-deans-report-gis.shtml>

6) Mass Communications—digital video editing, television studio

7) School of Engineering

8) WSIE

9) Web Radio

Academic Affairs website: (Online & Blended Courses)

Online Courses: <http://www.siue.edu/academics/online-courses.shtml>

Blended Courses: <http://www.siue.edu/academics/hybrid-courses.shtml>

Note: International students are only allowed to take 3 credits online per semester

Several eLearning Committees—may investigate these resources further

Military Students

Military Times List

SIUC – Ranked 8 on Military Times List

- Veteran's Affairs Office
- Veterans seeking admission to the University are admitted in good standing regardless of their previous academic record provided that any additional post-secondary education attempted after active duty has been completed with a grade average of C (2.0 equals C) quality or better.

Webster – Ranked 26 on Military Times List

- Articulation with Community College of the Air Force Associate of Applied Science (AAS) degree.
- Classes offered at 39 military installations around the U.S.
- Reduced tuition for military
- Cooperative degree programs – Coop Master's program are offered in partnership with 35 professional military and Department of Defense Schools
- Military graduate applicants are not required to provide letters of recommendation, nor complete the GRE, GMAT, or MAT

Western Kentucky University – Ranked 7 on Military Times List

- Special tuition rate
- Dedicated Military Programs Counselor
- Veteran's Resource Center
- Military listserv
- Student Veteran's Alliance
- Veteran's Upward Bound program
- Vet-2-Vet Peer Mentorship Program
- Recognition Cords for military graduates
- An Acquired Brain Injury Resource Program
- Wounded Warrior therapy program
- CanDoo – WKU's therapy dog

Yellow Ribbon Program

SIUE

- Under cap for Yellow Ribbon Program at the moment – may need to explore becoming a Yellow Ribbon School in the next few years, though.
- In-state tuition for Post-9/11 GI Bill.
- Do not waive application fee for military (which is something the D'Youville, ranked 1 on Military Times list, does).

Find what you are looking for ...



Best for Vets: Colleges 2014

4-year schools

These schools told us they offer bachelor's or graduate degrees or both. 2-year schools | Online & nontraditional schools | Main story | Methodology

Rank	School	Headquarters or main campus	Type	Enrollment 2012	Post-9/11 GI Bill		Staff support	Academic support	Extra-curriculars	Accreditation	Student-faculty ratio	Graduation rate (transfer rate)	Default rate
					Accepts ACE credits	At or below TA limits							
1	DYouville College	Buffalo, N.Y.	Private	3,145	191	✓	☆☆☆☆	☆☆☆☆	☆☆☆☆	NYSBR [RI] (4)	8:1	40% (no data)	11%
2	University of Nebraska Omaha	Omaha, Neb.	Public	14,786	642	✓	☆☆☆☆	☆☆☆☆	☆☆	NCACS [RI]	17:1	46% (31%)	8%
3	Concord University	Athens, W.Va.	Public	2,834	81	✓	n/a	☆☆	☆☆☆☆	NCACS [RI]	20:1	38% (27%)	16%
4	Rutgers, The State University of New Jersey	New Brunswick, N.J.	Public	58,788	2,154	✓	☆☆☆☆	☆☆☆☆	☆☆☆☆	MSCHE [RI] (6)	14:1	79% (11%)	4%
5	University of South Florida	Tampa, Fla.	Public	47,646	1,707	✓	☆☆☆☆	☆☆☆☆	☆☆☆☆	SACS [RI]	24:1	57% (6%)	10%
6	University of the Incarnate Word	San Antonio	Private	8,442	2,085	✓	☆☆☆☆	☆☆☆☆	☆☆	SACS [RI]	14:1	47% (no data)	13%
7	Western Kentucky University	Bowling Green, Ky.	Public	21,124	629	✓	n/a	☆☆	☆☆☆☆	SACS [RI]	19:1	43% (31%)	12%
8	Southern Illinois University Carbondale	Carbondale, Ill.	Public	18,847	1,253	✓	☆☆☆☆	☆☆	☆☆☆☆	NCACS [RI]	15:1	48% (14%)	8%
9	South Dakota School of Mines and Technology	Rapid City, S.D.	Public	2,424	159	✓	n/a	☆☆	☆☆☆☆	NCACS [RI]	14:1	55% (no data)	5%
10	Florida State University	Tallahassee, Fla.	Public	41,301	890 (3)	✓	☆☆☆☆	☆☆☆☆	☆☆☆☆	SACS [RI]	26:1	75% (8%)	5%



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Veterans

Veterans Services

Admissions

Southern Illinois University Edwardsville is a member of the Service members Opportunity Colleges (SOC).The SOC is a consortium of national higher education associations and member institutions that cooperate with the Department of Defense (DOD) and military services,including the National Guard and the Coast Guard, to help meet the voluntary higher education needs of service members. This service includes SIUE working with the Concurrent Admissions Program (ConAP) through the SOC. This is a partnership between the Army Recruiting Command and SIUE (as a participating institution).

When soldiers enlist in the Army or Army Reserve, recruiters encourage them to select a ConAP college. A College Referral and Intent to Enroll form are completed, and SIUE acknowledges this information and establishes a plan to work with the service member throughout their college process upon completion of their duties.

For more information about SOC and ConAP at SIUE, please contact Todd Burrell, Director of Admissions, at 618-650-3705 or tburrell@siue.edu.

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Servicemembers Opportunity College (SOC) Criteria

Inherent in the SOC Principles are expectations and standards essential to their translation into performance and action. The SOC Criteria express those expectations and standards and constitute an operational framework for SOC Consortium member institutions to extend to servicemembers undergraduate educational opportunities that are sometimes distinct from common institutional practice. The Criteria characterize flexibility essential to the improvement of access by servicemembers to undergraduate educational programs. The Criteria stipulate that institutional policies and practices be fair, equitable, and effective in recognizing special and often limiting conditions faced by military students.

Criterion 1. Transfer of Credit.

Since mobility makes it unlikely that a servicemember can complete all degree program requirements at one institution, a SOC Consortium institution designs its transfer practices for servicemembers to minimize loss of credit and avoid duplication of coursework, while simultaneously maintaining the integrity of its programs. It is recognized that SOC Consortium institutions must maintain quality and integrity within a complex academic and regulatory environment where resource, regulatory, and academic realities sometimes militate against the broad spirit of flexibility that SOC advocates. Consistent with this reality and with the requirements of a servicemember's degree program, a SOC Consortium institution follows the general principles of good practice outlined in the Joint Statement on the Transfer and Award of Credit. Each institution may be required to submit documentary evidence that it generally accepts credits in transfer from other accredited institutions, and that its credits in turn are generally accepted by other accredited institutions.

Criterion 2. Academic Residency Requirements.

