

# **SOUTHERN ILLINOIS UNIVERSITY**

## **QUALITY ASSURANCE ACTIVITIES**

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Submitted by the  
Office of Academic Affairs  
to the  
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## INTRODUCTION

Each year, President Poshard and the Southern Illinois University Board of Trustees develop a set of goals to be achieved by the President and his staff. One Fiscal Year 2012 goal was as follows:

*To ensure that our graduates are getting the quality of education which our academic standards call for, we direct the President to ascertain through appropriate measurements the status of quality assurance, its strengths and weaknesses and appropriate remedies which are necessary.*

The Board of Trustees and Presidential goal represents their strong commitment to the delivery of high-quality educational programs to the approximately 35,000 students enrolled in courses and programs in the SIU system.

This report presents information concerning this quality assurance goal by each of the Southern Illinois University campuses: Carbondale, Edwardsville, and Springfield. Topics include the university accreditation process, Illinois Board of Higher Education (IBHE) reviews, degree- or program-specific accreditation, and staff and faculty reviews. The program review cycle as mandated by IBHE is also presented. Finally, each campus provides an actual example of a program review report, along with comments concerning how the recommendations were addressed as a result of the review.

Instructional quality assurance activities are on-going at Southern Illinois University. Data are collected from students, faculty, staff, alumni, external experts, and employers to ensure that students are receiving quality instructional programs and to identify ways to further improve SIU's educational programs.

Paul D. Sarvela  
Vice President for Academic Affairs



## **SIUC QUALITY ASSURANCE ACTIVITIES**

The following activities are recognized strengths of SIUC's academic quality assurance programs. The results of these assessments are based on appropriate measures, explained in more detail in annual reports, as required by the Illinois Board of Higher Education (IBHE) and the Higher Learning Commission (HLC).

### **University Accreditation**

University accreditation by the Higher Learning Commission (HLC) is sought every ten years. University accreditation enables the university, the faculty, programs, and students to be eligible for federal funding. In June 2010, SIUC received unconditional re-accreditation (subject to continued membership in the HLC's Assessment Academy until 2013, submission of a Progress Report on Finances in 2011, and completion of a Focus Visit on strategic planning in 2013) for ten full years.

### **Illinois Board of Higher Education (IBHE) Reviews**

IBHE program reviews occur at least once every eight years. These reviews require self-studies, internal and external review teams, site visits, reviewer reports, program and dean's responses, and provost's memoranda outlining specific actions for improvement, with summary reports to the IBHE each July.

Annual Performance Reports submitted to the IBHE detail the university's programmatic contributions to the Illinois Public Agenda in the past year, commitment by commitment.

The university's program approval process ensures quality inputs for all new programs including instructional faculty, course and program descriptions, and course fee requests. The development of these new program proposals are overseen by academic units, curriculum committees, college deans, Faculty Senate and/or Graduate Council, associate provost for academic programs, provost, chancellor, and president, before they are submitted to the IBHE.

### **Degree or Program Accreditation**

Degree- or program-specific accreditation reviews are required for 68 programs, including the School of Law (ABA) and the School of Medicine (LCME), involving a similar protocol as mandated by the IBHE for all other degree programs, with summary reports sent to the IBHE. The appendix shows one example of such a report and includes a discussion on ways the assessment had an impact on the organization and curriculum of the program.

### **Review of Staff and Programs**

The annual review of all civil service staff, non-tenure track faculty, tenured and tenure-track faculty, and mid-level administrators (chairs, directors, and deans) is required by bargaining unit contracts and operating papers at the department and college levels. Procedures for these reviews are outlined in departmental, college, or university policy statements.

Evaluations of all courses by standardized departmental and university forms (Instructional Course Evaluations, ICEs) are scored each semester by the Center for Teaching Excellence and reported to faculty by chairs and directors, as required by bargaining unit contracts and operating papers. These classroom assessments are one element of the review process of faculty members that takes place annually.

### **Strengths**

Annual surveys of students and alumni occur during program reviews, supplemented by the National Survey of Student Engagement (NSSE) and the Baccalaureate Alumni Survey for the graduates one, five, and nine years out from their programs.

Annual updates of plans and reports on the assessment of student learning outcomes are filed for each program, as required by the HLC, with the results reported in a digital newsletter, Assessment Showcase.

The university has joined two national associations, the Voluntary System of Accountability (VSA) and the Presidents' Alliance for Excellence in Student Learning and Accountability (PAESLA), requiring the institution to post assessment of student learning outcomes on the associations' Web pages.

### **Opportunities for Improvement**

Assessment results should be used in merit pay, tenure and promotion decisions, and teaching awards. ICE results should be circulated in a Web-based format.

Reported in annual Performance Reports to the IBHE, the results of the NSSE and the Baccalaureate Alumni Survey should be shared broadly with the university community.

The results of the annual updates of plans and reports on the assessment of student learning outcomes should be used more centrally in IBHE-mandated program review.

The university's new learning management system, recently purchased from Desire2Learn, provides powerful new assessment tools (analytics, repositories, and portfolios) for the better coordination of efforts to measure student learning outcomes at the course and program level. More faculty development workshops will ensure the best use of these tools.

## SIUE QUALITY ASSURANCE ACTIVITIES

SIUE is actively involved in the Academic Quality Improvement Program (AQIP), which infuses the principles and benefits of continuous improvement into the culture of the university. As such, SIUE regularly collects and analyzes institutional data to generate evidence-based institutional changes that will assure a quality education for our students.

### University Accreditation

#### *Higher Learning Commission (HLC) Accreditation through AQIP*

SIUE is accredited by the Higher Learning Commission (HLC) of the North Central Association. As part of the process, the university selects goals for continuous improvement and conducts Action Projects that align with those goals to improve performance in designated areas. As part of the Action Project component of AQIP, SIUE has made significant progress on four current goals: Valuing People through an Improved Process for Student Evaluation of Teaching, Lincoln Program Implementation, Promoting Student Success through Employee Engagement, and Curriculum Process Review, Improvement, and Implementation. These projects were identified as areas of potential improvement using institutional data.

#### *University Quality Council*

Because a strong institutional commitment and infrastructure are essential to continuous quality improvement, SIUE coordinates the university's accreditation process through the University Quality Council (UQC). Reporting to the chancellor, the UQC manages the Systems Portfolio, oversees the selection and review of all Action Projects, and provides ongoing stewardship to ensure continuous improvement.

### Illinois Board of Higher Education (IBHE) Reviews

Program review is a systematic way to assess the quality of SIUE's academic programs and determine ways to improve the quality of education, scholarship, and service. The purpose of program review is twofold: first, to assure that the faculty and administration provide high-quality professional, graduate, and undergraduate programs for students; second, to identify opportunities for improvement in each program. Every eight years each undergraduate, graduate, and professional program initiates a self-study. The self-study document is a core part of the program review process that focuses on program performance, continuous program improvement, the identification of potential problems and solutions, and evidence of student-learning outcomes. The self-study presents both an analysis and a description of the total academic program and its future. Self-studies are reviewed through an internal and external review process. After review by the internal and external review team, results of the review are presented to the appropriate Faculty Senate committee for a rating of "in good standing," "flagged for priority review," or "enrollment suspended." Regardless of the rating, programs must develop a thoughtful plan to address the recommendations and opportunities for improvement identified by the committee. Those programs that receive a rating of "flagged for priority review" must develop a plan to remedy the concerns of the program review team in a timely manner and must show progress toward these goals at their next program review, which

occurs on a shortened schedule. All programs must report continuous improvement progress related to their recommendations on a yearly basis through the annual Performance Report. The appendix shows one example of such a report and includes a discussion on ways the assessment had an impact on the organization and curriculum of the program.

### **Degree or Program Accreditation**

In addition to institutional accreditation, all but two programs that are eligible for external accreditation are successfully accredited. One of those programs, Art and Design, is currently seeking accreditation from the National Association of Schools of Art and Design.

### **Review of Staff and Programs**

One of the more transformational projects initiated through AQIP was the redesign of the student evaluation of teaching process. The UQC created and charged a Student Evaluation of Teaching (SET) Committee in 2010 to accomplish the following:

1. develop a set of standard SET procedures;
2. create and validate a SET instrument;
3. create documents detailing the administration of the SET instrument, the acceptable uses of resulting data, and develop a framework for continued review of the instrument;
4. pilot the instrument;
5. openly document the progress and goals of the committee on-line for all faculty to observe; and
6. establish procedures for the continued review of the SET instrument.

The committee has accomplished goals one through five related to the SET charge. The SET committee is now working with the Faculty Senate to approve an implementation plan which will begin in the spring of 2012. Once implemented, the new SET instrument and procedures will be used as one measure of quality in teaching effectiveness.

Based on the Undergraduate, Graduate, and Professional Program Assessment Plan, each program submits an Annual Performance Report to the Office of Academic Innovation and Effectiveness. The Annual Performance Report includes tables of summarized data derived from the performance indicators or assessments. In addition, the program discusses the conclusions drawn from the data and then identifies whether student outcomes are being met, as well as outlines changes made to the program based on the data provided. The Annual Performance Report allows units to communicate their results and document a culture of evidence-based decision-making.

SIUE faculty members are evaluated on an annual basis through face-to-face meetings with their chairs and directors, as well as receiving input from colleagues. Issues that are discussed include progress in teaching, research, and service. In addition, goal-setting takes place annually for tenure-track faculty and at least once every three years for tenured faculty. Criteria related to the goals as they relate to salary increases, promotion, or tenure are discussed at the meeting. The evaluation criteria that are developed in goal-setting discussions are based on reliable and valid

information, and when possible, quantitative and qualitative standards for different levels of performance are specified.

Staff members are evaluated annually by their supervisors as well, and the evaluation can extend formatively from an initial setting of goals and responsibilities, to a mid-year progress report providing feedback for improvement, to a final year-end assessment of performance. A structured survey instrument is used for both exempt and nonexempt staff members. Issues addressed include job knowledge, quality, productivity, dependability, and resource management.

## **Strengths**

SIUE has a sound continuous improvement system that has broad-based involvement across campus. Faculty and staff members feel invested in the continuous improvement efforts within their respective units and across campus. Continuous improvement is not just owned by the provost's office, upper administration, or the University Quality Council. Faculty and staff are committed to the process.

The AQIP action projects have resulted in the development of a new general education program, the Lincoln Plan, set to begin in fall of 2012. Employee engagement has been addressed by transforming new staff orientation and staff training to include the Connections Now program. All staff will begin training on quality customer services using the Connections Now program in October of 2011. The curriculum review and approval process has been revamped to streamline the process through on-line software, making it easier to get course and program approvals through the appropriate committees while ensuring curriculum oversight by the faculty. Finally, a new validated student evaluation of teaching form and new policies have been developed and approved through the Faculty Senate. The new form will be implemented in spring of 2012 along with revised policies for student evaluation of teaching use and administration. HLC has reviewed each of these projects through its annual update process and provided positive feedback on each. SIUE was commended for "efforts of planning continuous improvement and building collaborative relationships among stakeholders on campus."

Another strength in the area of quality assurance is institutional data analysis. The University Quality Council reviews NSSE, HERI, alumni survey, and climate data and monitors trends to identify potential projects related to improvement. SIUE is open and committed to search for ways to improve the university and university processes. Weaknesses are not seen as a blemish against the university, but as opportunities for improvement.

## **Opportunities for Improvement**

Because of the institutional data described above, there are numerous projects that would improve university processes. This makes it difficult to identify priorities. In spite of challenges, SIUE is committed to managing its improvement efforts in a manner that ensures quality. These efforts must be carefully organized and regulated or they may not accomplish the intended goals. Like any organization initiating change, SIUE administrators must continue to work in deliberate, collaborative, and transparent ways. The pace of change and our improvement efforts

must be designed to ensure staff and faculty acceptance. Otherwise, the potential for true transformational improvement may be lost. It is important that SIUE administrators constantly “lead at the speed of trust.”

## SIU SCHOOL OF MEDICINE QUALITY ASSURANCE ACTIVITIES

The SIU School of Medicine utilizes a number of approaches to ensure the quality of its educational programs. Each method emphasizes open, constructive, and collaborative assessment of programs by faculty, students, administrators, and other relevant parties. Accrediting agencies periodically review the school's medical education programs for compliance with the agencies' standards. Program reviews of graduate science programs follow procedures outlined by SIU and IBHE. The medical school's educational programs are continuously reviewed for improvement by the programs' curriculum committees, with improvements implemented through the school's departments and by its faculty. Planning, budgeting, and management processes support educational priorities and programs. Progress in achieving improvements is monitored.

### **Illinois Board of Higher Education (IBHE) Reviews**

#### *Institutional Program Reviews (IBHE-Mandated)*

The State of Illinois, through the Illinois Board of Higher Education, requires that established degree-granting programs (excluding those assessed in the accreditation reviews) receive a full program review no less frequently than every eight years. Progress reporting reviews are developed for new programs after three years of operation and for other programs identified by medical school management as requiring more frequent review.

#### Graduate Science Programs (M.S./Ph.D.)

- Molecular Biology, Microbiology, and Biochemistry (MBMB) \*
  - Pharmacology
  - Physiology \*
- \* jointly administered and reviewed with SIUC College of Science

The medical school's graduate science programs were reviewed in FY 2011 as part of the university's program review process. Each of the programs was found to be effective in preparing students for careers in their fields or for further study. Student satisfaction with the programs was uniformly high, and placement after graduation was consistently good. Recommendations for improvement of the programs were prepared by internal and external review teams and subsequently considered by the pertinent faculty, deans, and provosts. The most promising and feasible recommendations were accepted for action and are being implemented. All graduate science programs of the medical school are in compliance with the IBHE's and university's requirements for program review. The appendix shows one example of such a report and includes a discussion on ways the assessment had an impact on the organization and curriculum of the program.

The medical school also contributes to SIU's Annual Performance Reports as a way of communicating performance information about its programs. These reports highlight programmatic and other contributions to the state and region, as associated with the objectives of the Illinois Public Agenda. SIU's Performance Report is a public document provided to the Illinois Board of Higher Education.

## **Degree or Program Accreditation**

### *Accreditation Reviews*

Medical education programs are accredited programs and subject to periodic accreditation reviews. Accrediting organizations determine the frequency and methods used in these reviews; focus is upon compliance with national standards established by the accrediting agencies.

### Undergraduate Medical Education (M.D. degree program) – Liaison Committee on Medical Education [LCME]

SIU School of Medicine was granted full, eight-year reaccreditation of its undergraduate medical education program (educational program leading to the M.D. degree) by the LCME in June 2007. (Eight years is the maximum period for LCME accreditation.) This culminated as the result of an extensive two-year-long internal and external review of all facets of the medical school including institutional setting (planning and governance), curriculum, educational content delivery and assessments, medical student recruitment, retention and support services, faculty, and resources. The LCME is recognized by the U.S. Department of Education as the accrediting body for medical education programs leading to the M.D. degree in the United States. LCME's members are medical educators and administrators, practicing physicians, public representatives, and medical students drawn from the Association of American Medical Colleges (AAMC) and the Council on Medical Education of the American Medical Association (AMA). The LCME accreditation is considered to be the "gold standard" for medical schools.

### Graduate Medical Education (clinical residencies/fellowships) – Accreditation Council for Graduate Medical Education [ACGME]

The graduate medical education (GME) program is a joint educational program of SIU's medical school and its affiliated teaching hospitals. SIU's graduate medical education program received a full, unconditional four-year reaccreditation from the ACGME in June 2008. (Five years is the maximum period for ACGME accreditation.) This review found the GME program to be in good standing.

### Continuing Medical Education (continuing education for practicing physicians) – Accreditation Council for Continuing Medical Education [ACCME]

In November 2007, the ACCME granted full accreditation for a four-year period to the school's Continuing Medical Education (CME) program. (Six years is the maximum period for ACCME reaccreditation.) ACCME found that SIU's CME program was in full compliance with standards for purpose and mission, educational planning and evaluation, program administration, and accreditation policies; recommendations for minor improvements were made and most have been addressed.

## **Review of Staff and Programs**

*Curriculum Committees:* The medical school has established curriculum committees and other groups, including the Educational Policy Council and departmental curriculum committees, to continuously assess and refine the educational curricula and delivery methods used in its educational programs.

*Annual Meetings:* Annual meetings with (or surveys of) faculty and students are used to identify ways to improve medical school programs.

*Residencies-Fellowships/Patient Care/Outreach:* The medical school continuously reviews its clinical residency and fellowship programs, clinical services and outreach programs to ensure that quality programs are delivered to the region's citizens. Needs assessments are conducted with the school's affiliated hospitals and other community organizations.

*Departmental/Faculty Evaluations:* The medical school establishes goals for department chairs and faculty annually. These are monitored closely.

*Faculty Development:* A mandatory faculty development program ("Hit the Ground Running" program) for new faculty has been established to introduce them to the medical school's medical curriculum and educational culture and to enhance relevant skills and knowledge. Faculty development programs for continuing faculty in new and developing skills and issues are used to improve the teaching skills of faculty.

*Strategic Planning:* The medical school establishes, implements, and tracks institutional goals, priorities, and strategies. Updates of these plans take place annually.

## **Strengths**

SIU School of Medicine is committed to offering high-quality educational experiences for its students and enjoys several advantages in doing so. The school's mission is to improve the health of the region's citizens; educational programs are primary to this mission. SIU's medical school is an acknowledged leader in medical education. This attracts faculty and students who value education as it fosters innovation in educational assessment and curriculum development. Rigorous student performance assessment as well as continuous review and refinement of the educational and science curricula are designed into the medical school's educational programs. The school's faculty and educational support staffs are experienced in assessment and program improvement. These many strengths provide a sound basis for continuous review and improvement of educational programs. They encourage the recruitment and retention of students, faculty, and staff who value educational programs and seek opportunities to improve them.

## **Opportunities for Improvement**

Challenges to the medical school's educational programs include those associated with rapid change in the medical and biomedical science fields as well as the need for resources to support

these programs. Medical education programs are under pressure to adapt to emerging needs in medical practice and increasing patient demand in this era of health reform. Health science education must also adapt to increasing demands coming from rapid advances in science and technology. Further, the educational programs must compete for budgetary, human, and physical resources in an increasingly competitive environment, particularly for state appropriations and federal awards. The school's ability to continue to improve its educational programs is directly related to success in anticipating and adapting to rapid change in the fields of medicine and the biomedical sciences, as well as to success in competing for limited funding in the future.

SIU School of Medicine will continue to assess the performance of its educational programs and make necessary improvements to enhance them. The school will continue to review the educational programs, identify issues, design and implement improvements through the existing, effective structure of educational curriculum committees and academic departments. This will include using the accreditation reviews as opportunities for comprehensive assessment and internal reviews to identify and address specific and emerging issues. The medical school will continue efforts to make all programs more efficient from a resource perspective and to increase funding for education from multiple sources. These efforts will support the culture of quality and innovation already present in the school's educational programs.

### SIUC PROGRAM REVIEW SCHEDULE

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
51.2208	Master of Public Health in Community Health Education	COEHS		2010		x	Council on Education for Public Health (CEPH)	6/8/2004			9
50.0599	B.F.A. in Musical Theater	COLA		2009-10		x	National Association of Schools of Music (NASM)	5/23/2008			9
50.0901	B.A. in Music and B.Mus.	COLA	2000	2009-10		x	National Association of Schools of Music (NASM)				9
50.0901	Master of Music	COLA	2000	2009-10		x	National Association of Schools of Music (NASM)			6/13/2003	9
90.0301	Touch of Nature, Camp Little Giant	APAA	2010	2011		x	American Camp Association (ACA)				9
47.0609	B.S. in Aviation Technologies	CASA	2010	2011		x	Federal Aviation Administration (US Department of Transportation) Flight Standards Office			7/15/1999	9
01.0000	B.S. in Agricultural Systems and Education, Agricultural Syst. Tech.	COAS	2004	2011		x	American Society of Agricultural and Biological Engineers (ASABE)			11/5/2003/ 3/3/2011	9
52.0999	B.S. in Hospitality and Tourism Administration	COAS	2002	2011		x	Accreditation Commission for Programs in Hospitality Administration (ACPHA)			4/11/2007	9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
51.2310	M.S. in Rehabilitation Counseling	COEHS	2009	2011		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)				9&10
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2006	2011		x	Association for Behavior Analysis (ABA)				2
51.2399	M.S. in Behavior Analysis and Therapy	COEHS		2011		x	Association for Behavior Analysis (ABA)	12/15/2008			6
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2006	2011		x	Association for Behavior Analysis (ABA)				9
51.2399	Post Baccalaureate Certificate in Addiction Studies	COEHS	2009	2011		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)			12/19/2005	9
	Center for English as a Second Language	COLA	2006	2010-11		x	University and College Intensive English Programs (UCIEP)				9
26.0301	Post-Baccalaureate Certificate in Plant Ecology - eliminated 5/24/11	COS	2002	2011	x			1/12/2001			9
90.4202	Clinical Center	APAA	2002	2012	x						9
15.0803	B.S. in Automotive Technology	CASA	2009	2012		x	National Automotive Technicians Education Foundation			4/7/2009	9
49.0102	A.A.S. in Aviation Flight	CASA	2010	2012		x	Flight Standards District Office				9
51.0701	B.S. in Health Care Management	CASA	2008	2012		x	Association of University Programs in Health Administration (AUPHA)				1

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
51.0701	B.S. in Health Care Management	CASA	2008	2012		x	Association of University Programs in Health Administration (AUPHA)				9
51.0907	B.S. in Radiologic Sciences (Radiation Therapy)	CASA	2009	2012		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
90.5122	Center for Rural Health & Social Service Development	Chanc		2012	x						9
01.0000	Ph.D. in Agricultural Sciences	COAS		2012	x			12/4/2007			9
03.0201	Ph.D. in Environmental Resources and Policy	COAS	2004	2012	x						9
19.0501	M.S. in Food and Nutrition	COAS		2012	x					8/4/2004	9
13.0301	M.S. Ed. in Curriculum and Instruction	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)				9
13.0401	M.S.Ed. in Educational Administration, Principalship and Superintendency programs	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/Educational Leadership Constituent Council			8/15/2003	9
13.1001	B.S. in Special Education	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
13.1101	Post Baccalaureate Certificate in Conflict Resolution	COEHS	--	2012	x			1/10/2003			9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
13.1202	B.S. in Elementary Education	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/Association for Childhood Education, International (ACEI)/National Council for Teachers of Mathematics (NCTM)				1
13.1202	B.S. in Elementary Education	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/Association for Childhood Education, International (ACEI)/National Council for Teachers of Mathematics (NCTM)				9
13.1206	Master of Arts in Teaching (M.A.T.)	COEHS		2012		x	National Council for Accreditation of Teacher Education (NCATE)	8/14/2003			9
13.1210	B.S. in Early Childhood	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
13.1307	B.S. in Health Education	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/American Association for Health Education (AAHE)				9
13.1314	B.S. in Physical Education Teacher Education	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for Sport & Physical Education (NASPE)			11/20/2007	9
13.1399	M.S. in Mathematics and Science Education	COEHS		2012	x			1/22/2009			9
31.0101	B.S. in Recreation	COEHS	2006	2012		x	National Recreation and Park Association, NRPA/AAPAR Council on Accreditation				9
31.0505	B.S. in Exercise Science	COEHS		2012	x					11/20/2007	9
42.1801	M.S.Ed. in Educational Psychology	COEHS	2003	2012		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
42.1801	Ph.D. in Education (Educational Psychology)	COEHS		2012		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
45.0101	B.S. in Social Science	COEHS	2006	2012		x	National Council for Accreditation of Teacher Education (NCATE)			3/8/2004	9
51.2399	B.S. in Rehabilitation Services	COEHS		2012	x						9
	Certificate in Conflict Resolution	COEHS		2012	x			2003			9
14.0899	M.E. in Civil & Environmental Engineering	COEng		2012	x			4/7/2009			9
03.0201	Ph.D. in Environmental Resources and Policy	COLA	2004	2012	x						9
16.0101	M.A. in Foreign Languages and Literatures	COLA	2004	2012	x					2/14/2002 5/31/2006	9
16.0501	B.A. and B.S. in German Studies	COLA	2004	2012	x					1/18/2002	9
16.0901	B.A. and B.S. in French	COLA	2004	2012	x						9
16.0905	B.A. and B.S. in Spanish	COLA	2004	2012	x						9
16.1200	B.A. in Classics	COLA	2004	2012	x						9
16.9999	B.A. in Foreign Language and International Trade	COLA	2004	2012	x						9
23.1001	Ph.D. in Speech Communication (Theatre)	COLA	2009-10	2012		x	National Association of Schools of Theatre (NAST)				9
42.0101	Ph.D. in Psychology, Clinical	COLA	2005	2012		x	American Psychological Association (APA), Committee on Accreditation				9
50.0501	B.A. in Theater	COLA	2009-10	2012		x	National Association of Schools of Theatre (NAST)				9
50.0501	M.F.A. in Theater	COLA	2009-10	2012		x	National Association of Schools of Theatre (NAST)				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditor Name	Approval Date	Elimination Date	Modification Date	Region No.
50.0599	B.F.A. in Musical Theater	COLA		2012		x	National Association of Schools of Theatre (NAST)	5/23/2008			9
	Center for English as a Second Language	COLA	2008	2011-12		x	American Association of Intensive English Programs (AAIEP)				9
03.0201	Ph.D. in Environmental Resources and Policy	COS	2004	2012	x						9
11.0701	B.A. in Computer Science	COS	2001	2012	x						9
11.0701	M.S. in Computer Science	COS	2001	2012	x						9
11.0701	Ph.D. in Computer Science	COS		2012	x			12/5/2006			9
26.0101	B.S. in Biological Sciences	COS	2002	2012	x					9/29/2003	9
26.0101	M.S. in Biological Sciences	COS	2002	2012	x						9
26.0701	B.A. and B.S. in Zoology	COS	2002	2012	x						9
26.0701	M.S. in Zoology	COS	2002	2012	x						9
26.0701	Ph.D. in Zoology	COS	2002	2012	x						9
27.0101	B.A. and B.S. in Mathematics	COS	2003	2012	x						9
27.0101	M.A. and M.S. in Mathematics	COS	2003	2012	x						9
27.0101	Ph.D. in Mathematics	COS	2003	2012	x						9
	M.B.A. & J.D.	Law		2012							9
	M.S.Ed. (Educational Administration) & J.D.	Law		2012							9
30.0601	P.S.M. in Advanced Energy and Fuels Management	VCR		2012	x			6/2/2009			
	Laboratory Animal Program	VCR	2009	2012		x	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999	9
90.0301	Touch of Nature	APAA	2006	2013	x						9
	Pre-Major Advisement Center	APAA		2013	x						

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04.0201	B.S. in Architectural Studies	CASA	2010	2013			National Architectural Accrediting Board (NAAB)				9
04.0201	Master of Architecture	CASA	2010	2013		x	National Architectural Accrediting Board (NAAB)	10/10/2006			9
30.9999	B.S. in Technical Resource Management	CASA		2013	x					10/27/2005	9
49.0104	B.S. in Aviation Management	CASA		2013	x						10
49.0104	B.S. in Aviation Management	CASA		2013	x					7/15/1999	9
51.0602	B.S. in Dental Hygiene	CASA	2006	2013		x	Commission on Dental Accreditation (CODA) of the American Dental Association				9
51.0907	B.S. in Radiologic Sciences (Medical Diagnostic Sonography)	CASA	2008	2013		x	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography				9
01.0901	B.S. in Animal Science	COAS	2005	2013	x						9
01.0901	M.S. in Animal Science	COAS	2005	2013	x						9
01.1101	B.S. in Plant and Soil Science	COAS	2005	2013	x					5/5/2004	9
01.1101	M.S. in Plant, Soil and Agricultural Systems	COAS	2005	2013	x					1/8/2009	9
03.0501	M.S. in Forestry	COAS		2013	x						9
90.0110	Beef Evaluation Station	COAS	2005	2013	x						9
90.0111	Illinois Soybean Center	COAS	2005	2013	x					5/31/2007	9

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90.5212	Pontikes Center for the Management of Information	COB	2002-03	2013	x						9
30.1101	Post-Baccalaureate Gerontology Certificate Program	COEHS	2005	2013	x			11/9/1999			9
31.0504	B.S. in Sport Administration	COEHS		2013	x						
15.0000	B.S. in Engineering Technology	COEng	2006-07	2012-13		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
15.0000	B.S. in Engineering Technology, Elect. Eng. Tech	COEng	2006-07	2012-13		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
05.0201	B.S. in Africana Studies	COLA		2013	x						9
13.1401	M.A. in Teaching English to Speakers of Other Languages	COLA	2003	2013	x						9
16.0102	B.A. in Linguistics	COLA	2003	2013	x					10/26/2005	9
16.0102	M.A. in Applied Linguistics	COLA	2003	2013	x						9
38.0101	B.A. in Philosophy	COLA	2005	2013	x						9
38.0101	M.A. in Philosophy	COLA	2005	2013	x						9
38.0101	Ph.D. in Philosophy	COLA	2005	2013	x						9
42.0101	B.A. in Psychology	COLA	2005	2013	x						9
42.0101	M.A. and M.S. in Psychology	COLA	2005	2013	x						9
42.0101	M.A. and M.S. in Psychology, Clinical & Counseling	COLA	2005	2013	x						9
42.0101	Ph.D. in Psychology	COLA	2005	2013	x						9
45.1101	B.A. in Sociology	COLA	2006	2013	x						9
45.1101	M.A. in Sociology	COLA	2006	2013	x						9
45.1101	Ph.D. in Sociology	COLA	2006	2013	x						9
	Center for Delta Studies	COLA	--	2013	x			2/8/2008			9
09.0102	M.A. in Media Theory and Research	MCMA	2008	2013	x					9/12/2005	9

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09.0102	Ph.D. in Mass Communication and Media Arts	MCMA	2008	2013	x						9
09.0199	M.S. in Professional Media and Media Management Studies	MCMA	2008	2013	x					9/12/2005	9
09.0701	B.A. in Radio-Television	MCMA	2008	2013	x					8/21/2006	9
90.0907	Radio Station WSIU	MCMA	2008	2013	x						9
90.0907	Television Station WSIU	MCMA	2008	2013	x						9
90.0907	Television Station WSIU (Olney)	MCMA	2008	2013	x						9
05.0207	Women, Gender and Sexuality Studies	PVCAA		2013	x					5/18/2011	9
90.1418	Materials Technology Center	VCR	2001	2013	x						9
90.4005	Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	VCR		2013				6/1/2000			9
49.0102	A.A.S. in Aviation Flight	CASA	2008	2014		x	Aviation Accreditation Board International (AABI)				9
90.5207	Small Business Development Center	Chanc	2006	2014	x						9
90.5211	Center for International Business and Cultures	COB		2014	x						9
13.1320	Instructional Systems Design Specialist Certificate (on-line)	COEHS		2014	x			1/18/2011			9
51.0913	B.S. in Athletic Training - eliminated	COEHS	2006	2013-14		x	Commission on Accreditation of Athletic Training (CAATE)		9/29/2010	11/20/2007	9
19.0501	Certificate in Hospitality and Tourism Administration	COAS		2014	x			1/18/2011			
30.2001	B.A. in International Studies	COLA		2014	x			10/5/2010			9