A SOC Consortium institution limits academic residency requirements for active-duty servicemembers to no more than 25 percent of the undergraduate degree program; recognizes all credit course work offered by the institution as applicable in satisfying academic residency requirements; and allows servicemembers to satisfy academic residency requirements with courses taken from the institution at any time during their program of study, specifically avoiding any "final year" or "final semester" residency requirement, subject to stated requirements in specific course areas such as majors. If a SOC Consortium institution offers one hundred percent of an undergraduate degree online, that institution may require active-duty servicemembers to take thirty percent of that degree program to obtain residency. (Institutions joining SOC for the purpose of participating in the Concurrent Admissions Program (ConAP) are exempted from this criterion.)

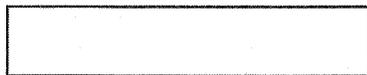
Criterion 3. Crediting Learning from Military Training and Experience.

A SOC Consortium institution provides processes to determine credit awards and learning acquired for specialized military training and occupational experience when applicable to a servicemember's degree program. A SOC Consortium institution recognizes and uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in determining the value of learning acquired in military

service, and awards credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations and / or those transcribed by the Community College of the Air Force, when applicable to a servicemember's program.

Criterion 4. Crediting Extra-Institutional Learning.

Recognizing that learning occurs in extra-institutional and non-instructional settings, a SOC Consortium institution provides processes to evaluate and award appropriate undergraduate-level credit for such learning through practices that reflect the principles and guidelines in the statement on Awarding Credit for Extracurricular Learning. This shall include awarding credit through use of one or more of the nationally-recognized, non-traditional learning testing programs provided for servicemembers by the OSD, such as described in the ACE Guide to Educational Credit by Examination. These examinations include CLEP, DSST, and ECE whether or not they supplement institutional challenge examinations or test-out procedures.



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Veterans Veterans Services Office of the Registrar

- Use of Educational Benefits
- Transfer/Evaluation of Credit
- Tuition Rates
- Students Called to Active Duty or Deployed
- Students Returning from Military Deployment

Use of Educational Benefits

SIUE's Certifying Official, Bobbi Wojcik, is on staff full time within the Office of the Registrar to assist students with use of educational benefits administered through the Department of Veterans Affairs to include the following:

- The Post-9/11 GI Bill
- Montgomery GI Bill - Active Duty (MGIB-AD)
- Montgomery GI Bill - Selected Reserve (MGIB-SR)
- Reserve Educational Assistance Program (REAP)
- Veterans Educational Assistance Program (VEAP)
- Survivors' and Dependents' Educational Assistance Program (DEA)

Students wishing to use these educational benefits while attending SIUE should submit the Veterans' Benefits Information form each semester following registration. The form should be submitted to:

Office of the Registrar
 Attention: Veterans Certification
 Southern Illinois University Edwardsville
 Edwardsville, IL 62026-1047

The form also is available in the Service Center, Rendleman Hall, Room 1309.

SIUE will certify your enrollment and charges, if appropriate, to the Department of Veterans Affairs upon receipt of the Veterans Benefits Information form and confirmation of enrollment. If you make changes to your enrollment or program of study following initial submission of your request, you should report these changes as soon as possible to Veterans Certification, Rendleman Hall, Room 1207 or by telephone to (618) 650-2234. Information also is available on the registrar's Veterans Certification Web page.

Additional information about veterans' education benefit programs is available at www.gibill.va.gov. Please note that SIUE does not certify eligibility to receive benefits. If you have questions related to your eligibility, you should contact the Department of Veterans Affairs at (888) 442-4551.

Veterans Certification Contacts

Bobbi Wojcik
 In Person: Rendleman Hall, Room 1207
 Email: bwojcik@siue.edu
 Telephone: (618) 650-2234

Lisa Hyde
 In Person: Rendleman Hall, Room 1207
 Email: lhyde@siue.edu
 Telephone: (618) 650-2288

Kelly Meyers
 In Person: Rendleman Hall, Room 1207
 Email: kelmeye@siue.edu
 Telephone: (618) 650-2293

Transfer/Evaluation of Credit

Staff in SIUE's Transfer Center in the Office of the Registrar are available to assist students with transfer of credit and application of credit earned through the following:

- regionally accredited colleges and universities
- College Level Examination Program (CLEP)
- Advanced Placement (AP)
- basic training/military course credit

Military credit is awarded as follows:

- **Basic Training** - For evaluation of active duty military credit, submit a copy of your DD214 Certificate of Release or Discharge from Active Duty reflecting character of service (Member 4 copy) . Credit will be awarded as published in the current undergraduate catalog.

If you are currently on active duty and do not have a DD214 with discharge status available, please submit a letter from your Commanding Officer stating successful completion of Basic Training and the amount of active duty time completed to date.

- **AARTS or SMART** - For evaluation of military course credit, submit a copy of your AARTS - The Army's Transcript Service or Sailor/Marine American Council on Education Registry Transcript (SMART). General elective credit is awarded for courses with ACE recommendation of upper or lower baccalaureate. Note: Credit is not awarded for Military Occupational Specialties.
- **Coast Guard** - For evaluation of military course credit submit a copy of your Military Education Transcript. General elective credit is awarded for courses with ACE recommendation of upper or lower baccalaureate. Note: Credit is not awarded for Military Experiential Learning.
- **CCAF** is a regionally accredited institution and may be required for admission purposes. Credit is awarded for all CCAF course work. Community College of the Air Force (CCAF) Transcripts.
- **DANTES/DSST** - For evaluation of DSST credit, please have an official transcript sent directly from Prometric. General elective credit is awarded for passing scores.

All documents should be mailed or delivered to:

Service Center
Box 1080
Rendleman Hall, Room 1309
SIUE
Edwardsville, IL 62026-1080

Additional information about SIUE's transfer acceptance practices and procedures is available at www.siu.edu/registrar.

Credit Evaluation Contact

Jo Gibson, Transfer Coordinator
In Person: Rendleman Hall, Room 1207
Email: transfercredit@siue.edu
Telephone: (618) 650-2838

Tuition Rates

Active duty service members and his/her dependents will be assessed in-state tuition rates under any of the following conditions:

- The service member and his/her dependents have lived in Illinois for a minimum of 6 months.
- The service member is on active military duty and stationed in Illinois
- The service member is on active military duty out of state following a minimum 3-year active duty assignment in Illinois and the student applied for admission within 18 months of the out of state re-assignment or has remained continuously enrolled.

Students should complete an application for re-classification of residency, documentation of active duty assignments and dependency if appropriate to the Service Center to receive the in-state rates as described.

Residency Contact

Heather Yeager
In Person: Rendleman Hall, Room 1309
Email: hdehner@siue.edu
Telephone: (618) 650-3776

Students Called to Active Duty or Deployed

If you are required to change academic plans as a result of military activation or mobilization, the University will work with you to ensure that you are either able to complete your remaining coursework or withdraw from courses without academic prejudice or financial obligation.