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42.0101	Ph.D. in Psychology, Counseling	COLA	2007	2014		x	American Psychological Association (APA), Committee on Accreditation				9
45.0401	Ph.D. in Criminology and Criminal Justice	COLA		2014	x			6/7/2011			9
50.0703	M.A. in Art History and Visual Culture	COLA		2014	x			6/7/2011			9
40.0501	B.A. and B.S. in Chemistry	COS	2009	2014		x	American Chemical Society				9
40.0601	Ph.D. in Geosciences	COS		2014	x			10/12/2010		2/9/2011	9
09.0401	B.S. in Journalism	MCMA	2008-09	2013-14		x	Accrediting Council on Education in Journalism and Mass Communications			8/21/2006	9
51.1007	Histotechnology Certificate	SOM		2014	x			5/18/2011			9
44.9999	M.P.A. in Aviation Administration	CASA		2015	x						9
30.1901	B.S. in Human Nutrition and Dietetics	COAS	2010	2015		x	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA)			4/11/2007	9
	Center for Rural Schools and Communities	COEHS		2015	x			1/25/2005			9
14.0801	B.S. in Civil Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. in Computer Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9

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14.1001	B.S. in Electrical Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
14.1901	B.S. in Mechanical Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
14.2101	B.S. in Mining Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)				5
15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)				6
15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)				7

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15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)				8
15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	10/18/2007			1
15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)			5/31/2001	9
43.0103	B.A. in Criminology & Criminal Justice	COLA	2007	2015	x					6/2/2009	9
43.0103	M.A. in Criminology & Criminal Justice	COLA	2007	2015	x					6/2/2009	9
44.0401	Master of Public Administration	COLA	2008	2015		x	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9
45.0201	B.A. in Anthropology	COLA	2007	2015	x						9
45.0201	M.A. in Anthropology	COLA	2007	2015	x						9
45.0201	Ph.D. in Anthropology	COLA	2007	2015	x						9
45.0701	B.A. and B.S. in Geography and Environmental Resources	COLA	2007	2015	x					8/4/2004	9
45.0701	M.S. in Geography and Environmental Resources	COLA	2007	2015	x					7/11/2002 8/4/2004	9

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45.1001	B.A. in Political Science	COLA	2007	2015	x					5/1/2000	9
45.1001	M.A. in Political Science	COLA	2007	2015	x						9
45.1001	Ph.D. in Political Science	COLA	2007	2015	x						9
54.0101	B.A. and B.S. in History	COLA	2007	2015	x						9
54.0101	M.A. in History	COLA	2007	2015	x						9
54.0101	Ph.D. in Historical Studies	COLA	2007	2015	x						9
90.4503	Center for Archaeological Investigations	COLA	2007	2015	x						9
	Center for English as a Second Language	COLA	2009	2014-15		x	Commission on English Language Program Accreditation (CEA)				9
22.0101	Doctor of Jurisprudence	Law	2008	2015		x	Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)			8/15/2003	9
90.2201	Center for Health Law and Policy	Law	2006	2015	x			5/15/2003			9
51.1201	Doctor of Medicine	SOM	2007	2015		x	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9
	Center for Integrated Research in Cognitive and Neurosciences	VCR		2015				1/25/2005			9
43.0202	B.S. in Fire Service Management	CASA	2011	2016		x	International Fire Service Accreditation Congress			1/13/2006	1

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43.0202	B.S. in Fire Service Management	CASA	2011	2016		x	International Fire Service Accreditation Congress			1/13/2006	10
43.0202	B.S. in Fire Service Management	CASA	2011	2016		x	International Fire Service Accreditation Congress			1/13/2006	3
43.0202	B.S. in Fire Service Management	CASA	2011	2016		x	International Fire Service Accreditation Congress			1/13/2006	9
52.0201	B.S. in Business and Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0201	Executive M.B.A.	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				1
52.0201	M.B.A.	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0201	Ph.D. in Business Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	B.S. in Accounting	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9

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52.0301	Master of Accountancy	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0601	B.S. in Business Economics	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. in Finance	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9
52.1301	B.S. in Management	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. in Marketing	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
31.0101	M.S.Ed. in Recreation	COEHS		2016	x						9
51.0201	B.S. in Communication Disorders and Sciences	COEHS	2009	2016		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9

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51.0201	M.S. in Communication Disorders and Sciences	COEHS	2009	2016		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
	Center for Autism Spectrum Disorders	COEHS	2008	2016	x			7/7/2003			9
22.0302	B.S. in Paralegal Studies	COLA	2011	2016		x	American Bar Association (ABA) Standing Committee on Paralegals			3/8/2004 1/11/2005	9
11.0701	B.S. in Computer Science	COS	2010	2016		x	Accreditation Board for Engineering and Technology (ABET)				9
22.0201	Master of Laws (L.L.M.)	Law		2016	x						5
22.0201	Master of Laws (L.L.M.)	Law		2016	x			8/14/2003			9
22.0203	Master of Legal Studies (M.L.S.)	Law		2016	x						5
22.0203	Master of Legal Studies (M.L.S.)	Law		2016	x			8/14/2003			9
12.0301	B.S. in Mortuary Science and Funeral Service	CASA	2010	2017		x	American Board of Funeral Service Education				9
19.0901	B.S. in Fashion Design and Merchandising	CASA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)			10/4/2001	9
50.0408	B.S. in Interior Design	CASA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)				9
50.0408	B.S. in Interior Design	CASA	2010	2017		x	Council for Interior Design Accreditation (Formerly FIDER)				9

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51.0806	A.A.S. in Physical Therapist Assistant	CASA	2008	2017		x	Commission on Accreditation in Physical Therapy Education (CAPTE)				9
51.0907	M.S. in Medical Dosimetry	CASA	2009	2017		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007 *		3/3/2009	10
51.0907	M.S. in Medical Dosimetry	CASA	2009	2017		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007 *		3/3/2009	5
51.0912	M.S. in Physician Assistant Studies	CASA	2009	2017		x	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006			9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2009-10	2016-17		x	Council on Rehabilitation Education (CORE)				10
51.2310	M.S. in Rehabilitation Counseling	COEHS	2009-10	2016-17		x	Council on Rehabilitation Education (CORE)				9
50.0401	B.A. in Design	COLA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)			8/1/2006	9
50.0701	B.A. and B.S. in Art	COLA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)			4/25/2006	9
50.0702	B.F.A. in Art	COLA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)			8/12/2002	9

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50.0702	M.F.A. in Art	COLA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)				9
50.0703	Post-Baccalaureate Certificate in Art History	COLA		2016-17		x	National Association of Schools of Art and Design (NASAD)	7/17/2000			9
09.0102	M.F.A. in Mass Communication and Media Arts	MCMA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)			4/27/2005	9
50.0602	B.A. in Cinema and Photography	MCMA	2007	2016-17		x	National Association of Schools of Art and Design (NASAD)			2/28/2001 8/21/2006	9
	Center for Innovation	COB	2010	2018	x			6/8/2005			9
44.0701	B.S. in Social Work	COEHS	2010	2018		x	Council on Social Work Education				9
44.0701	Master of Social Work	COEHS	2010	2018		x	Council on Social Work Education				9
14.0101	Ph.D. in Engineering Science	COEng	2010	2018	x			10/11/2006		12/2/2004	9
14.0801	M.S. in Civil Engineering	COEng	2010	2018	x						5
14.0801	M.S. in Civil Engineering	COEng	2010	2018	x						9
14.1001	M.S. in Electrical and Computer Engineering	COEng	2010	2018	x					8/4/2004	9
14.1001	Ph.D. in Electrical and Computer Engineering	COEng	2010	2018	x					10/11/2006	9
14.1901	M.S. in Mechanical Engineering	COEng	2010	2018	x						9
14.2101	M.S. in Mining Engineering	COEng	2010	2018	x						9
15.0613	M.S. in Manufacturing Systems	COEng	2010	2018	x						9
90.1418	Center for Advanced Friction Studies	COEng	2010	2018	x						9
40.0501	M.S. in Chemistry	COS	2010	2018	x						9
40.0501	Ph.D. in Chemistry	COS	2010	2018	x						9
40.0601	B.A. and B.S. in Geology	COS	2010	2018	x						9

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40.0601	M.A. and M.S. in Geology	COS	2010	2018	x					5/29/2001 5/17/2002	9
40.0601	Post-Baccalaureate Graduate Certificate in Earth Science	COS	2010	2018	x			5/29/2001			9
40.0801	B.S. in Physics	COS	2010	2018	x						9
40.0801	M.S. in Physics	COS	2010	2018	x						9
40.0801	Ph.D. in Applied Physics	COS	2010	2018	x			2/1/2005			9
90.0303	Fisheries and Illinois Aquaculture Center	VCR	2010	2018	x					7/15/1999	9
90.0306	Cooperative Wildlife Research Laboratory	VCR	2010	2018	x						9
90.4006	Coal Extraction and Utilization Research Center	VCR	2010	2018	x						9
	Center for Academic Success	APAA	2011	2019	x						9
11.0401	B.S. in Information Systems Technologies	CASA	2011	2019	x					9/22/1999	9
15.0399	B.S. in Electronics Systems Technologies	CASA	2011	2019	x						1
15.0399	B.S. in Electronics Systems Technologies	CASA	2011	2019	x						9
01.0000	B.S. in Agricultural Systems and Education	COAS	2011	2019	x					11/5/2003/ 3/3/2011	9
01.0103	B.S. in Agribusiness Economics	COAS	2011	2019	x						9
01.0103	M.S. in Agribusiness Economics	COAS	2011	2019	x						9
	Center for Ecology	COAS	2011	2019	x			8/25/2005			9
13.0301	Ph.D. in Education (Curriculum and Instruction)	COEHS	2011	2019	x						9
13.0401	Ph.D. in Education (Educational Administration)	COEHS	2011	2019	x						9
13.0406	M.S.Ed. in Higher Education	COEHS	2011	2019	x						9

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13.1001	M.S.Ed. in Special Education	COEHS	2011	2019	x						9
13.1307	M.S.Ed. in Health Education	COEHS	2011	2019	x						9
13.1307	Ph.D. in Education (Health Education)	COEHS	2011	2019	x						9
13.1320	B.S. in Workforce Education and Development	COEHS	2011	2019	x						1
13.1320	B.S. in Workforce Education and Development	COEHS	2011	2019	x						8
13.1320	B.S. in Workforce Education and Development	COEHS	2011	2019	x					8/15/03 3/9/2005	9
13.1320	M.S.Ed. in Workforce Education and Development	COEHS	2011	2019	x					1/10/2003	9
13.1320	Ph.D. in Workforce Education and Development	COEHS	2011	2019	x						9
31.0505	M.S.Ed. in Kinesiology	COEHS	2011	2019	x					8/23/2006	9
42.1801	Ph.D. in Education (Educational Psychology)	COEHS	2011	2019	x						9
51.0704	M.S. in Rehabilitation Administration and Services	COEHS	2011	2019	x						5
51.0704	M.S. in Rehabilitation Administration and Services	COEHS	2011	2019	x						9
51.2399	Ph.D. in Rehabilitation	COEHS	2011	2019	x					2/1/2005	9
90.1313	Center for Workforce Development	COEHS	2011	2019	x			5/29/2001			9
14.0501	M.S. & Master of Engineering in Biomedical Engineering	COEng	2011	2019	x			8/14/2007			9
23.0101	B.A. and B.S. in English	COLA	2011	2019	x						9
23.0101	M.A. in English	COLA	2011	2019	x						9
23.0101	Ph.D. in English	COLA	2011	2019	x						9
23.0501	Master of Fine Arts in Creative Writing	COLA	2011	2019	x						9
23.1001	B.S. in Speech Communication	COLA	2011	2019	x						9
23.1001	M.A. in Speech Communication	COLA	2011	2019	x					6/2/2009	9

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23.1001	Ph.D. in Speech Communication	COLA	2011	2019	x						9
24.0101	B.A. and B.S. in University Studies	COLA	2011	2019	x						9
45.0601	B.A. in Economics	COLA	2011	2019	x					1/16/2003	9
45.0601	M.A. and M.S. in Economics	COLA	2011	2019	x						9
45.0601	Ph.D. in Economics	COLA	2011	2019	x						9
	Center for Ecology	COLA	2011	2019	x			8/25/2005			9
26.0205	M.S. in Molecular Biology, Microbiology & Biochemistry	COS	2011	2019	x					5/11/2004	9
26.0205	Ph.D. in Molecular Biology, Microbiology & Biochemistry	COS	2011	2019	x						9
26.0301	B.A. and B.S. in Plant Biology	COS	2011	2019	x					4/10/2001 3/16/2007	9
26.0301	M.S. in Plant Biology	COS	2011	2019	x						9
26.0301	Ph.D. in Plant Biology	COS	2011	2019	x						9
26.0502	B.S. in Microbiology	COS	2011	2019	x					9/29/2003	9
26.0901	B.S. in Physiology	COS	2011	2019	x					9/29/2003	9
26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	COS	2011	2019	x						9
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	COS	2011	2019	x						9
	Center for Ecology	COS	2011	2019	x			8/25/2005			9
	Global Media Research Center	MCMA	2011	2019	x			12/8/2004			9
26.0205	M.S. in Molecular Biology, Microbiology & Biochemistry	SOM	2011	2019	x					5/11/2004	9
26.0205	Ph.D. in Molecular Biology, Microbiology & Biochemistry	SOM	2011	2019	x						9
26.0901	B.S. in Physiology	SOM	2011	2019	x					9/29/2003	9
26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	SOM	2011	2019	x						9

<b>CIP Code</b>	<b>Program Name</b>	<b>College</b>	<b>Last Review Year</b>	<b>Next Review Year</b>	<b>Prog Rev by Int/Ext Reviewers</b>	<b>Reviewed by Accreditation</b>	<b>Accreditor Name</b>	<b>Approval Date</b>	<b>Elimination Date</b>	<b>Modification Date</b>	<b>Region No.</b>
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	SOM	2011	2019	x						9
26.0902	Post-Baccalaureate Certificate in Anatomy	SOM	2011	2019	x			9/10/2001			9
26.1001	M.S. in Pharmacology & Neuroscience	SOM	2011	2019	x					6/2/2009	9
26.1001	Ph.D. in Pharmacology & Neuroscience	SOM	2011	2019	x					6/2/2009	9
90.5113	Parkinson Disease Center	SOM	2011	2019	x			4/25/2000			9
90.5113	Simmons Cancer Institute	SOM	2011	2019	x			4/5/2000			9
90.5114	Center for Alzheimer Disease and Related Disorders	SOM	2011	2019	x						9
03.0501	B.S. in Forestry	COAS	2010	2020		x	Society of American Foresters (SAF)			8/4/2004	9



## SIUE PROGRAM REVIEW SCHEDULE

### *Undergraduate Programs*

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>ARTS &amp; SCIENCES</b>						
Anthropology	2004-05	Flagged for Priority Review	1998	2011-12 2019-20	(Completed) 2008 2015-16	
Art & Design	2009-10	In Good Standing	2002-03	2017-18	2013-14	
Biological Sciences	2008-09	In Good Standing	2000-01	2008-09 2016-17	2012-13	
Chemistry	2008-09	In Good Standing	1999-2000	2008-09 2013-14 2018-19	No interim reviews because of short accrediting agency cycle	
Criminal Justice Studies	2005-06	In Good Standing	None: new program	2014-15	2010-11 2018-19	
Economics	2005-06	In Good Standing	1997-98	2012-13 2017-18	2008-09	
English	2009-10	In Good Standing	2000-01	2017-18	2013-14	
Foreign Languages	2004-05	In Good Standing	1996-97	2011-12 2019-20	2015-16	
Geography	2004-05	In Good Standing	1997-98	2014-15	2010-11 2018-19	
History	2004-05	In Good Standing	1997-98	2014-15	2010-11 2018-19	
Liberal Studies	2006-07	In Good Standing	1995-96	2014-15	2010-11 2018-19	
Mass Communications	2003-04	In Good Standing	1999	2011-12 2017-18	2014-15	
Mathematics & Statistics	2008-09	In Good Standing	2002-03	2008-09 2016-17	2012-13	
Music	2009-10	In Good Standing	1998-99	2017-18	2013-14	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>ARTS &amp; SCIENCES, cont.</b>						
Philosophy	2006-07	Flagged for Priority Review	1995-96	2010-11	2008-09	
Physics	2006-07	In Good Standing	1999-2000	2013-14	2010-11	
Political Science	2005-06	In Good Standing	1998-99	2014-15	2010-11 2018-19	
Social Work	2009-10	In Good Standing	1997-98	2017-18	2014-15	
Sociology	2005-06	In Good Standing	1998-99	2014-15	2010-11 2018-19	
Speech Communication	2009-10	In Good Standing	2000-01	2017-18	2013-14	
Theater & Dance	2010-11	In Good Standing	2002-03	2018-19	2014-15	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>BUSINESS</b>						
Accountancy	2005-06	In Good Standing	1997-98	2012-13 2017-18	2008-09	
Business Administration	2005-06	In Good Standing	1997-98	2012-13 2017-18	2008-09	
Business Economics/Finance	2005-06	In Good Standing	1996-97	2012-13 2017-18	2008-09	
CMIS		In Good Standing		2012-13 2017-18	2008-09	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>EDUCATION</b>						
Curriculum and Instruction: Early Childhood Education	2003-04 (with ECE)	In Good Standing	1995	2015-16	2008-09 2017-18	
Curriculum and Instruction: Elementary Education	2003-04 (with Elementary Ed)	In Good Standing	1995	2015-16	2008-09 2017-18	

<b>EDUCATION, cont.</b>	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Exercise and Wellness & Community Health	2003-04 (Under Kinesiology review)	In Good Standing	1994-95	2015-16	2020-21	Note: program changed from Exercise and Wellness to Exercise Science in 2011
Health Education	2003-04	In Good Standing	1996	2011-12	2014-15	
Kinesiology	2003-04	In Good Standing	1994-95	2011-12	2014-15	
Physical Education & Teacher Education	2003-04 (Under Kinesiology review)	In Good Standing	1994-95	2011-12	2014-15	
Psychology	2010-11	In Good Standing	2003-04	2016-17	2013-14	
Special Education	2003-04	In Good Standing	1994	2015-16	2017-18	
Speech Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2018-19	2013-14	

<b>ENGINEERING</b>	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Civil Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Computer Science	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Construction	2004-05	In Good Standing	1994-95	2012-13 2018-19	2008-09	
Electrical and Computer Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Industrial & Manufacturing Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Mechanical Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	

<b>NURSING</b>	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
	2006-08	In Good Standing	1993-94	2014-15	2010-11	
Family Health & Community Health		In Good Standing		2014-15	2010-11	
Primary Care & Health Systems		In Good Standing		2014-15	2010-11	

*Graduate Programs*

<b>ARTS &amp; SCIENCES</b>	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Art	2009-10	In Good Standing	2003		2017-18	2013-14	
Art Therapy Counseling	2009-10	In Good Standing	2003		2017-18	2013-14	
Biological Sciences	2008-09	In Good Standing	2000-01		2008-09 2016-17	2012-13	
Biotechnology Management	2008-09	Flagged for Priority Review	Program began in 2005	Fall 2006	2012-13 2016-17	2012-13	
Chemistry	2008-09	In Good Standing	2001-02		2008-09 2013-14 2018-19	No interim reviews because of short accrediting agency cycle	
English	2009-10	In Good Standing	2000-01		2017-18	2013-14	
Environmental Sciences	2008-09	In Good Standing	2000-01		2016-17	2012-13	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>ARTS &amp; SCIENCES, cont.</b>							
Environmental Science Management	2008-09	Flagged for Priority Review	Program began in 2005	2006-07	2012-13 2016-17	2012-13	
Geographical Studies	2004-05	In Good Standing	1997-98		2014-15	2010-11 2018-19	
History	2004-05	In Good Standing	1997-98		2014-15	2010-11 2018-19	
Mass Communications	2003-04	In Good Standing	1998-99		2011-12 2017-18	2014-15	
Mathematics	2008-09	In Good Standing	1993-94		2008-09 2016-17	2012-13	
Music	2009-10	In Good Standing	1998-99		2017-18	2013-14	
Physics	2006-07	Program Suspended 2009	1999-2000	2001-02	2010-11		
Public Administration	2003-04	In Good Standing	1997-98 (as PAPA)		2012-13 2019-20	2015-16	
Social Work	2005-06	In Good Standing	1997-98		2014-15	2010-11 2018-19	
Sociology	2005-06	In Good Standing	1997-98		2014-15	2010-11 2018-19	
Speech Communication	2009-10	In Good Standing	2000-01		2017-18	2013-14	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>BUSINESS</b>							
Accountancy	2005-06	In Good Standing	1996-97	Sep-08	2012-13 2017-18	2008-09	
Business Administration	2005-06	In Good Standing	1996-97	Sep-08	2012-13 2017-18	2008-09	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>BUSINESS, cont.</b>							
CMIS	2005-06	In Good Standing	1990-91	Sep-08	2012-13 2017-18	2008-09	
Economics and Finance	2005-06	In Good Standing	1997-98	Sep-08	2012-13 2017-18	2008-09	
Marketing Research	2005-06	In Good Standing	1996-97	Sep-08	2012-13 2017-18	2008-09	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>EDUCATION</b>							
Educational Administration	2003-04	In Good Standing	1994-95	2006-07	2011-12 2018-19	2014-15	
Elementary Education	2003-04	In Good Standing	1991-92		2015-16	2010-11 2017-18	
Instructional Technology	2010-11	In Good Standing	2003-04	2007	2015-16	2013-14	
Kinesiology	2003-04	In Good Standing		2006-07	2011-12 2018-19	2014-15	
Learning, Culture, & Society	New Program				2011-12 2018-19	2014-15	2008-09
Literacy Education	New Program			2007	2011-12 2018-19	2014-15	2008-09
Master of Arts in Teaching	New Program			2006-07	2011-12 2018-19	2014-15	2008-09
Psychology	2010-11	In Good Standing	2003-04		2016-17	2013-14	
Secondary Education	2003-04	In Good Standing	1992-93		2015-16	2010-11 2017-18	
Special Education	2003-04	In Good Standing	1994-95		2015-16	2010-11 2017-18	
Speech-Language Pathology	2010-11	In Good Standing	2001-02		2018-19	2013-14	

<b>ENGINEERING</b>	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Civil Engineering	2006-07	In Good Standing	2001-02		2013-14 2019-20	2009-10 2016-17	
Computer Science	2006-07	In Good Standing	1999-2000	Aug-09	2013-14 2019-20	2009-10 2016-17	
Electrical Engineering	2006-07	In Good Standing	2001-02	Sep-09	2013-14 2019-20	2009-10 2016-17	
Industrial Engineering	New Program				2011-12 2017-18	2014-15	2009-10
Mechanical Engineering	2006-07	In Good Standing	2001-02	Aug-09	2013-14 2019-20	2009-10 2016-17	

<b>NURSING</b>	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
Nursing	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Nurse Educator	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Family Nurse Practitioner	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Health Care & Nursing Administration	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Nurse Anesthesia	2010-11	In Good Standing	2002-03		2018-19	2014-15	

	<b>Last Full Review</b>	<b>Review Status, if Indicated</b>	<b>Previous Full Review</b>	<b>Last Interim or Progress Report</b>	<b>Scheduled or Proposed Next Review</b>	<b>Proposed Interim Review/ Report</b>	<b>Initial Report (New Programs Only)</b>
<b>PHARMACY</b>	Initial Program Review document submitted 10/29/09	In Good Standing			2014-15 2020-21	2017-18	2009-10

## SIU SCHOOL OF MEDICINE PROGRAM REVIEW SCHEDULE

### Program Accreditations

Program	Accrediting Agency	Last Review	Program Status	Next Review
Undergraduate Medical Education	Liaison Committee on Medical Education (LCME)	2007	Accredited (no citations)	2015
Graduate Medical Education	Accreditation Council for Graduate Medical Education (ACGME)	2008	Accredited (one minor citation)	2012
Continuing Medical Education	Accreditation Council for Continuing Medical Education (ACCME)	2007	Accredited (six minor citations)	2011

### Institutional Program Reviews (IBHE-Mandated)

Program		Last Review	Program Status	Next Review
Graduate Science Programs (MS, PhD)	Molecular Biology, Microbiology, and Biochemistry (MBMB) *	2011	Good Standing	2019
	Pharmacology	2011	Good Standing	2019
	Physiology *	2011	Good Standing	2019

\* jointly administered and reviewed with SIUC College of Science

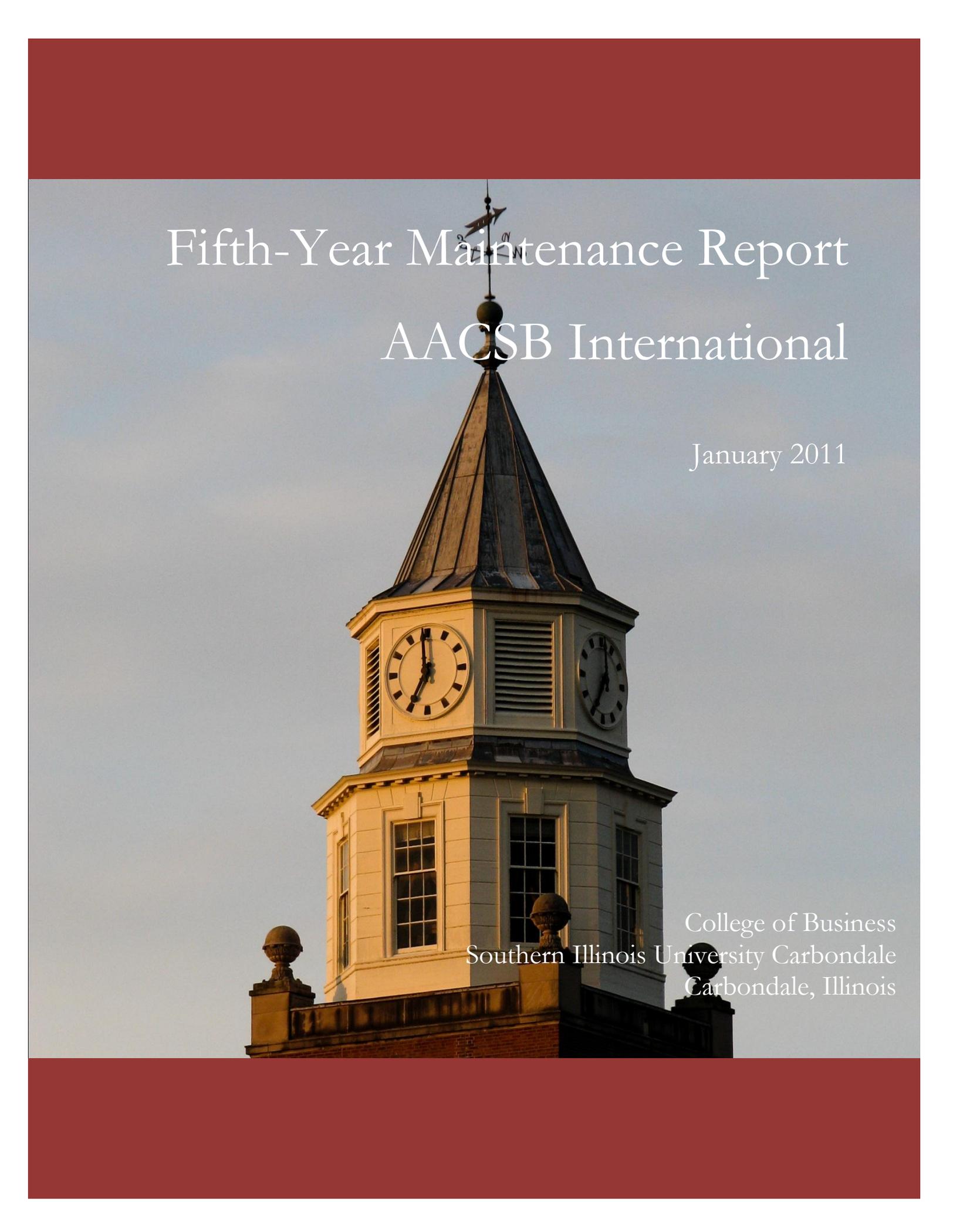


**APPENDIX A:**  
**SAMPLE OF SIUC QUALITY ASSURANCE ACTIVITY**

*FIFTH-YEAR MAINTENANCE REPORT  
AACSB INTERNATIONAL  
JANUARY 2011  
COLLEGE OF BUSINESS  
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
CARBONDALE, ILLINOIS*

*RESPONSE TO AACSB REVIEW  
COLLEGE OF BUSINESS  
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
FALL SEMESTER 2011*





# Fifth-Year Maintenance Report

## AACSB International

January 2011

College of Business  
Southern Illinois University Carbondale  
Carbondale, Illinois

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Additional Tables and Materials

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# Situation Analysis



*The Current State of the University & College*

# Situation Analysis

## *The Current State of the University & College*

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**T**he Peer Review Team visit for this maintenance cycle arrives on a campus facing some of the most challenging times in its history. Like many colleges and universities across the US, this is an institution struggling with deep financial problems and facing a challenging future. SIUC certainly qualifies as a “financially-stressed” institution. It has experienced a steady decline in public support, and with the impact of the recent recession, this support has deteriorated to a precarious position. Moreover, the university has deep, systemic inefficiencies that challenge its ability to reach a state of financial stability. It is beset by enrollment declines, a less than inspiring reputation, and a senior administrative turn-over rate that has created a very untimely vacuum in leadership. But perhaps more importantly, the university – again like many others in the United States – faces a new challenging future in which it must reconsider the manner in which it designs and delivers educational programs.

Happily, with the recent appointment of a dynamic Chancellor, we are entering a period in which these issues are being honestly and directly addressed. New financial models are under consideration and decision rules developed for strategic reallocation of funds beyond the dated budgetary models on which the institution has relied in the past. Debate about the future of the university and its mission and broad discussions about how to address this future are taking place across campus. It is within this tumultuous climate that the College of Business has attempted to chart a course that honors its commitment to business education while at the same time vigorously participating in these debates and attempting to provide leadership to the university as we work towards a redefined, financially-stable future.

### **About the University**

The Southern Illinois University (SIU) system is one of only two multi-campus higher-education systems in Illinois, the other being the University of Illinois. Approaching its 150<sup>th</sup> anniversary, Southern Illinois University Carbondale (SIUC) is the oldest of the



three campuses comprising the SIU system, along with the SIU School of Medicine (SOMS) in Springfield and SIU Edwardsville (SIUE) located in the Metro-East region of the Greater St. Louis metropolitan area. Both SIUC and SIUE offer an extensive array of undergraduate and graduate degree programs along with the School of Dental Medicine, School of Law, School of Nursing, and School of Pharmacy.