If classes are in progress and you wish to explore options for completion, discuss this with your instructors. At the instructor's discretion, the following options may be available:

- If you have completed enough of the term to receive academic credit and satisfactory grades, your instructor may issue a grade.
- Your instructor may issue an incomplete allowing you to complete remaining requirements at a later date. If you agree with this option, you should ensure that you are clear regarding remaining expectations and required timeframe for completion.

If you are unable to complete current courses, you should contact the Service Center. The Service Center will assist you with withdrawing from classes and receiving a full credit of your tuition and fee charges. You will be asked to submit documentation of your active duty assignment at the time of your withdrawal. This will assist us in addressing any issues that may arise in your absence. It will also help us expedite procedures upon your return.

Enrollment Assistance Contact

Heather Yeager
 In Person: Rendleman Hall, Room 1309
 Email: hdehner@siue.edu
 Telephone: (618) 650-3776

Students Returning from Military Deployment

Upon return from your military assignment, you should visit the Service Center so that we may assist you with re-entry and re-enrollment. If you have been unable to attend for three consecutive semesters, we may need to collect additional information in order to re-establish your status as a student. In addition, we will be available to assist you with enrolling in any classes you were unable to complete as a result of your deployment.

Enrollment Assistance Contact

Heather Yeager
 In Person: Rendleman Hall, Room 1309
 Email: hdehner@siue.edu
 Telephone: (618) 650-3776

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President Obama Applauds Community Colleges' and Universities' Efforts to Implement 8 Keys to Veterans' Success

More than 250 Institutions of Higher Education Embracing the Administration's "8 Keys to Success"
AUGUST 12, 2013

Contact: Press Office, (202) 401-1576, press@ed.gov (<mailto:press@ed.gov>)

As part of the Obama Administration's ongoing effort to foster postsecondary educational opportunities and dramatically improve employment outcomes for returning service members, the Department of Education (ED) and the Department of Veterans Affairs (VA) announced today a challenge to education institutions to adopt best practices supporting educational success. More than 250 community colleges and universities across the country have immediately answered the call to implementing the "8 Keys to Success" to help veterans on campus.

President Obama introduced the "8 Keys to Success" on Saturday at the [Disabled American Veterans National Convention](http://www.whitehouse.gov/the-press-office/2013/08/10/remarks-first-lady-and-president-disabled-american-veterans-convention) (<http://www.whitehouse.gov/the-press-office/2013/08/10/remarks-first-lady-and-president-disabled-american-veterans-convention>).

"We're announcing what we call '8 Keys to Success' -- specific steps that schools can take to truly welcome and encourage our veterans," President Obama said. "And so far, more than 250 community colleges and universities have signed on, and today I'm calling on schools across America to join us in this effort. Let's help our veterans get that degree, get that credential and compete for the high-skilled jobs of tomorrow."

With the more than 250 institutions leading the way, the "8 Keys to Success" can aid veterans in their effort to afford and complete their college degrees, certificates, industry-recognized credentials and licenses in preparation for jobs in high-growth sectors of the economy.

To help draft the "8 Keys to Success," ED convened more than 100 experts to review approaches that could be scaled and replicated to foster veterans' success on campus and via distance learning. A wide range of stakeholders participated in the discussions including non-profit organizations, foundations, veterans service organizations and, importantly, veterans who had recently completed postsecondary education in a range of disciplines. Best practices learned from existing programs at ED and VA provided the foundation for the "8 Keys to Success," specifically best practices from the highly successful VA VetSuccess on Campus programs.

"This is a major step forward in the Administration's work to encourage institutions of higher education to support Veterans with access to the courses and resources they need to ensure that they graduate and get good jobs," said U.S. Secretary of Education Arne Duncan.

The "8 Keys to Success" include the following:

1. Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans.
2. Ensure consistent and sustained support from campus leadership.
3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
4. Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space (even if limited in size).
5. Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.
6. Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention and degree completion.
7. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.
8. Develop systems that ensure sustainability of effective practices for veterans.

More than 250 community colleges and universities in 24 different states and DC will fully adopt the "8 Keys to Success" and more are expected to rise to the challenge in the coming months. At Western Nevada College, for example, the school hosts a "Veterans Orientation" to make sure returning service members begin college on the right track, and that every veteran has a counselor assigned to work with him or her on adjusting to the classroom environment, performance expectations, personal challenges and program completion.

"This commitment made by colleges and universities will help Veterans better transition from military service into the classroom, graduate, and find a good job to help strengthen our economy," said Secretary of Veterans Affairs Eric K. Shinseki. "Given the opportunity, Veterans will succeed because they possess exceptional character, team-building skills, discipline, and leadership."

Another example of postsecondary institutions working to implement the keys is Virginia's Community Colleges, where schools are leveraging partnerships to connect veterans with jobs and careers in high-growth, high-demand fields.

"These partnerships bring together local businesses, community colleges, workforce investment boards, the Virginia Employment Commission, other state government agencies, and nonprofit providers of social services all in support of Virginia's veterans," said Glenn DuBois, Chancellor of Virginia's Community Colleges. "The keys to success provide a helpful set of recommendations for moving forward."

The keys build on the Administration's work to provide veterans and military families with a high-quality, affordable education. In April 2012, President Obama signed an executive order establishing the [Principles of Excellence](http://www.whitehouse.gov/the-press-office/2012/04/27/executive-order-establishing-principles-excellence-educational-instituti) (POE), which provide protections for our nation's military, veterans, and their families.

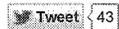
To further veterans' success in higher education and employment, the VA is also expanding its [VetSuccess on Campus](http://vetsuccess.gov/vetsuccess_on_campus) (VSOC) and Veterans Integration to Academic Leadership (VITAL) programs, which connect veterans to VA resources. Thousands of colleges and universities are developing or expanding their Veterans Success Centers as a result of the VA's VSOC and VITAL investments. VSOC is currently located at 32 campus sites in 16 states and is expanding to additional campuses in 2013.

The Post-9/11 GI Bill has also played a large role in helping returning service members attend college. VA has issued approximately \$30 billion in Post 9/11 GI-Bill benefit payments since its inception in August 2009, and helped nearly one million servicemembers, veterans, and their families pursue an education. The Post-9/11 GI Bill is the most extensive educational assistance program since the Serviceman's Readjustment Act of 1944, more commonly known as the GI Bill, was signed into law.

The Administration will continue to build on its work to ensure veterans' success by acting on our nation's commitment to place higher education within reach for all who are willing to work for it. Federal agencies, colleges and universities, and their many partners are united in their determination to make sure this generation of veterans, active duty service members and their families are aware of and take advantage of all the benefits and resources provided by a grateful nation.