Southern Illinois Normal College was originally chartered in 1869 and renamed Southern Illinois University in 1947. First offering graduate coursework in 1943, SIUC has developed into a major research institution, with doctoral programs initially offered in 1955, and the medical and law schools founded in the early 1970s. With its Carnegie Foundation classification as a “Research University (high research activity),” SIUC is one of only 199 institutions nationwide classified as research universities and, as such, is among only 4.5 percent of more than 4,300 higher education institutions.<sup>1</sup> The Carbondale campus offers degrees in 2 associate programs, 101 bachelor programs, 10 post-baccalaureate certificates, 72 masters programs, and 32 doctoral and professional programs. More than 200,000 alumni represent every state of the United States and 116 countries around the world. In 2009 SIUC was rated one of the 158 Best Midwestern Colleges by the Princeton Review and ranked among the top 199 universities in “National Universities, third tier” by U.S. News & World Report.

### **About the Southern Illinois Region**

Traditionally, SIUC defines its service region as a 23-county area with a current population of 487,475, approximately 4.03% of the total population of Illinois. This service region represents seven community college districts, although today only a minority of College of Business students actually originates from this area. SIUC is the only research university in the southern half of the state of Illinois, and as such is arguably the key to economic development in the region. However, although the university is the single largest employer in the area, there is limited evidence that the presence of the university has stimulated economic growth. As has been noted in a recent university self-study, for a variety of reasons, “neither the university nor the region [seems] poised to benefit from this relationship.” The report argues that a

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<sup>1</sup> [http://classifications.carnegiefoundation.org/lookup\\_listings/](http://classifications.carnegiefoundation.org/lookup_listings/)

number of steps are necessary to overcome the region’s “weak entrepreneurial culture,” and to “take advantage of the ‘unrealized wealth’ of SIU knowledge and research.”<sup>2</sup>



**Figure 1. The seven community college districts in the southern Illinois region.**

The University has recently completed several external reviews of its economic development mission, and a number of new steps have been taken to enhance this mission for the southern Illinois region. In April 2009 the Jackson Growth Alliance (JGA) was developed. In addition, a Commercialization of University Technology Committee (CUTC) has been created at the university as “a partnership between the community and the university to work together to optimize economic development by creating new start-up companies and jobs through commercialization of university technology developed from research.” Finally, the College of Business has created a *Center for Innovation* with a mission to create and nurture area interdisciplinary and business partnerships, in part by promoting university technology. This center recently completed a self-study resulting in a new strategic plan, included in the appendices to this maintenance report.

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<sup>2</sup> SIUC Self-Study, January 2010 (<http://ncaaccreditation.siu.edu/pdfs/2010siucselfstudy.pdf>)



**Figure 2: SIUC Center for Innovation**  
(<http://www.innovation.siu.edu/>)

### **The College Today**

Although SIUC began to gradually add business courses as early as 1894, it wasn't until 1957 when a separate School of Business and Administration was established under the leadership of the school's first dean, Henry J. Rehn. Rehn served from 1947 to 1965, during which time the school expanded its course offerings and inaugurated its graduate program. Rehn Hall, dedicated in 1983, is the home of the College of Business and bears his name.



Today, the College of Business reports an enrollment of 1,257 undergraduates and 228 graduate students, from 17 states and 30 countries. The college offers bachelor's, master's and doctoral degrees--one of only three public institutions in Illinois to do so. U.S. News & World Report ranks the College as one of the top 100 public business schools nationwide.

## **Our Challenges**

### **Enrollment Losses/University Losses**

The key challenge facing the entire SIUC campus, as well as the College of Business, is our continuing declines in undergraduate enrollment. Continuing a trend that stretches back a decade or more, SIUC total undergraduate enrollments have steadily declined over the past five years by 6.7%.

**Table 1: Undergraduate Enrollments 2005-2009**

	2005	2006	2007	2008	2009
First-time Freshman	2,380	2,636	2,686	2,450	2,317
Total Undergraduates	16,294	16,193	15,980	15,551	15,196

Source: SIUC Factbook 2009-2010

Note that while overall undergraduate enrollment has declined, the number of new freshmen has remained relatively steady. The immediate conclusion from this pattern is that in large part, these declines in enrollment come through retention failures. This is confirmed by statistics collected through SIUC Institutional Research. The most recent data shows a university freshman-to-sophomore retention rate of only 69%, placing SIUC last among those public universities in Illinois that we would consider peers (University of Illinois Urbana Champaign (UIUC) reported the highest rate of 94%, Illinois State University (ISU) reported 83%). Likewise, six-year graduation rates reported by the university place it last among peer public institutions in the state (UIUC – 82%, ISU – 70%, SIUC – 45%).

### **University Responses to Enrollment Problems**

The university has responded to this by increasing its focus on recruiting and retention efforts. The function of enrollment management has been centralized under the Office of the Provost with a key change in leadership with the creation of an Interim Assistant Provost for enrollment management. A campus-wide Strategic Enrollment Planning Committee has drafted a strategic enrollment plan and set benchmarks for

demonstrating success. The new Assistant Provost, working with increased support of the new Chancellor, is optimistic that a more coordinated strategic enrollment plan will yield a higher number of enrolled students in the future.

The university has also set into motion a number of reforms aimed at aiding student success through a variety of retention programs. A University College model is currently under development, which should allow increased focus on lower-division course development and delivery. The university has placed strong emphasis on developing a First Year Experience program (university-wide Saluki First Year program), which began in fall 2009 and will be extended to transfer students in 2010, stimulating Freshman Interest Groups (FIGs) and Living-Learning Communities (LLCs), and encouraging the colleges to develop area-specific retention programs and services. As you will see, the College of Business has made student services and student success a major piece of its strategic initiatives.

In addition, the university is readdressing the student profile to which the university has traditionally marketed. The Office of the SIUC President issued a 2006 report which stated “SIUC has been settling for less able students rather than talented low- and middle-income students.” A byproduct of the university’s dedication to accessibility is policies that have led to the acceptance of students unprepared for university life, and therefore unlikely to succeed. It is hoped that the retention programs previously mentioned can be expected to help with ensuring the success of these students.

Moreover, there is a debate that SIUC’s enrollment problems may relate to a failure to send a clear message about who we are and what kind of students we seek. Last spring’s university’s NCA accreditation self-study reported that SIUC has a high number of referral admits or special admits: students who need some remedial instruction to be able to master the rigors of a public research university. Latest statistics show that over 40% of SIUC students need some form of remedial assistance. The report argues that this situation is unique to SIUC when compared with other public research institutions. A university Center for Academic Success, Supplemental Instruction program, the Saluki First Year initiative, as well as retention initiatives developed by the colleges are key strategies for ensuring student success.

### **Resulting Financial Stress**

The State of Illinois currently provides only 35% of SIUC's total operating funds, a percentage that continually shrinks, while tuition and fees make up a steadily increasing amount of the university budget, almost 22.5% as of FY2007<sup>3</sup>. The immediate upshot of this downward trend in enrollments, therefore, is an immediate reduction in operating funds through decreases in student tuition and fees. The resulting financial stress is exacerbated by the state's inability to guarantee timely transfer of payments for FY2010 and FY2011, as well as a number of unfunded mandates that leave the public universities with additional shortfalls. In response, SIU has turned to tuition and fee increases to attempt to offset the reduction in available monies. Tuition for "in-state students" or "resident students" increased from 1999 to 2009, the increases ranging from as low as 3.0 % (FY2000) to as high as 18% (FY2003). In fall 2004, the Illinois State Legislature enacted the Guaranteed Tuition Stabilization Plan for first-time undergraduate students whereby tuition costs are locked in at the same annual rate for up to four continuous academic years following initial enrollment. Between FY2007 and FY2010, tuition increases have been between 9 and 10%, while annual fee increases have ranged from 11.3 to 30.6%.

It is clear that SIU tuition increases have made the school increasingly more expensive relative to our peers, exacerbating problems of poor image and lack of retention support. Data show that although SIU is not the most expensive public university in the state, it has become increasingly and perhaps prohibitively so in the eyes of many in-state students. In response, the SIU Board of Trustees last year approved new tuition rates for certain out-of-state students, granting in-state rates for residents of Missouri, Indiana, Kentucky, Tennessee, and Arkansas. Fall 2010 enrollment data show that new freshman and transfer rates from those states have indeed increased, although not at a rate that allowed the university to increase total revenues. The hope is that long-term recruiting focus on students residing in the Border States will gradually increase enrollments.

However, it is evident that ever-increasing tuition cannot be sustained. The SIU President's Office and the Board of Trustees have made it clear that they believe the university has reached a crisis point in terms of college affordability, and reached the

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<sup>3</sup> Campus Leadership Meeting Spring 2009, (<http://www.siu.edu/pres/goals.html>)

limits of that affordability. Fall semester 2010 will mark the first time in 9 years that tuition rates did not rise. This decision is made fully cognizant of the additional burden it will place on the university operating under state fiscal uncertainties.

### **Private Funding**

Among revenue streams one would normally expect from a research institution like SIUC, the one that is most lacking is that from private gifts and donations. Gifts and donations currently account for only about 1% of the annual budget, an amount that has been relatively flat over the past several fiscal years. SIUC launched its first-ever comprehensive capital campaign through the SIU Foundation in 2005, with a goal of \$100 million. In October 2008 SIUC officially celebrated exceeding this goal by \$6 million. The College of Business fell short of its portion of the campaign goal (\$9.7 million), raising only a little over \$7 million. Plans are underway for a second campaign in the next several years. It is clear that an increased fundraising mission is being established. It is important to recognize, however, that SIUC is at a very early stage of fundraising. There is not a culture of sustained giving, nor is there a strong history of big-dollar donors. This will be important to remember when we review the college's long-term financial strategies.

### **Effects on the College**

At the college level, these university financial stresses translate into a genuine lack of college-level resources to address the direct antecedents of undergraduate enrollment decline: recruiting and student retention and a lack of innovative academic programming. It also creates a genuine inability to invest in faculty support and growth. In the past the university has functioned by a standard incremental-budgeting model, and the amounts allocated to the College through the Provost's Office have declined over the past several years. Taking into account past budget cuts and rescissions, the college's base budget allocation from the Provost's Office for FY2011 shows 90% of the base budget dedicated to faculty and staff salaries. Without a means to stimulate student enrollments and therefore increase monies available for programs and services, the college is caught, unable to invest in requisite student services and faculty improvements that would ultimately lead to increased enrollment.

### **Our Opportunities**

Let us first state that all of the aforementioned represents unparalleled opportunity. Indeed, this financial crisis sets the stage for almost all of our efforts over the past 4 ½

years. An in-depth SWOT analysis by the new incoming dean in the fall of 2006 showed a College of Business with very high efficiency numbers. Working with a relatively small faculty, we consistently generate the highest number of student credit hours per faculty FTE (SCH/FTE) in the university. On a department by department comparison, across the 55 different departments on campus, the college's units: Management, Accounting, Marketing, and Finance, rank 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>th</sup>, and 5<sup>th</sup>, respectively, in terms of SCH/FTE. More importantly, despite having the highest average faculty salaries on campus, the college delivers the lowest cost-per-student-credit-hour delivered on campus, with each of the business departments again ranking at the top of a campus-wide comparison. The Illinois Board of Higher Education (IBHE) maintains an ongoing statewide cost study that allows comparisons across universities. Efficiency ratios computed by IBHE show that the College of Business is consistently more efficient than the state-wide norms for all 11 state universities and for the "Big 5" (SIUC along with University of Illinois at Urbana-Champaign, University of Illinois at Chicago, Northern Illinois University, and Illinois State University). If the response to consistent budget deficits is (a) cost cutting and increased efficiencies, or (b) increasing revenues, then the conclusion we reach is that budgetary relief will not come from a focus on increased efficiencies.

**Table 2: Efficiency Numbers, FY2010**

	<b>Majors / Faculty FTE</b>	<b>Student Credit Hours / Faculty FTE</b>
College of Business	28.6	751.7
College of Education & Human Services	20.7	389.3
College of Liberal Arts	8.5	384.0
<b>UNIVERSITY AVERAGE</b>	<b>13.3</b>	<b>364.3</b>
College of Science	7.2	337.3
College of Agricultural Sciences	17.5	325.6
College of Mass Communication	18.2	318.9
College of Engineering	13.8	285.0

Source: SIUC Office of Institutional Research

### **College Search for New Sources of Revenue**

The immediate opportunity for the college, since 2006 and particularly in this dismal fiscal climate, is the identification and securing of new sources of revenue that can be devoted to the challenges identified earlier. The college has responded with a two-pronged approach.

First, the college secured from the Board of Trustees approval to create a differential tuition that levies a 15% surcharge on business majors. The BOT approval was contingent on the college's promise to channel all of these funds directly into student services, addressing the recruiting and retention issues discussed earlier. As you will see later, the college is actively creating and implementing a wide range of student-support services and programs. We are confident that these programs will directly address enrollment challenges through increasing student retention and by communicating a strong culture of student support and student success.

Secondly, the college has committed to the development of state-of-the-art online programming that will (a) allow the college to find new markets of students in search of continuing educational products and services, and (b) create a new line of discretionary revenue that will be directed to faculty excellence. A completely online Professional MBA program enrolled its initial cohort in fall of 2009 with a larger, second cohort beginning in fall of 2010. We expect an online undergraduate degree-completion program in Business Administration to begin enrolling students in the spring semester of 2011. These efforts are ground-breaking for the SIUC campus, but the entrepreneurial energies generated by the college have been met with tremendous support by the system and campus administration. Beyond the enrollment boosts these programs promise, the key opportunity is the financial changes that are being created by these programmatic efforts. Because these programs will be staffed through overload assignments of a relatively small, but highly-productive faculty, the college has successfully lobbied the administration to pass the tuitions generated by these programs through new funding models that mandate significant net-revenue sharing between the college and the Provost's Office. If run efficiently and profitably, these programs will generate monies dedicated to faculty investments that are necessary not only for faculty support and growth, but will also serve to increase future campus enrollments.

Directly relevant to the issue of faculty investment, the college finds itself in the leading stages of a period of significant staff turnover. Because of an aging faculty, the college has experienced a 25% turnover in total faculty within the past two years, and anticipates another 20% turnover within the next several years. With this significant change in personnel, the college sees a tremendous opportunity to enhance an already strong research tradition, and recruit a premier faculty committed to excellence in research while at the same time dedicated to cutting-edge educational programs and pedagogies. The challenge for the College will be to support this new faculty influx with competitive

salary and research support. Thus far we have been able to create starting salaries to attract an outstanding set of new faculty members. We are hampered, however, by a lack of necessary research support. The revenues from the new funding models are designed to address that need.

### College Programs and Degree Recipients

The following table shows all College degrees for the past academic year.

Table 3: Degrees Awarded (2009-2010)

	<i>Fall 09</i>	<i>Spring 10</i>	<i>Summer 10</i>	<i>Total</i>
<b><i>Undergraduate Degrees</i></b>	<b>114</b>	<b>197</b>	<b>47</b>	<b>358</b>
Accounting	23	27	9	59
Bus. Admin.	1	1	0	2
Bus. Econ.	1	6	2	9
Finance	26	33	11	70
Management	30	68	11	109
Marketing	33	62	14	109
<b><i>Graduate Degrees</i></b>	<b>33</b>	<b>37</b>	<b>42</b>	<b>112</b>
MBA	21	22	22	65
MACC	8	11	14	33
Doctoral	4	4	6	14
<b>Total Degrees</b>	<b>147</b>	<b>234</b>	<b>89</b>	<b>470</b>

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# Progress



*Update on Concerns Since Previous Review*

## Progress

### *Update on Concerns Since Previous Review*

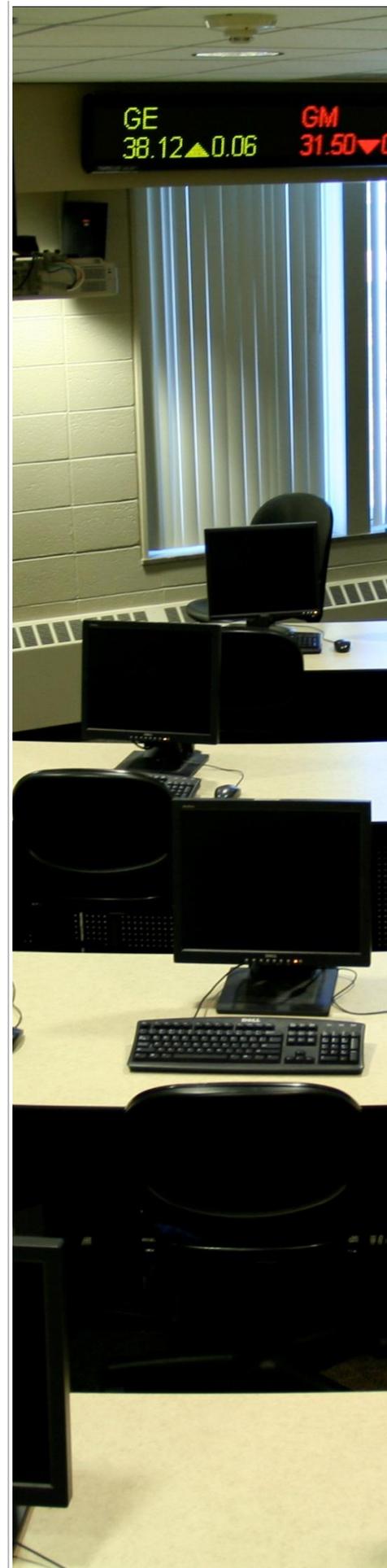
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Our college has not been visited by a peer-review-team from AACSB for ten years. As we are required to include a progress update based upon a decade-old assessment, we trust that the current team understands that the climate and conditions which existed at SIUC in the period leading up to the 2000-2001 visit simply no longer exist. The world for SIUC has changed. Many of the concerns presented by the 2001 team, although adequately addressed in the ensuing decade, represent issues that simply no longer play a critical role in our current or anticipated institution.

#### **Continuous Improvements Since the 2000-2001 Self-Evaluation Report**

The following lists the itemized concerns from the previous visit along with the college's response (or lack of):

1. "Increased staffing for business student placement, special attention to master's students"
  - a. In 2001, the College opened the Career Services Center within Rehn Hall. Today the center is directed by the Assistant Dean for Student Services, along with an Assistant Director of Career Services, and a staff of 3 students and associates. This college has increased support services, greatly enhanced externships/internships, introduced and delivered a wide-range of career preparation activities, workshops, and other programs.
  - b. Under the guidance of the Career Center, the College annually places 40-60 students in week-long, spring break externships with companies across the nation, and aids students in locating and acquiring internships with corporations and public organizations.
  - c. In 2001, an Accounting Career Fair was begun providing annual contact with corporations and students. Efforts are underway to organize a college-wide career fair.
  - d. A dedicated line of revenue has been allocated from differential tuition for these activities.
  - e. The college secured the "Gus and Debra Smith Endowment for Student Success" in 2008. This is a \$1,000,000 bequest that will provide further support for future student services.
  - f. However, the college still lacks appropriate career placement services dedicated to masters students.
2. "Cessation of enrolling non-degree grad students in masters courses."



- a. This was accomplished in 2002.
3. “Establishment of program for instructional capabilities of doctoral students.”
    - a. Currently, all doctoral students participate in BA 571, Teaching and Research Essentials for Doctoral Candidates.” This is a 1-credit hour course offered each fall that all newly enrolled PhD students take. The course emphasizes teaching-related issues such as syllabus preparation, approaches to teaching and testing, and teaching options and strategies. Students also participate in making a classroom presentation involving a topic in each student’s major field of study. This presentation is videotaped to provide the student with the opportunity to view and critique the presentation leading to improvement. Other topics addressed in the course include research issues and understanding the job market.
  4. “More space for additional computer labs, additional technology for classrooms and student meeting space for team projects.”
    - a. The college increased staffing resources for lower-level computing labs allowing for increased hours of operation; developed and equipped an additional computing facility in Rehn 326, and established a laptop checkout system.
    - b. Some student meeting rooms are now available in Rehn Hall.
    - c. However, the college continues to be hampered by lack of space. Recently, we added 20 additional offices for doctoral students in Kaplan Hall, some distance from Rehn Hall. This allowed us to convert Rehn 10, in the lower level, for a Student Retention Center, which is fully equipped with computing equipment and staffed with student tutors.
  5. “Awarding and allocating MBA assistantships from Deans Office.”
    - a. This process has been addressed following the last maintenance.
  6. “Providing opportunities for MBA students to interact with business leaders”
    - a. The College instituted an Executive-in-Residence program in 2004 to match visiting industry representatives with students in masters as well as undergraduate classes.
    - b. The college is planning to introduce a Leadership Institute for Fall of 2011, which will provide expanded exposure to corporate leaders and in-class speakers.
  7. “Additional opportunities for PhD research methodology courses across departments.”
    - a. There are no courses in research methods/methodology that are common to all PhD students. However, BA 574 and BA 574b in Management deal with philosophy of science and research design issues, and BA 575 is the College’s multivariate course, but they are not required of all students.

# Our Strategic Intent



*The Strategic Management Planning Process*

# Our Strategic Intent

## *Strategic Management Planning Process*

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A mission statement plays a critical role in the strategic planning process. According to AACSB, every institution “faces choices as a result of a wide range of opportunities and resource limitations.”<sup>4</sup> The mission statement should effectively set the appropriate framework within which the institution can view these choices. “The mission guides choices made regarding these alternatives.”<sup>5</sup> The central question becomes: does the institution effectively focus its resources and efforts in a direction defined by its mission statement?

The traditional scope of our institution has been to provide the highest quality undergraduate and graduate programs with as wide an access to students of all social and economic classes as can be maintained. SIUC prides itself on its long-standing mission as a doctoral research-intensive institution, and the College of Business has always played a strong part in that doctoral mission.

### ***Our Mission Statement***

*We exist to prepare students for the marketplace. We exist to add to the body of business and management knowledge. We exist to play an integral and indispensable role in our community, our nation, and the global economy.*

Guy Kawasaki, in *The Art of the Start*, cautions that mission statements are frequently dense, awkwardly worded statements that may capture the true intent of the institution, but all too frequently are “too long, not unique, not memorable.”<sup>6</sup> What an institution needs is something more akin to a mantra: a few words that capture its guiding purpose – what it stands for – why it exists.

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<sup>4</sup> AACSB (2010) “Eligibility Procedures and Accreditation Standards for Business Accreditation.” (p. 14)

<sup>5</sup> Ibid., (p. 14)

<sup>6</sup> Kawasaki (2004), *The Art of the Start*.



We have taken this to heart in an attempt to capture the strategic intent of the College of Business:

***Our Guiding Purpose ... Our Mantra***

*We inspire lives and transform business ... through our role as educators and mentors, through our discovery of new knowledge, through our commitment to integrity, innovation, and American entrepreneurship.*

**The Strategic Planning Framework in the College of Business**

Starting in Fall 2006, the College of Business has developed and refined a flexible and evolving strategic plan that charts the direction of college initiatives through 2012. Preparation of this plan required that the college's strategic efforts merge appropriately with the new focus created by SIU President Glen Poshard upon his inauguration in January of 2006, and remain in line with the preexisting campus-wide strategic plan as embodied in ***Southern@150***. The vision, mission, and strategic plan of the college are consistent with the University and the campus' strategic plan.

To build and implement the strategic plan, the college adopted a framework similar to a Balanced Scorecard format. Although this is a relatively non-traditional approach to educational planning, it allowed us to create and focus on strategic performance management and to create measures that determine whether the short-term operational activities of the college are appropriately supporting the larger-scale objectives. Such an approach required a focus on institutional outcomes desired by the governing board of the university as well as the necessary operational, marketing and developmental inputs to these outcomes. We believe that this approach has helped us reach a more comprehensive view of college operations.

**The College's Strategic Map**

Our version of the balanced scorecard approach centers on a set of initiatives, whose ultimate effectiveness will be reflected in measured metrics, all of which is captured in a comprehensive strategic map. The map is designed to be a visual representation of the strategic intent of the college over the period, 2006-2012. If "strategy describes how an organization intends to create sustained value for its shareholders," then our strategic map identifies the plan by which we intend to achieve long-term stakeholder value, and

identifies the categories of initiatives that we need to put into play to achieve that value creation, as well as the set of metrics by which we intend to measure our performance.

This approach is built upon two critical assumptions. First, because value creation within a university setting is based upon intangible assets such as knowledge and technology, then value creation is indirect. Second, within university settings, intangible assets seldom create value by themselves –intangible assets create value when they are combined with other assets, tangible and intangible. The maximum value will occur when all the institutional intangible assets are aligned with all other assets, as well as with the institution’s strategy.

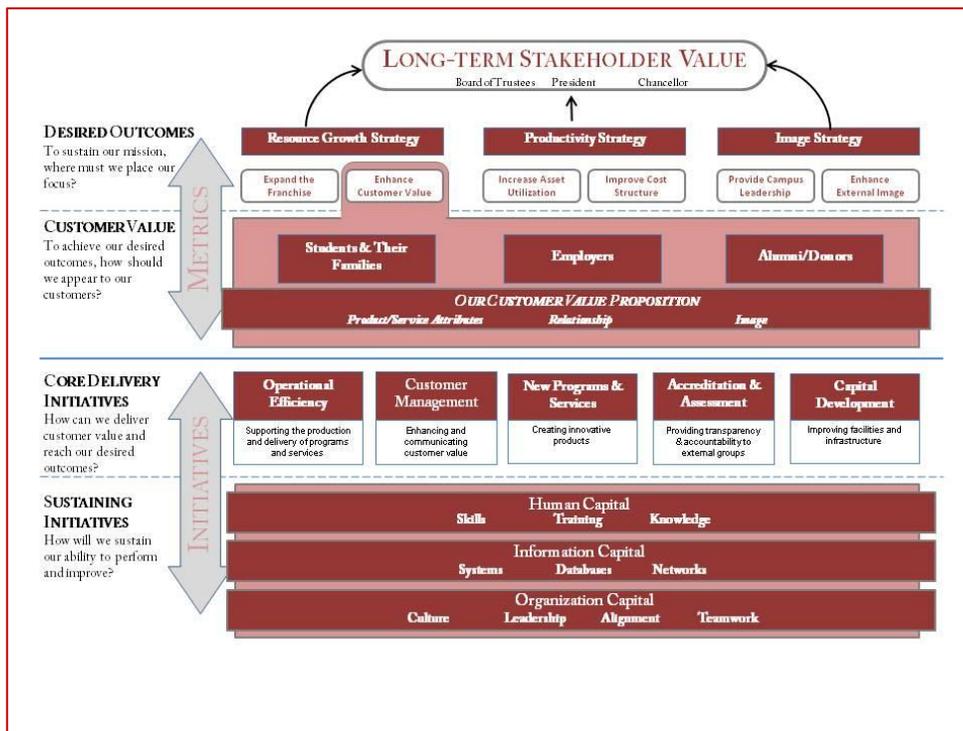


Figure 3: The College's Strategic Map

The map contains four logical components:

- a. Ultimate stakeholder value comes from a transformation of intangible assets into tangible value, delivered through six DESIRED OUTCOMES (which reflect the long-term strategic intent of the college): (a) Expanding the franchise, (b) Enhancing customer value, (c) Increasing asset utilization, (d) Improving

cost structure, (e) Providing campus leadership and, (f) Enhancing external image;

- b. a clear CUSTOMER VALUE PROPOSITION that describes the creation of value for three essential groups: students and their families, employers, and alumni/donors;
- c. a clear definition of five CORE VALUE-CREATING PROCESSES that will transform intangible assets into desired outcomes; and,
- d. a clear definition of the INTANGIBLE ASSETS that must be organized and integrated to provide the value creation. Initiatives are created to support the core processes (CORE-DELIVERY INITIATIVES) and the intangible assets (SUSTAINING INITIATIVES).

A copy of these initiatives is included in the Appendix.

The power of the balanced-scorecard approach is in identifying the key outcomes necessary to create and deliver long-term stakeholder value. Long-term stakeholders are defined in this view as the Chancellor of the Carbondale campus, the President of the SIU system, and ultimately, the governing Board of Trustees. In turn, long-term value for this group of stakeholders comes from sustained positive responses to the following critical questions:

#### **College Resource Growth**

- Are we expanding the college's franchise (increasing the number and quality of students and college resources)?
- Are we enhancing perceived customer value (deepening and expanding our relationships with existing customer groups: Students/Parents, Employers, and Alumni/Donors)?

#### **College Productivity**

- Are we improving our asset utilization?
- Are we improving our cost structure?

#### **College Image**

- Are we a strong campus partner?
- Are we enhancing our external image?

## **College's Strategic Initiatives**

To achieve the desired outcomes in resource growth, productivity, and image, the college has planned and implemented a number of initiatives. These initiatives are separated into two sets:

### **Core-Delivery Initiatives**

- Operational Efficiency: initiatives that support the production and delivery of programs and services
- Customer Management: initiatives that enhance and communicate customer value to targeted groups.
- New Programs & Services: initiatives that create innovative and revenue-producing products.
- Accreditation and Assessment: initiatives that improve transparency and accountability to external groups.
- Capital Development: initiatives that improve facilities and infrastructure.

### **Sustaining Initiatives**

- Building Human Capital: initiatives that enhance and enlarge our skills, training, and knowledge for faculty and staff.
- Building Information/Knowledge Capital: initiatives that enrich systems, databases, and networks.
- Building Organizational Capital: initiatives that build culture, leadership, alignment, and teamwork.

## **Strategic Planning Process**

The planning process within the college begins with the Executive Committee, comprised of the Dean, Associate Dean, Assistant Dean, and the director and chairs of the four academic units. In the 2006-2007 academic year, the Executive Committee reviewed a SWOT analysis prepared by the new incoming dean, and developed a list of one-term strategies that eventually grew into a focused set of initiatives. These sets of initiatives were distributed to the Faculty via the academic departmental structure and the Executive Committee collected feedback from the Faculty. Likewise, the strategic structure and specific set of initiatives have been presented and discussed with the Dean's External Advisory Board (as well as departmental boards), with whom the current state of these initiatives are reviewed and discussed on an annual basis.

The College's strategic objectives and current initiatives are reported annually to the Office of the Provost for review and evaluation. Specifics of this annual progress are in turn delivered to the Chancellor and on to the President's Office where another level of evaluation takes place, ensuring that the College's actions are in synch with the Campus strategy as well as the President's overall system strategic plan.

## **Financial Strategies**

### **University and College Budget Context**

These are unprecedented times. The SIU system (Carbondale, Edwardsville, and the School of Medicine in Springfield) receives the second largest allocation of appropriations from the State of Illinois, second only to the University of Illinois system. The size of this allocation, however, has been steadily decreased throughout the last 10 years. Data reported by the Office of the President of SIU shows that appropriations from the State of Illinois have decreased by 12.9% over the past 9 years. In reaction to this steady erosion of state appropriations, SIU has responded with a series of tuition and fee increases. In fact, tuition and fees at SIU Carbondale have risen 139% over the past 9 years<sup>7</sup>. Currently, SIU Carbondale is currently ranked 3<sup>rd</sup> among the top 11 state universities in terms of tuition and fees. Concern over the affordability of an undergraduate education at SIU has risen to such an extent that the President and the Board of Trustees took the unprecedented step of disallowing tuition increases for AY 2010-2011. Because of the Illinois Guaranteed Tuition Plan<sup>8</sup>, this will produce a sustained cap on tuition revenue for the foreseeable future, but the Board and President are adamant that the university begin the process of "right-sizing" the university budget to address the affordability issue.