Click [HERE](http://www.ed.gov/veterans-and-military-families) to see the list of more than 250 community colleges and universities working to implement the "8 Keys to Success." Click [HERE](http://www.whitehouse.gov/the-press-office/2013/09/10/fact-sheet-obama-administration-s-work-honor-our-military-families-and-v) to see the Administration's new fact sheet on the President's commitment to honor our military families and veterans.

Tags:

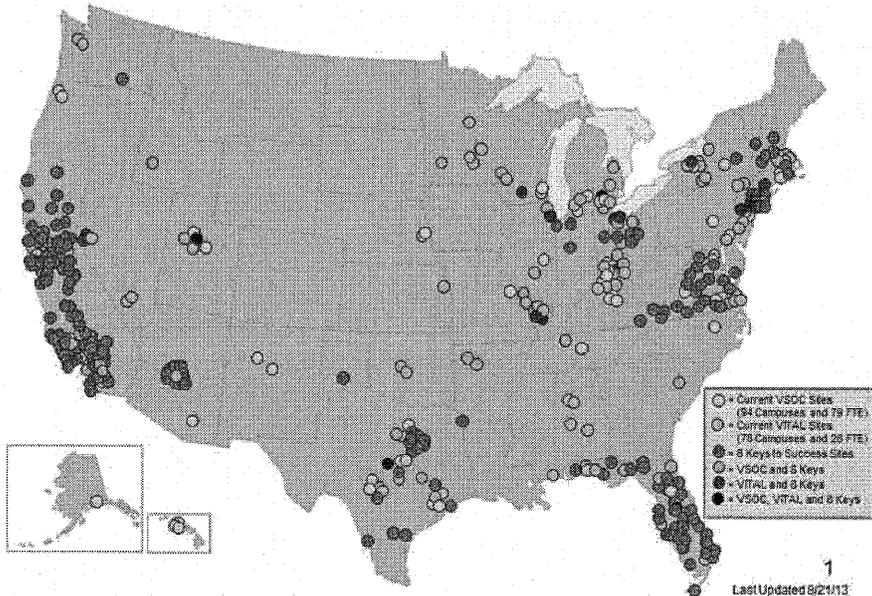


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8 Keys to Success Sites

VSOC, VITAL and 8 Keys to Success Sites



Alabama

Troy University

Arizona

Arizona State University
 Chandler-Gilbert Community College
 Estrella Mountain Community College
 GateWay Community College
 Glendale Community College
 Mesa Community College
 Paradise Valley Community College
 Phoenix College
 Rio Salado Community College
 Scottsdale Community College
 South Mountain Community College

Arkansas

Northwest Arkansas Community College
 University of Arkansas, Fayetteville

California

Allan Hancock College
 American River College
 Antelope Valley College
 Bakersfield College
 Barstow College
 Butte College
 Cabrillo College
 Canada College
 Cerro Coso College
 Chabot College
 Chaffey College

Illinois

Southern Illinois University – Edwardsville
 Southern Illinois University – Carbondale
 Southwestern Illinois College
 University of Illinois, Chicago

Indiana

Purdue University
 Purdue University, Calumet
 Purdue University, North Central

Kansas

Johnson County Community College

Kentucky

Gateway Community & Technical College

Massachusetts

Mt. Wachusett Community College
 Salem State University
 University of Massachusetts, Amherst
 University of Massachusetts, Boston
 University of Massachusetts, Dartmouth
 University of Massachusetts, Lowell

Michigan

University of Michigan, Ann Arbor
 Western Michigan University

Nevada

Citrus College
 Coastline Community College
 College of Marin
 College of San Mateo
 College of the Canyons
 College of the Desert
 College of the Redwoods
 College of the Sequoias
 College of the Siskiyous
 Columbia College
 Contra Costa College
 Copper Mountain College
 Cosumnes River College
 Crafton Hills College
 Cuesta College
 Cuyamaca College
 Cypress College
 De Anza College
 Diablo Valley College
 El Camino College
 Evergreen Valley College
 Feather River College
 Folsom Lake College
 Foothill College
 Fresno City College
 Fullerton College
 Gavilan College
 Glendale Community College
 Golden West College
 Grossmont College
 Hartnell College
 Irvine Valley College
 Lake Tahoe Community College
 Las Positas College
 Lassen Community College
 Long Beach City College
 Los Angeles City College
 Los Angeles Southwest College
 Los Angeles Valley College
 Los Medanos College
 Mendocino College
 Merced College
 Merritt College
 MiraCosta College
 Mission College
 Modesto Junior College
 Monterey Peninsula College
 Moorpark College
 Mt. San Antonio College
 Mt. San Jacinto College
 Napa Valley College
 Ohlone College
 Orange Coast College
 Oxnard College
 Palo Verde College
 Palomar College
 Pasadena City College
 Porterville College
 Reedley College
 Rio Hondo College
 Riverside City College
 Sacramento City College
 Saddleback College
 San Bernardino Valley College
 San Diego City College
 San Diego Mesa College
 San Diego Miramar College
 San Joaquin Delta College
 San Jose City College
 Santa Ana College
 Santa Barbara City College
 Santa Monica College
 Santa Rosa Junior College

Truckee Meadows Community College
 Western Nevada College

New Hampshire

Southern New Hampshire University

New Jersey

Rutgers University
 Rutgers University, Camden
 Rutgers University, Newark

New York

CUNY – Baruch College
 CUNY – Borough of Manhattan CC
 CUNY – Bronx Community College
 CUNY – Brooklyn College
 CUNY – City College
 CUNY – College of Staten Island
 CUNY – Hostos Community College
 CUNY – Hunter College
 CUNY – John Jay College of Criminal Justice
 CUNY – Kingsborough Community College
 CUNY – LaGuardia Community College
 CUNY – Lehman College
 CUNY – Medgar Evers College
 CUNY – Queens College
 CUNY – Queensborough Community College
 CUNY – Stella and Charles Guttman Community College
 CUNY – York College
 Excelsior College
 Fordham University
 Nazareth College
 Syracuse University

Ohio

Bowling Green State University
 Bowling Green State University - Firelands
 Cleveland State University
 Owens Community College
 Ohio State University
 Ohio State – Agricultural & Technical Institute
 Ohio State – Lima
 Ohio State – Mansfield
 Ohio State – Marion
 Ohio State – Newark

South Carolina

Midlands Technical College

Tennessee

Austin Peay State University

Texas

Austin Community College
 Brookhaven College
 Cedar Valley College
 Eastfield College
 El Centro College
 Mountain View College
 North Lake College
 Prairie View A&M University
 Richland College
 Tarleton State University
 Tarrant County College - Northeast & South
 Texas A&M International University
 Texas A&M University – Central Texas
 Texas A&M University – College Station
 Texas A&M University – Commerce
 Texas A&M University – Corpus Christi

Santiago Canyon College
 Shasta College
 Sierra College
 Skyline College
 Solano Community College
 Southwestern College
 Taft College
 Ventura College
 Victor Valley College
 West Hills College Coalinga
 West Hills College Lemoore
 West Valley College
 Woodland Community College
 Yuba College

Connecticut

Gateway Community College

District of Columbia

American University

Florida

Broward College
 Chipola College
 College of Central Florida
 Daytona State College
 Eastern Florida State College
 Edison State College
 Florida A&M University
 Florida Atlantic University
 Florida Gateway College
 Florida Gulf Coast University
 Florida International University
 Florida Keys Community College
 Florida Polytechnic University
 Florida State College at Jacksonville
 Florida State University
 Gulf Coast State College
 Hillsborough Community College
 Indian River State College
 Lake-Sumter Community College
 Miami Dade College
 North Florida Community College
 Northwest Florida State College
 Palm Beach State College
 Pasco-Hernando Community College
 Pensacola State College
 Polk State College
 Santa Fe College
 St. Johns River Community College
 St. Petersburg College
 Seminole State College
 South Florida State College
 State College of Florida Manatee-Sarasota
 Tallahassee Community College
 University of Central Florida
 University of Florida
 University of North Florida
 University of South Florida, Tampa
 University of South Florida, Sarasota-Manatee
 University of South Florida, St. Petersburg
 University of West Florida
 Valencia College

Idaho

Boise State University

Texas A&M University – Kingsville
 Texas A&M University – Galveston
 Texas A&M University – Texarkana
 University of Houston
 University of Houston – Clear Lake
 University of Houston – Downtown
 University of Houston – Victoria
 West Texas A&M University

Utah

University of Utah

Vermont

Southern Vermont College

Virginia

Blue Ridge Community College
 Central Virginia Community College
 Dabney S. Lancaster Community College
 Danville Community College
 Eastern Shore Community College
 Germanna Community College
 J. Sargeant Reynolds Community College
 John Tyler Community College
 Lord Fairfax Community College
 Mountain Empire Community College
 New River Community College
 Northern Virginia Community College
 Patrick Henry Community College
 Paul D. Camp Community College
 Piedmont Virginia Community College
 Rappahannock Community College
 Southside Virginia Community College
 Southwest Virginia Community College
 Thomas Nelson Community College
 Tidewater Community College
 Virginia Highlands Community College
 Virginia Western Community College

Washington

Columbia Basin College

Wisconsin

Madison College

Posted in



Can You Give Me Examples Of How The Yellow Ribbon Program Works?

You are attending a public school as an out of state student and your tuition and fees for the year are **\$16,000**. The tuition and fee charges for the school are **\$10,000**. Your total tuition and fees **exceed** the amount payable under the Post-9/11 GI bill by **\$6,000**. VA will pay a total of **\$10,000** to your school for your tuition and fees. You are responsible for the **\$6,000 charged to out of state students**.

If your school **offers \$3,000** in Yellow Ribbon contributions, VA will also pay **\$3,000 to the school**, and your full amount will be paid.

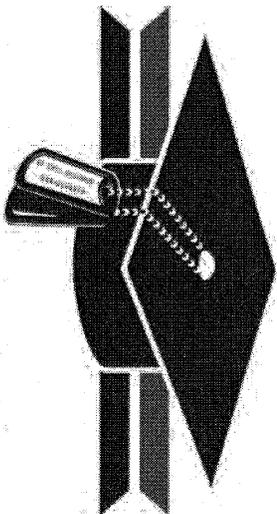
If your school offers **\$2,000** in Yellow Ribbon contributions, VA will pay **\$2,000 to your school**, and you will be responsible for the remaining **\$2,000**.

For Additional Information

Visit http://www.gibill.va.gov/benefits/post_911_gibillyellow_ribbon_program.html for additional information on the Yellow Ribbon Program, the Post-9/11 GI Bill, and other education programs.

Department of Veterans Affairs
Washington, DC 20420

OFFICIAL BUSINESS

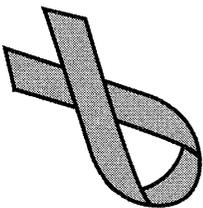


POST★9/11

GI BILL

It's Your Future

Yellow Ribbon Program



VA Pamphlet
22-09-2 Revised
May 2012

Veterans Benefits
Administration

P96310

What Is The Yellow Ribbon Program?

The Yellow Ribbon Program was established by the Post-9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (such as colleges, universities, and other degree-granting schools) in the United States to voluntarily enter into an agreement with VA to fund tuition and fee expenses that exceed the tuition and fee amounts payable under the Post-9/11 GI Bill.

The institution can contribute a specified dollar amount of those expenses, and VA will match the contribution, not to exceed 50% of the difference.

To receive the Yellow Ribbon Program benefits you must be enrolled in an approved program offered by an institution of higher learning that participates in the Yellow Ribbon Program.

Am I Eligible?

You may qualify for the Yellow Ribbon Program benefit if you:

- ▶ Served an aggregate period of active duty after September 10, 2001, of at least 36 months and were honorably discharged
- ▶ Were discharged from active duty for a service-connected disability and you served 30 continuous days after September 10, 2001; or
- ▶ Are a dependent who received benefits transferred from an eligible Service Member

How Does The Yellow Ribbon Program Benefit Me?

The Post-9/11 GI Bill pays all in-state tuition and fee charges at public schools and tuition and fees not to exceed a national cap at private and foreign schools. Out of state students and those attending private or foreign schools may receive additional funds to help cover unmet costs under the Yellow Ribbon Program. To see the current national cap, please visit our website at www.gibill.va.gov.

If your charges exceed the tuition and fee amounts payable under the Post-9/11 GI Bill and you are enrolled at a participating school, additional funds may be available to you through the Yellow Ribbon Program.

Institutions of higher learning that enter into a Yellow Ribbon Program Agreement with VA will choose the amount of funds they will contribute toward your tuition and fees. VA will match that amount and issue payment directly to the institution on your behalf.

What Must My School Agree To?

The school must agree to:

- ▶ Enter into an official agreement with VA
- ▶ Provide contributions to eligible individuals who apply for the Yellow Ribbon Program on a first-come first-served basis
- ▶ Make contributions toward the program on behalf of the individual in the form of a grant, scholarship, etc.
- ▶ State the dollar amount that will be contributed for each participant during the academic year
- ▶ State the maximum number of individuals for whom contributions will be made in any given academic year

How Will I Know If My School Is Participating In The Yellow Ribbon Program?

You can search for Yellow Ribbon Program schools on the Department of Veterans Affairs GI Bill website at www.gibill.va.gov.

How Will I Know If I Can Use The Yellow Ribbon Program?

Your school will let you know:

- ▶ If you are accepted to participate in the Yellow Ribbon Program, and
- ▶ The maximum amount that may be provided to you on a yearly basis

How Do I Apply?

You must contact your School Certifying Official to apply for Yellow Ribbon Program benefits.



McKendree University

How can I find more information about the Yellow Ribbon Program?