At the same time that the university attempts to cap rising tuition rates, it is faced with a steady decline in student enrollment levels. With declining state appropriations and declining or flat tuition revenue, the campus addresses budget shortfalls on an annual basis. During FY2010, academic colleges returned, on average, approximately 2% of their annual budget as part of a broader campus rescission. The College of Business was exempted from this cut because of online masters programming initiatives, which

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<sup>7</sup> Comments by President Poshard, SIU Board of Trustees Meeting, May 2010.

<sup>8</sup> The Illinois Guaranteed Tuition Plan., passed in 2004, guarantees that tuition for entering students is fixed for the four years required to complete most degree programs.

required considerable internal investments. In the current, FY2011, planning cycle, the college has been asked to accept a 4% cut, with an additional 1% held in reserve for mid-year evaluation. The Chancellor's Office has made it clear that faculty and staff furloughs will also be required to provide what is an approximately \$2.6 million shortfall for FY2011. Prospects for FY2012 are not clear, but given the poor forecasts for the Illinois economy, they are not expected to be encouraging.

### **Financial Goals in Support of Strategic Plan**

The College of Business at SIUC is an institution with a broad set of critical needs: from a sharp increase in resources needed for student success, to a substantial investment in faculty support. These needs demand attention at the very time in which the institution finds itself in the midst of the most significant financial crisis in its history. Our strategic plan, as laid-out in the previous section, presents a very ambitious set of initiatives, none of which the college or the broader university can easily afford given the current state of financial accounts, and yet, these are initiatives we cannot ignore. To postpone these initiatives places the institution in the unacceptable position of putting its future on hold, waiting for more advantageous financial conditions which may never come. Clearly, our future success is dependent on securing sources of revenue that can be dedicated to these critical needs.

Our challenge, over the last few years, has been to craft an innovative set of financial strategies in support of our strategic initiatives, all within the constraints of a rather traditional, conservative university budgetary and funding structure.

Our financial strategy has been two-pronged:

1. Underwrite support in the growth of student services by seeking out a differential tuition, assessed on college major declaration, earmarked for college use.
2. Create discretionary funding sources for faculty support through the creation of off-campus and online programming efforts that would translate into external revenue, shared with the university. A key piece of this component involves creating new budgetary models that would allow significant revenue-sharing from these external programs. We will discuss each of these strategies in some detail.

If successful, these two strategies allow us to establish sources of funding committed to the college's strategic plans and allow us to function, in some sense, independent of the

vagaries of the state's budget allocations. If successful, the investments supported by these financial strategies should result in greater enrollments and enhanced future revenues for the college and the university, easing the financial burdens.

***Differential Tuition.*** In the 2007-2008 academic year, the College aggressively pursued a campaign aimed at creating SIU's first differential tuition program. College administration benchmarked a number of programs around the nation, and completed a thorough series of student discussions concerning the pros and cons of such a program. In spring of 2008, the Board of Trustees of SIU approved a differential tuition for declared-majors in the College of Business, effective fall semester of 2008. The Board set the differential tuition at 15% over regular tuition, and additionally approved a fee on business minors equal to the differential tuition rate for 12 credit hours. The Board's final approval was dependent on the stipulation that all of these funds would be dedicated to the creation and delivery of student services. The key promise was that none of these funds would be used for faculty lines or faculty resources. A document summarizing the range of current and planned programs is included in the Appendix. Because of Illinois Guaranteed Tuition, this new revenue stream would only apply to new students starting Fall 2008, and will increase over the course of four academic years, reaching full strength in the 2011-2012 academic year.

Since 2001 the college has assessed a technology fee on declared majors in the College of Business. This tech-fee revenue has been dedicated to supporting increased computer usage in the college as well as for other personnel and services in support of technology. The Board stipulated that the differential tuition absorb this technology fee, with the tech fee phasing out over the same four-year window as the differential tuition phases in.

While specific program descriptions are listed in the Strategic Plan and the Differential Tuition documents included in the appendices, and are described in the chapter on Participants, Table 4 summarizes the total dollar figures allocated for student services. Please note that these figures are based on a conservative estimate of flat enrollments from 2012 to 2014. These figures represent 13% of our 2010 base budget.

**Table 4: Projected Funding Needs for Student Success**

	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>
<b>Student Services &amp; Support</b>				
Staffing	\$455,000	\$464,100	\$473,382	\$482,850
Program Development	\$395,000	\$785,900	\$776,618	\$767,150
Technology Base Budget	\$100,000	\$250,000	\$250,000	\$250,000
<b>Technology &amp; Infrastructure</b>				
	-	-	-	-
<b>ANNUAL NEW FUNDING NEEDS</b>	<b>\$950,000</b>	<b>\$1,500,000</b>	<b>\$1,500,000</b>	<b>\$1,500,000</b>

***New Programming to Underwrite Faculty Excellence.*** Because no portion of the differential tuition funds can be used for faculty support, the College put into place an aggressive strategy to create sources of revenue that could be dedicated to investment for faculty lines, research support, travel, and development. Our strategy has been to accomplish this by (a) creating new academic programs that could be delivered to off-campus and on-line student populations; and, (b) designing new budgetary models that would allow the bulk of tuition and fees generated through these new programs to stay within the college. The first of these new programs, The Online Professional MBA, discussed in more detail below, was implemented with an initial cohort of 14 students enrolled in fall semester 2009, with a second 25-student cohort beginning study in fall semester of 2010. Likewise, the college is implementing an online undergraduate degree-completion program to be implemented in spring semester, 2011. Because of the current precarious financial position of the university, both of these initiatives have been underwritten in large part by college investments, drawn from Foundation sources and careful internal reallocation of funds. Faculty participation is voluntary and considered an overload workload assignment. We secured agreement with the Chancellor and Provost to work outside of the established university Continuing-Education program to create a new budgetary model with a significant revenue-sharing component. In summer of 2009, Chancellor Samuel Goldman approved the College's participation in a pilot program requiring these programmatic efforts be operated on a profit-center basis, with significant revenue-sharing for the net revenues generated by the college. The current Chancellor, Rita Cheng, has shown strong support for this pilot program and is using the College as a best-practice model to expand online learning initiatives campus-wide. Thus far, this strategy is working well. The Professional MBA program generated a net-revenue-surplus for FY2010, and is forecasted to do so again in FY2011, despite

complications with the state of Illinois' unfunded mandates for veterans. Thus far these net revenues have been used as start-up funding for the online undergraduate degree program.

Because the online undergraduate degree program represents relatively uncharted territory, the college built an elaborate Monte Carlo simulation model to study the financial dynamics of program rollout, taking into account a large variety of factors (e.g., initial class enrollments for multiple market segments, retention rates by segment, year-on-year growth estimates, course-load and student credit hour productivity, etc.) with unknown probabilities and trends. Long-term forecasts and risk assessments from the scenarios generated by this simulation suggest that these programs will show initial losses for FY2011, with rapidly increasing surpluses for FY2012 through FY2014. It is these net revenues, combined with the Professional MBA, that are the funding sources for the execution of a number of faculty support initiatives.

The college plans for these anticipated revenues are distributed across two broad areas:

- Faculty Lines. The College assumes that any future support of faculty lines will be the sole responsibility of the college, with little or no support from the university. As such, the college must plan for
  - simple status-quo replacement of vacated faculty positions along with marginal revenues needed to bring vacant salary lines up to competitive market value.
  - the creation of new faculty lines, based on college growth targets. To accomplish this, the college has built growth models based on targeted student/faculty ratios from peer-institution data supplied by AACSB.
- Faculty Research Support
  - Start-up support for new faculty. Our target level of starting research support is three summers at 2/9<sup>ths</sup> of regular salary. Obviously this is an ambitious level, but one that we think we can eventually support.
  - Summer research support for existing faculty. We have examined past patterns of research and forecasted the number of existing faculty that would justify summer research support. This represents a liberal dollar figure since faculty can elect to teach in the summer as well as travel off campus, removing the need for direct summer research compensation.
  - Data and technology for faculty & doctoral research.
  - Travel support for faculty and doctoral students.

- Professorships/Fellowships. The Foundation is actively engaged in identifying and funding endowments to support a range of (a) endowed chairs, (b) senior named professorships, and (c) teaching/research fellowships to supplement junior faculty salaries. A number of these endowments have been created, but are not yet at the necessary levels to allow monetary payoffs. In the interim, the college would like to be able to provide that financial supplement so that the named position can be awarded and faculty excellence recognized.

The following table is a summary of projected faculty investments needed to properly support our strategic initiatives.

#### **FY2011-2014 Faculty Success Priorities**

<b>Table 5: Project Funding Needs for Faculty Success Priorities</b>				
	<b>FY2011</b>	<b>FY2012</b>	<b>FY2013</b>	<b>FY2014</b>
<b>Cost of New Faculty</b>				
Funds for Replacement Supplements	\$0	\$110,000	\$85,000	\$120,000
Salaries for New Expansion Lines	\$0	\$0	\$581,000	\$581,000
New Faculty Recruiting	\$0	\$18,000	\$36,000	\$45,000
<b>Research Support</b>				
Start-Up Support for New Faculty	\$0	\$0	\$50,500	\$97,667
Data & Technology	\$0	\$4,000	\$8,000	\$10,000
Summer Support / Existing Faculty	\$248,821	\$348,833	\$320,069	\$320,069
Travel	\$72,000	\$80,000	\$96,000	\$116,000
Databases & Technology	\$103,000	\$103,000	\$103,000	\$103,000
<b>Professorships/Fellowships</b>	\$0	\$65,000	\$80,000	\$80,000
<b>Graduate Student Support</b>	-	-	-	-
<b>TOTAL ANNUAL NEEDS</b>	\$423,821	\$728,833	\$1,359,569	\$1,472,736

Based on current growth estimates for the online programs, Table 6 shows the College will be able to fully fund its needs by FY2014. Our plans are to create and manage a flexible schedule of faculty excellence investments based on the exact cash-flow situation facing the college over the next several years.

Table 6: Total Projected College Funding Needs

	FY2011	FY2012	FY2013	FY2014
<b>Sources</b>				
Online MBA	\$120,000	\$280,000	\$360,000	\$360,000
Online BSBA	\$98,000	\$298,000	\$988,000	\$1,650,000
Asian EMBA	TBD	TBD	TBD	TBD
Executive Education Program	TBD	TBD	TBD	TBD
<b>ANNUAL Discretionary Revenue</b>	\$1,168,000	\$2,078,000	\$2,848,000	\$3,510,000
<b>ANNUAL NEW FUNDING NEEDS</b>	\$1,373,821	\$2,228,833	\$2,859,569	\$2,972,736
	-\$205,821	-\$150,833	-\$11,569	\$537,264

### New Degree Programs Removed Since Last Accreditation

The College of Business has phased out (or is in the process of phasing out) the following academic programs since our last reaffirmation:

#### *Executive MBA – Asia* (first offered 2000, admission suspended 2009)

The Executive MBA programs in Asia were designed as degree programs in which Carbondale faculty would travel to overseas sites to deliver MBA classes to Asian students in local settings. Although SIUC was one of the first schools to pursue educational programming in Asia, we felt that the quality and financial sustainability of the program had significantly waned and the competitive conditions in those markets had changed sufficiently that we would need to make substantial changes to modify the program. Because of the financial burdens we face, we made the choice to withdraw from this market and focus our scarce resources on what we felt were core issues: online programming in domestic markets. We have terminated these three Asian programs and are successfully teaching-out the remainder of the students.

#### *B.S. in Business Administration – Residential Program*

The undergraduate major in Business Administration is a degree that allows students whose primary focus is in a non-business field to get a degree in business with the minimum amount of business coursework and the maximum amount of non-business courses. It has never been a popular option, graduating only 5 students in each of the last four years. This program is being phased out and replaced with an online degree-

completion in Business Administration that requires substantially more training in business courses.

### **New Programs Created Since Last Reaccreditation**

Two new programs have been created since our last maintenance visit, both of them online program efforts.

#### ***Professional Master of Business Administration (Online)***

The online professional MBA is designed for working professionals who cannot or are unwilling to interrupt their professional career to relocate to Carbondale to participate in our residential MBA program. We have marketed this program heavily to corporations in the southern Illinois region, St. Louis and Chicago markets, as well as with our long-standing involvement with instruction at military facilities. This degree is a cohort-based program with a strong emphasis on student-collaborations and team-based project assessments. We also include four semester-long required seminars focusing on soft-skill development and career-preparation activities. All courses are taught by full-time and/or emeritus Carbondale faculty who regularly teach in our graduate program. The information technology driving the delivery of the program is based on a custom-designed, Microsoft SharePoint, course management system, housed within the College. Faculty and staff have used this program as an exciting opportunity for pedagogical innovation with a variety of software programs such as *Adobe Captivate*, *Articulate*, Sonic Foundry's *Mediasites*, among others. The specific learning goals for this program are for the most part the same as the learning goals and objectives for the residential MBA. Due to its online nature, some assessment procedures are necessarily different. These are included in the appendix.

#### ***Online Undergraduate Degree Completion Program***

The college has designed a 60-hour, upper-division online degree in Business Administration, designed as a degree-completion program in close articulation with Illinois community colleges. Because of our geographical isolation, the university has argued for innovative and high quality undergraduate programs that would integrate with the strong community-college structure in Illinois. Our program is targeted to two distinct groups of undergraduate students: (a) community college students who do not desire the lifestyle of campus residence and are reluctant to relocate to Carbondale to continue their upper-division coursework; and (b) non-traditional students who would

like to return to college to complete unfinished aspirations for a business degree. Online programming at the undergraduate level is a very crowded market in Illinois. We have committed to a state-of-the-art technology, with strong collaboration with university instructional design personnel, to produce a highly interactive and engaging program that will deliver AACSB-accredited business curricula to these markets. As with the online MBA efforts, we are investing in custom-designed platforms and including the most advanced software innovations into these classes. The learning goals and assessment procedures will be consistent with existing procedures for the residential programs.

### **Intellectual Contributions**

Given SIUC's Carnegie classification and the college's longstanding commitment to doctoral education, the college's strategic plan focuses on creating and sustaining conditions that allow a vibrant and creative research tradition. Faculty in the College of Business have maintained a strong tradition in intellectual contributions, and that level of productivity has increased over the past several academic years, despite the resource constraints discussed earlier in this chapter.

**Table 7: Faculty Research Productivity CY 2005 - 2009**

Calendar Year	Total PRJ Publications	Books/Monographs/Chapters	Number of Faculty
2010	49	13	42
2009	39	3	41
2008	38	2	43
2007	38	4	40
2006	23	3	41

As an example of the research quality and productivity of our faculty, four faculty in the Department of Management have published 56 refereed journal articles between 2005 and 2010. Of these, 14 of the articles appear in the Department's *premier* journal category, journals which are considered top, A-level journals, and 13 others appear in the *highly regarded* journal category. The School of Accountancy faculty has also produced high quality research. Of the 36 peer-reviewed publications in the last five years, four have been in *Accounting, Organizations, & Society*, two in *Journal of Accounting and Public Policy*, one in *Auditing: A Journal of Theory and Practice*, three in *International Journal of Accounting Information Systems*, one in *Behavioral Research in Accounting*, one in *Journal of Information Systems*, and three in *Journal of Business Ethics*. All of these outlets are considered *premier* or top, A-level journals.