Effective this fall, McKendree University, in partnership with the Department of Veterans Affairs (VA), will offer a full tuition scholarship to veterans who qualify and apply under the Post-9/11 GI Bill.

The new initiative, entitled the Yellow Ribbon Program, is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. McKendree has entered into a voluntary agreement with the VA to fund tuition expenses that exceeds the highest public in-state undergraduate tuition and fees. McKendree will waive 50 percent, the maximum amount allowed, of the difference in tuition cost and the VA will match that amount. This will enable qualified students to essentially attend McKendree tuition-free.

The scholarship, called the McKendree Post-9/11 Veteran Award, will be available for coursework or training pursued on **or after August 1, 2009. In order to be eligible for Yellow Ribbon Program benefits, you must be eligible for the full benefits of the Post 9/11 GI Bill.** This means you must fulfill one of the following: served at least 36 months on active duty beginning on or after Sept. 11, 2001; honorably discharged from active duty due to a service-related disability and have served 30 continuous days after September 10, 2001; or you are a dependent eligible for the full benefits of the Post 9/11 GI Bill. Under the Post-9/11 GI Bill, eligible veterans enrolled full-time are entitled to a tuition benefit, monthly housing allowance, and a \$1,000 yearly stipend for books and supplies.

Just like the other benefits of the Post 9/11 GI Bill, the Yellow Ribbon Program is treated like a grant, not a loan. Military students that benefit from the Yellow Ribbon Program do not have to pay back the benefits they receive.

“McKendree University is pleased to participate in the Yellow Ribbon Program by initiating this new scholarship. We have a long history of serving the military community and we hope that the McKendree Post-9/11 Veteran Award will enable even greater numbers of veterans to take advantage of the outstanding programs that we offer,” said Dr. Christine Bahr, provost and dean of the university.

The new GI Bill was introduced and sponsored by U.S. Sen. James Webb (D-Va.) and the Yellow Ribbon provisions were added by Sen. John Warner (R-Va.). For more information on the Yellow Ribbon Program, visit http://www.gibill.va.gov/GI_BILL_info/ch33/yellow_ribbon.htm.

Will you accept credit for my professional military experience?

McKendree awards four general elective credits for professional military experience to veterans receiving an honorable discharge. Additional credit may be granted after review of your military transcript.

Servicemembers Opportunity College

McKendree University has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world.

As a SOC member, McKendree University recognizes the unique nature of the military lifestyle, and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of thirteen leading national higher education association. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

Concurrent Admissions Program (ConAp)

ConAp is a joint program of the Army, Service members Opportunity Colleges, and participating colleges to admit new soldiers to college at the time of enlistment.

McKendree admits eligible soldiers on a full or provisional basis and defers enrollment until completion of active military service. The agreement is in effect for two years following completion of the initial enlistment for active duty soldiers or, for Army Reserve soldiers, two years after completing initial active duty for training.

St. Louis, Missouri Student Awareness and Perception of SIUE

A Market Research Report to:

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

*Prepared by Standing Partnership and Stakeholder Insights
July 2013*

A. Research Objectives

Stakeholder Insights, a St. Louis-based marketing research and consulting firm, in collaboration with Standing Partnership, was retained by Southern Illinois University Edwardsville (SIUE) to help SIUE understand how prospective St. Louis, Mo.-side high school student applicants view SIUE as a competitive college option. Focus group research was designed to measure qualitatively:

1. High school student **awareness of SIUE**: its location (in-town or out-of-town), program offerings and other college selection attributes they consider important
2. College **selection criteria** and the relative importance of each factor in students' decision to apply to various colleges and universities
3. **Perceptions of SIUE** on each key selection factor
4. Evaluation of current and/or proposed SIUE "recruitment" **advertising and enrollment information**

B. Methodology

Two, 90-minute focus group discussions were conducted June 18, 2013, with 21 students who will begin their junior or senior year of high school this fall for the 2013-2014 academic school year.

Group composition:

- one discussion with "rising" juniors (11 students)
- one discussion with "rising" seniors (10 students)

SIUE was not identified as the sponsor of the research.

CAUTION

This study was small sample, qualitative research which is neither statistically significant nor necessarily representative of all St. Louis, Mo.-area prospective college students. While some statistics and graphs are included in this report, they should be viewed as directional only. However, this is reliable "anecdotal" feedback regarding how a range of prospective St. Louis, Missouri-side college-bound high school students choose a higher educational institution and their reactions to current and potential SIUE advertising.

C. Executive Summary

Awareness and Perceptions of SIUE

SIUE lacked top-of-mind awareness among these St. Louis juniors and seniors. Both groups had a general idea of SIUE's location and some had visited SIUE for sporting events through their high school, but were generally unaware of what the university offers academically and/or socially.

Focus group research validated that SIUE is considered an “in town” option. Most know SIUE is about a 45-minute drive and they say that is too close to home to be considered a “going away to school.” Other “local” schools mentioned included:

- Maryville University
- Washington University
- Saint Louis University
- Lindenwood University

SIUE is perceived as “less expensive” and “easier to get into” relative to other local universities. Students were uncertain why they have this impression, but some say it is because they view SIUE as a smaller, rural school lacking commercial and entertainment activities in the immediate area.

College Selection Criteria

The two most important college selection criteria are “location” and “majors/courses offered.”

- Distance from home is a key consideration. Students associated “going off to college” with new experiences, including people, environment and climate. The attribute “close to home” is not appealing to the majority of these students.
- Students screen schools based on a particular major and/or career interest.

Secondary considerations include: cost, admission requirements, school size and social environment. Students search for this information online, in admissions materials and on campus visits. Specifically, they are interested in learning about current students, campus environment and amenities, and details on social clubs or organizations.

Social feel is an important part of the ideal match and is critical in the final selection decision.

Influencers

The top “influencers” in helping students put together their list of colleges to consider are:

- Parents
- Siblings

- School Counselors
- Friends/High School Alumni
- Teachers

Information Sources

Students say they most frequently rely on university websites to identify their initial consideration set. They prefer descriptive, fact-based direct mail pieces (viewbooks) from schools in their initial consideration set to further narrow down their choices.

- Students use websites as initial and primary channels for getting information about degree programs, size, tuition/cost and campus life. If they don't find what they are looking for, the school may be removed from their list of considerations. They want quick access to key statistics and information; they prefer to postpone personal contact until after they have added the school into their consideration set.
- Students also like having a tangible piece of collateral about schools in their initial consideration set that they can read at their leisure, and also go back and refer to at different times throughout the selection process.

The SIUE Viewbook was received positively. Students noted its detail, design of call outs and quick facts, as well as the comprehensiveness of all SIUE offers.

Specifically, students appreciated:

- The specific facts and statistics on the front cover as well as throughout the book, and would like even more detail on the various student organizations, campus and amenities, dorms, sports, and students.
- How the Viewbook breaks out the different areas of study. Many are unaware that SIUE offers some of the majors listed, and several say they might even look into SIUE further based on this information.
- Students were critical of the “St. Louis activities” and “sustainability” sections of the Viewbook. They suggest expanding on the “things to do in Edwardsville,” which are more relevant for St. Louis students. *“If you are marketing to St. Louis area students, we already know what there is to do in St. Louis.”*

Advertising

Traditional “mass” advertising doesn’t appeal to these prospective students.

- Students say they **don’t typically pay attention to TV commercials** – they will flip the station, get up from the TV or fast forward through it (i.e., Tivo/DVRs).
- Despite discounting traditional advertising as something they notice, **SIUE’s radio commercials** have strong unaided awareness among some of these students.
- Students notice billboard advertising, but not to the extent that it made them want to take the time to check out the school further.



Online advertising is noticed by some but hasn't been a major “research trigger” to date. However, students have a high usage rate of social media (Facebook, Twitter, YouTube), which indicates an opportunity to reach them through these channels.

SIUE's TV and digital ads were positively received by prospective students. They preferred the 15-second digital ad over the longer 30-second commercial.

Most appealing elements cited included:

- Use of up-to-date technology (iPad) – As one student put it; *“it shows they know what we like and what we're about.”*
- The interactive nature of it (click on the “tour” link rather than having to manually go to a website).
- The girl featured seemed authentic.
- It is short and to the point.

International Student Recruitment

1. Student/Faculty Service
2. Virtual Recruitment Fairs
 - a. Middle East
 - b. Asia
 - c. Latin America
3. Domestic – International Student Recruitment Fairs
 - a. Study Illinois Fair
 - b. Saudi Student Fair
4. Name Purchases
 - a. GRE
 - b. TOEFL
 - c. International SAT
5. International Recruitment Fairs
6. Implementation of the Communication Plan
7. Building Relationships with Community Colleges with International Student Populations
8. Agents
9. Faculty/Staff Resources for International Presentations

Some challenges include:

No Intensive English Language Program
English proficiency requirements

REALITY Team – Enrollment – Degree Completion and BA in General Studies

School	Features
Fontbonne University	<p>Offered in three formats – blended, online and face to face</p> <p>Four program start dates annually</p> <p>UG Programs in: Applied Behavioral Sciences, Business Administration, Healthcare Management, Human Resources Management, Managerial Analytics, Special Education – Paraprofessional Pathways</p> <p>Graduate Programs in: Accountancy, Accounting, Business Administration, Education – Teaching of Reading, Instructional Design and Technology, Learning Technologies, Management, Nonprofit Management, Special Education – Paraprofessional Pathways, Supply Chain Management</p> <p>Pitch: Sell convenience to the working adult, professionals are industry leaders</p> <p>Video stated the formats, doors you will open, personalized graduation plan “Professionals teaching professionals.”</p> <p>http://www.fontbonne.edu/admissions/evening_online/</p> <p>Cost: Undegrad - \$596/credit hour; Grad – \$647.00/credit hour</p>
Washington University	<p>Offered in three formats through the University College – Online, Hybrid (Blended – also delivered as Back to Back courses – 2 hours each same night) and traditional classroom.</p> <p>UG Programs in: Anthropology, Clinical Research Management, Communications, Economics or Managerial Economics, Education, English, Global Leadership and Management, Health Care, Health Care with a Concentration in Health Care Mgmt (BJC employees), History, Industrial and Organizational Psychology, International Studies, Journalism, Political Science, Psychology, Sustainability.</p>

	<p>Also: Combined BS/MA program, concentration in Public Policy and Administration, Associate of Arts Degree, Minors and UG Honors Program.</p> <p>Graduate Programs include: American Culture Studies, Biology, Education, Human Resource Management, International Affairs, Master of Liberal Arts, Nonprofit Management, Biology for Science Teachers, Clinical Research Management, and Statistics. Also Doctor of Liberal Arts available.</p> <p>“A Certificate is an accepted credential that verifies competence and skill acquisition in a particular area of study. At University College, a certificate may be earned with 12, 15, 18, 24, or 30 credit units, depending on the chosen program.”</p> <p>UG Certificates: Applied Behavior Analysis, Applied Mathematics, Business, Clinical Research Management, Creative Writing, Entrepreneurship, Leadership and Creativity, Geographic Information Systems, Somatic Studies, Strategic Communication, Sustainable Communities and Development, Sustainable Environment and Science, and Sustainable Management and Organizations.</p> <p>Graduate Certificates in: Clinical Research Management, Human Resources Management, Applied Mathematics, International Affairs, Nonprofit Management.</p> <p>To earn a degree, at least half of major classes must be done at Washington University as well as the final 36 hours.</p> <p>Accept 84 credit hours (66 from a two year school). Students must complete the UC General Education program.</p> <p>Offer an online section – to try out Blackboard and determine if online learning is for you</p> <p>http://ucollege.wustl.edu/programs/undergraduate</p> <p>Tuition:</p>
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REALITY Team – Enrollment – Degree Completion and BA in General Studies

	<p>Education: \$610 per credit Non-Profit Management: \$675 per credit American Culture Studies/Master of Liberal Arts/International Affairs: \$725 per credit Human Resource Management: \$730 per credit Biology/Clinical Research Management: \$855 per credit Doctor of Liberal Arts: \$930 per credit</p>
<p>Saint Louis University</p>	<p>Unique features of the School for Professional Studies:</p> <ul style="list-style-type: none"> • Online classes: Attend class on your time, from anywhere • Evening classes: Meet 5:30-9:30 p.m., once a week on weekday evenings • Blended classes: A combination of online coursework and on-ground meetings • Campuses in St. Louis and an office in Belleville, IL • Flexible, accelerated schedule: <ul style="list-style-type: none"> ○ Classes are in 8-week terms instead of a traditional 16-week semester ○ Five 8-week terms and several 4-week intersessions are available throughout the year ○ These accelerated options give you the flexibility to start anytime, and to earn up to 30 credit hours per year. The pace is up to you. • Personalized, career-focused programs: With Bachelor's, Master's, certificates and bridge programs available, you can tailor a program to meet your personal and career needs. <p>UG Degree Programs: Computer Information Systems, Criminal Justice and Security Management, BA in Education/Teacher Certification, General Studies, Organizational Studies, Aviation Management, RN – BSN, Organizational Leadership and Technology, Social Work as well as a Contract Degree Option.</p> <p>Contract Degree Option – Student and Academic and Faculty advisor to organize a coherent Bachelor Degree plan. Must have a 2.7 gpa and 30 hours of course work.</p>

REALITY Team – Enrollment – Degree Completion and BA in General Studies

	<p>Also, General Studies degree program can be done online or on the ground. Focus on busy adults and convenience. Offered at SLU and at an office in Belleville.</p> <p>8 week terms (5 per year), accelerated format, online format, in class and blended format</p> <p>7 online Bachelor degree programs, 2 masters as well as an online minor and certificate programs. 2 Bridge Bachelor to Masters programs as well.</p> <p>http://www.slu.edu/school-for-professional-studies-home</p>
<p>Greenville College</p>	<p>For students who haven't completed Bachelors degree Offered in 11 cities Offer experience based credit 1 night a week for 18 months Also offers online programs in Organizational Leadership – through Adult Studies</p> <p>Cost: \$496/hr +125 course fee for online courses</p> <p>http://www.greenville.edu/admissions/online_programs/</p>
<p>University of Missouri St. Louis</p>	<p>No BA in General Studies offered</p> <p>RN-to-BSN degree completion program</p> <p>Cost: \$315.80/hour for online + \$59.20 (online fee) – undergraduate resident</p>
<p>Webster University</p>	<p>No BA in General Studies offered</p> <p>Online undergraduate degree completion in four degree programs: Bachelor of Arts in Business Intelligence Technologies, Bachelor of Arts in Management, Bachelor of Arts in Media Communications, Bachelor of Arts in Religion and Global Society.</p> <p>Qualifying students have earned an associate's degree or 64 credit hours of transferable college credit.</p>
<p>Lindenwood University</p>	<p>BA in General Studies offered online</p>

REALITY Team – Enrollment – Degree Completion and BA in General Studies

	<p>RN to BSN Degree Completion Program</p> <p>Cost: Full-time tuition (12-18 hours) \$14,800 plus online surcharge of 10%/course</p>
Illinois State University	<p>None noted in a search</p> <p>No online programs noted</p>
Eastern Illinois University	<p>Offers BA in General Studies online</p> <p>Organizational and Professional Development (OPD) Bachelor of Science Degree Program; flexible format, offers alternative class formats and locations. Eligible for online degree completion.</p> <p>RN-to-BS in Nursing</p>
Southern Illinois University Carbondale	<p>Degree completion programs online in Accounting, Business and Administration</p> <p>\$396.00 per credit hour inclusive of a \$59.00 per hour distance learning fee and other fees. No difference for out of state students doing distance learning.</p>
Western Illinois University	<p>Offers BA in General Studies; part of the School of Distance Learning, International Studies and Outreach. Combination of online and flexible in-person coursework (evening and weekends)</p>
Northern Illinois University	<p>Offers Bachelor of General Studies (B.G.S.); blended format online and in person across the NIU regional campuses. Partners with local community colleges.</p>



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SIUE FOCUS GROUP FINDINGS BRIEF - CHICAGO For Client Review – January 16, 2013

Goal: Conduct informal focus group testing of SIUE students from Chicago to determine the factors that were involved in them choosing SIUE over other universities, and how to capitalize on these factors in future advertising.

What We Learned Were Motivating Factors for Students:

- Quality affordable education
- Private-college feel/not too big
- The campus (Residence Halls, new feel)
- Service from faculty and staff
- Distance (5 hours away is a good thing, i.e. far but not too far)

Quality Affordable Education (value):

Affordability remains one of SIUE's defining characteristics. The focus group ranked "price" as the most important factor during a written exercise. All but one student brought up the importance of the cost during the focus group discussion, and it was a deciding factor for many to choose SIUE over other universities. However, during the discussion, students usually mentioned price along with another feature to highlight the value they get for the price.

Verbatims:

- *"When I chose, it was between SIUE and Northwestern. The big difference was the price, and SIUE's price really pushed me towards it".*
- *"My brother is starting college now, and he's starting to realize that it's much better value down here. Even if I was paying, I think I would've chosen here."*
- *"For me, it's the price, but also the low student-to-teacher ratio."*
- *"My personal reason for coming is the price, but like Student #1 said, being away but not too far."*

Private College Feel:

Surprisingly, a few of the students compared and chose SIUE over schools we previously considered among SIUE's immediate competitive set, including the University of Illinois, University of Iowa and Bradley University. The affordable price, combined with the smaller, personal feel of a private school was one of the main factors to choose SIUE for these students.

Verbatims:

- *"There was something about just being another number instead of a student, and when I came here, I realized I really did make the right choice. I was able to get involved and make my voice heard."*
- *"When I was choosing schools, it was between SIUE, UIC, Champaign, and other in-state schools because it would be affordable to me. Those other schools were just way too big for me; I felt I wouldn't be in the environment I wanted".*

- *“I always knew I wanted to go to a smaller school, just so I could have a personal one-on-one learning experience with my professors.”*

The Campus and Residence Halls:

Many students in the focus group told stories of how once they were able to tour the campus, SIUE became a top choice. Several were impressed with the size of the residence halls compared to other universities and the beautiful campus.

Verbatims:

- *“I almost went to U of I, because that’s where my friends were, but I wasn’t quite sure...I came down to visit SIUE, and I was really impressed by their dorms. And then I saw the U of I dorms. So it sounds almost trivial, but it really makes a big difference. I love my dorm!”*
- *“I came down here with my family, and we were in awe of the buildings and how beautiful and modern the campus was.”*
- *“I’ve been to other campuses, and my SIUE closet is as big as some other school’s dorms! It’s so nice and really made the campus stand out to me.”*

Feels Like Home

Throughout the focus groups, students mentioned how SIUE felt like the right place to them – that it felt like “home.” Some students elaborated that the campus and Edwardsville felt similar to the suburbs they grew up in, while others said the friendly nature of faculty and staff made them feel wanted and accepted.

Verbatims

- *“I’m from a suburb of Chicago, so it all felt very familiar to me and like I’m at home. It feels like I’m at home, but with an independent feel.”*
- *“It was just like the Chicago suburbs growing up, but different. There are cornfields here, so that’s different from Chicago. But it felt a lot like home, but different enough to make it worth my while.”*
- *“When I came here for the interview day, I got to meet with a few teachers and deans of schools. They seemed excited that they were doing good things. I got a vibe that this place was doing great things.”*
- *“With other schools, you just got a sense that they were strictly doing their job. You didn’t get a very helpful vibe like you get here.”*

Distance:

While “proximity to St. Louis” was ranked the lowest on the list of attributes, most of the students talked enthusiastically about SIUE being the ideal distance from their homes in Chicago. Many students remarked that the distance made them feel independent, but it was also nice to live only a few hours away from home (and that home was easily accessible by Amtrak, car, or bus). One student described SIUE as “almost out-of-state” from a distance standpoint, but with “in-state tuition.”

Verbatims:

- *“I wanted to get away from my parents, so it was a very good thing. SIUE was the furthest from Chicago in my decisions, so it was a big influence on my decision.”*
- *“The distance was perfect because I didn’t have to go out of state. My mom wanted me to go to a local community college, but I didn’t want to. This felt like a real chance for me to get out.”*