Another signal of the research productivity in the School of Accountancy can be found in a recent study forthcoming in *Issues in Accounting Education* that ranks all accounting research programs by considering publication counts in top accounting journals. The rankings differ from most prior rankings in two important ways. First, they provide separate research rankings by topical area (AIS, auditing, financial, managerial, and tax) and by methodology (analytical, archival, and experimental). Second, they give institutions credit for all research published by professors currently employed at the institution. In the rankings, the School ranked as one of the top institutions in the Accounting Information Systems (AIS) area. The School ranked at #4 in when looking at only the last six years, #4 when looking at the last twelve years, and #5 when looking at the past nineteen years. In addition to our high ranking in the AIS topical area, the School also ranked well in research that used the experimental methodology. The rankings for the School are #19 over the previous six years, #26 over the previous twelve years, and #33 over the previous nineteen years<sup>9</sup>.

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<sup>9</sup> Coyne, Joshua G., Summers, Scott L., Williams, Brady and Wood, David A., Accounting Program Research Rankings by Topical Area and Methodology (May 11, 2010). *Issues in Accounting Education*, Forthcoming.



# Participants



*Addressing Students and Faculty*

# Participants

## Addressing Students and Faculty

The clear intent of our strategic plan and the supporting financial strategy, as discussed in the previous chapter, is to focus on investments in excellence for students and faculty. In this chapter, we address relevant trends in the student body and faculty that have prompted those initiatives.

### Students

#### Enrollment Trends

A short review of our enrollment trends is presented in Tables 8 and 9:

**Table 8: College Enrollments - Headcounts (2006-2010)**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Undergraduate</b>	1524	1574	1546	1467	1257
<b>Graduate</b>	205	205	208	223	228
Residential MBA	101	95	82	91	62
Online MBA	0	0	0	15	38
Asian MBA	10	3	6	0	0
MACC	38	42	50	52	65
Doctoral	66	68	76	68	63
<b>Total</b>	1729	1779	1754	1690	1485

**Table 9: College Enrollments – Student Credit Hours (2006-2010)**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<b>Undergraduate</b>	15854	16597	16225	14510	13140
<b>Graduate</b>	1515	1653	1650	1679	1883
Residential MBA	751	851	682	701	550
Online MBA	0	0	0	112	288
Asian MBA	53	18	6	29	7
MACC	326	405	480	501	666
Doctoral	385	379	482	336	372
<b>Total</b>	17369	18250	17875	16189	15023

Source: FA06-FA08 from Iquest; Week 2 Data Extracts FA09-FA10 from Argos - Class List by Term for a selected course and section



The headcount and student credit-hour data for undergraduate enrollment confirms the alarming trends presented at the university level in the first chapter. The college has seen a 17.5% decrease in declared majors from 2006 to 2010, a 19% decrease in student credit hours within the last two years. The data in the student-credit-hour table confirms this decrease, perhaps in a clearer manner. The challenge has been to identify the exact causes of this drop and the relative importance of these putative causes.

- The recessionary period has certainly contributed to this decline, as high school majors elect in the short-term to choose an academic career path other than business. According to the 2009 CIRP Freshman Survey, UCLA's annual survey of the nation's entering students at four-year colleges and universities, freshman interest in business majors is at a 35-year low.<sup>10</sup>
- This same survey argues that financial considerations are at the top of freshman concerns, so it is also clear that the college's differential tuition, which began in 2008, may have caused some fundamental changes in undergraduate major declaration as students modify when they choose to declare business as their major.
- But even if the short-term economic picture improves, it is clear that the major issues behind this alarming trend include all of the factors mentioned at length in the initial chapter: poor student preparation and insufficient retention efforts. It is these that the college has focused on.

The data for master's program enrollments is mixed. In general, graduate enrollments in the college have improved markedly over the past five-year period, increasing a total of 24.3% in graduate credit hours. Clearly, the Masters in Accountancy is a healthy and growing program, showing a 71% increase in enrollments since 2006. The MBA program, however, gives us concern. The residential program has declined over the past five years, showing a decrease of over 38%, although the profile of the class has risen as admissions standards have become more stringent. The online Professional MBA appears to have been targeted to the correct market need. It is growing in line with our projections, showing a 64% increase in the past year. However, in its current form, we would expect that specific program to flatten and stabilize within the next two cohorts. The Asian programs, as explained earlier, had reached the end of their life-cycle. We

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<sup>10</sup> "Financial concerns of first-year college students have wide impact, annual survey finds Interest in business majors at new low; political engagement decreases." <http://www.heri.ucla.edu/PDFs/press/pr012110-09Freshman.pdf>

anticipate that new Asian programs will be designed, and new initiatives considered within the next several years. The most important development in this area is the appointment of a new MBA Director, with full responsibility for recruiting and student services. A number of marketing efforts are currently in place that should result in a reversal of the declining residential master's trends. Coupled with increased student placement support within the Placement Center, we see a brighter future for master student enrollments.

The doctoral program, on the other hand, is too large. A comparison with peer and aspirant institutions (Table 9) shows that SIUC supports a much larger doctoral student cohort than one would expect. With an increased focus on the academic qualifications of doctoral faculty, the college has been concerned that the size of the doctoral program be rightsized to a more manageable and sustainable level.

**Table 10: Doctoral enrollments and Faculty Size at Peer and Aspirant Institutions**

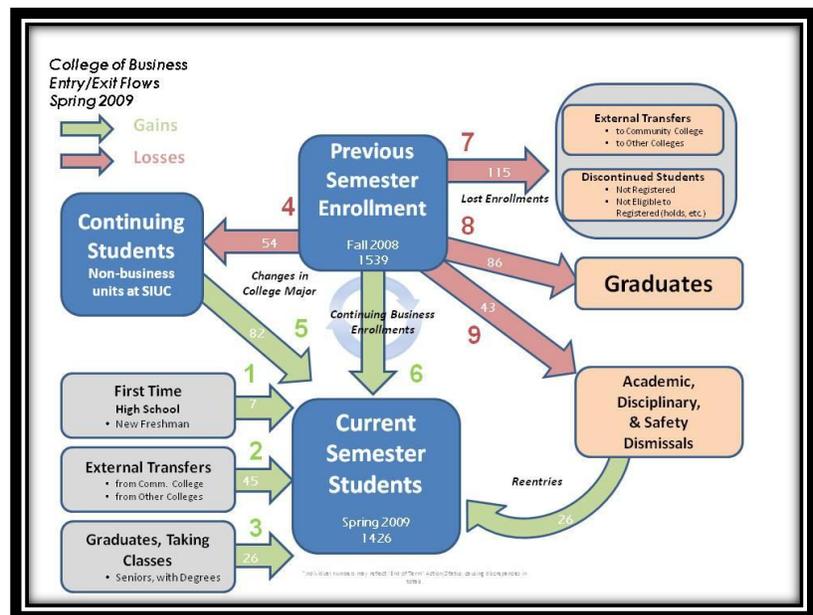
Institution	Tenure-Track Faculty	Doctoral Student Enrollments	Student/Faculty Ratios
<b>SIUC</b>	<b>42</b>	<b>63</b>	<b>1.50</b>
<i>Peer Institutions</i>			
Univ of Texas – Arlington	105	92	0.88
Univ of Mississippi	51	40	0.78
Oklahoma State Univ	117	88	0.75
West Virginia Univ	77	54	0.70
Texas Tech	95	53	0.56
New Mexico St	78	43	0.55
Univ of North Texas	112	58	0.52
Univ. at Albany	44	15	0.34
Auburn Univ	85	24	0.28
Iowa State Univ	82	15	0.18
<i>Aspirant Institutions</i>			
Univ of Kentucky	61	-	-
Univ of Missouri	59	37	0.63
Florida State Univ	107	62	0.58
Univ of Oklahoma	63	34	0.54
Virginia Tech	135	60	0.44

### Steps Taken to Modify Enrollment

1. Hiring of College Enrollment Manager. In 2008, the college allocated funds from differential tuition to create and fill a staff position responsible for undergraduate recruiting and relevant retention activities. This individual acts as

a liaison with the university enrollment management office and is directly responsible for marketing and recruiting new high school and transfer students.

- Increased focus on data management. Coincident with the creation of the position of Enrollment Manager, the college has increased its focus on data acquisition and data management with respect to student enrollments and student attrition, a process that neither the college nor the university had engaged in previously. The college now tracks an extensive inflow/outflow process to help with identifying not only the numbers of students entering and exiting the college, but identifying the particular students involved, and using this individual-level data to follow up with surveys as needed.



**Figure 3: Sample Entry/Exit Flows for monitoring student enrollments**

An immediate result of this increased focus on inflow/outflow has been the encouraging recognition that the number of “lost” enrollments (students who exit the college and university) has dramatically declined from fall 2008 to fall 2009. We believe that this shows the initial effects of the retention efforts underwritten by differential tuition.

- Development of new degree programs designed to increase enrollments. The online MBA and online Undergraduate Degree Completion programs both

represent initiatives to extend our efforts beyond the traditional residential concept to a broader set of potential students.

4. Retention Programs and Services. The investment of differential tuition monies has resulted in a broad range of programs and services aimed at addressing the retention issues discussed at length in this report.
  - a. Math Retention Center. Funds were allocated to reconfiguring space in the lower-level of the college for a tutoring center aimed at addressing quantitative problems in undergraduate courses. The space has full computer access, 12 desktop computers, interactive whiteboards, and break-out spaces for tutoring and remedial services addressing courses ranging from basic math and accounting classes, to upper division courses in accounting, finance, and management with significant felt need for tutoring. Staffed by paid and volunteer student tutors, the center has logged 1,191 hours of one-on-one instruction and has seen 244 participants in the first year of its operation.
  - b. Increased Advising Center Support. The college has renovated the space devoted to student advising with new computer equipment and more efficient procedures to insure that students receive the appropriate advising services they need. Funds from differential tuition have allowed the college to increase the number of undergraduate advisors in a hiring-freeze period across the rest of campus. The Advising Center is pursuing increased online support for students.
  - c. Freshmen-Interest Groups (FIG) and Living/Learning Communities (LLC). The college has increased its support of FIGs by aggressively recruiting freshmen students in accounting and marketing to apply for Brown Hall, a residence hall in which the students live in close contact with each other. Faculty support and interaction is critical to the success of this program. At present 69 accounting majors occupy 66% of Brown Hall, and the College is pursuing plans to begin a general college FIG in the Fall of 2011. In fact, we anticipated that by fall of 2011, the entire Brown Hall residence will be occupied by business majors. The College will then be able to devote differential tuition funds for facilities renovation to provide increased computing support and remedial and supplemental instructional support on site.



- d. Performance-tracking Software. In 2008 the college adopted *GradesFirst*, a student performance-tracking software product. This product loads student profiles for all business majors and allows the advising group to monitor classroom attendance, performance, and contact with retention center, career services, and advising. Most importantly, the database is programmed to report “red flags” when it is clear that a student is exhibiting a pattern predictive of failure or other retention problems. The advising center then implements attempts to contact and counsel the student in question.



Figure 4: GradesFirst screen shot (<http://www.gradesfirst.com>)

- e. Career Preparation and Placement Services. Beginning in 2001, the College’s Career Services Center has created and delivered a variety of programs, services, and one-on-one counseling to help with the preparation and placement of our students upon graduation.
- f. Honors Program. Funds from differential tuition have been allocated to the creation of a College Honors Program, slated for introduction in fall of 2011. This program involves a four course business-specific requirement in addition to participation in the university honors core. The college will supplement the university requirements with access to executive-in-residence sessions and invited speakers.

## Diversity

SIUC has a long-standing mission to maintaining open accessibility along with a strong commitment to first-generation students and lower-to-middle class families. A vital part

of this mission is our commitment to student diversity. The college continues to honor that commitment. The latest data on undergraduate minority membership in the table below show that the college has continually met or exceeded the university averages.

**Table 11: College Undergraduate Enrollments by Ethnicity (2006-2009)**

	2006	2007	2008	2009
International/Non-resident	75	57	59	4
Black	290	317	327	301
Amer. Ind./Alaskan Native	6	4	6	3
Asian Pac. Islander	28	35	40	33
Hispanic	41	48	48	59
White	1054	1063	1008	959
Unknown	18	57	58	116
<b>Total</b>	<b>1512</b>	<b>1524</b>	<b>1546</b>	<b>1475</b>
Percent Minority	24.1	26.5	27.2	26.9
Univ. Percent Minority	22.8	23.8	25.2	26.5

**Table 12: Graduate Enrollments by Ethnicity (2006-2009)**

	2006	2007	2008	2009
International/Non-resident	24	36	68	30
Black	3	5	3	3
Amer. Ind./Alaskan Native	0	0	0	0
Asian Pac. Islander	8	0	5	1
Hispanic	4	2	1	1
White	51	52	59	69
Unknown	0	0	0	7
<b>Total</b>	<b>90</b>	<b>95</b>	<b>107</b>	<b>111</b>
Percent Minority	16.7	7.4	8.4	4.5
Univ. Percent Minority	13.0	13.2	13.4	13.71

We believe that this long-standing commitment has resulted in stable enrollments, appropriate to the university and our traditional mission. However, all that has been previously mentioned with regard to retention is particularly relevant to the support and success of minority students.

Since 1991 the college has supported a Director of Diversity responsible for all activities surrounding recruiting and retention of minority students. Funds in support of this office are generated from university grants and differential tuition. A Board of Advisors has been created to aid the college in monitoring and critiquing efforts in support of minority students. This 23-member individual board meets twice a year, its participants representing a wide range of university, public, and private companies.

The college also supports several strong registered student organizations (RSOs) that maintain close contact with undergraduate and graduate students and provide a vital opportunity for student engagement. Blacks Interested in Business (BIB) has been in continuous operation since 1969. National Association of Blacks in Accounting (NABA) has consistently high memberships year after year, since its inception in 2003.



One of the most important aspects of commitment to student diversity is the institution's success in the recruiting and support of faculty representing these minority groups. At present, all tenure-track faculty and selected administrative/professional appointments have been designated targeted positions for women and minorities and, therefore, are considered to be under-represented positions. In point of fact, the college has been particularly successful in recruiting faculty members from these groups over the past four years. Since 2006, 30.8% of new faculty hires have been women, and 53.8% are members of minority groups.

### **Faculty**

Faculty size in the College of Business has been relatively flat over the past five years. The accompanying table shows that, despite year-to-year fluctuations, the size of the faculty is roughly the same in 2011 as it was in 2006. As is the case across the nation, in response to the economic climate, the university imposed a limited hiring freeze effective in the 2008-2009 academic year, and has continued this freeze for the 2009-2010 and 2010-2011 academic years. As is shown in the table, the College has been able to request exemptions to this freeze and has maintained its faculty size.

**Table 13: Faculty Changes (2006-2010)**

<b>Academic Year</b>	<b>Gains</b>	<b>Losses</b>	<b>Faculty Size</b>
2010/2011	0	0	42
2009/2010	0	0	42
2008/2009	8	6	40
2007/2008	4	3	39
2006/2007	1	2	40

The table also shows that the College has experienced a sizable turnover in tenure-track faculty over the past three years. We believe that this change in personnel will continue, and may accelerate over the next several years. The college has a relatively older faculty, and advancing retirements appear likely. Although it is impossible to predict the size and rate of such retirements, planning scenarios show a turnover rate in a range between 12 to 21%. As discussed in an earlier chapter, this situation represents a financial burden on the college just to maintain status-quo.

### **Faculty Recruiting and Hiring**

Currently, vacant faculty lines remain within the College budget, rather than returning to a centralized control in the Office of the Provost. While this allows individual colleges some flexibility in configuring the hiring process to fit their individual needs, there is no consistent mechanism whereby outside monies are provided to supplement vacant lines up to a competitive rate. In the past, the university was able to provide new lines based upon a competitive “Strategic Hiring” fund. That process ended in 2006. In the absence of such a salary fund, the university’s expectation is that the burden of finding the marginal salary amount is the responsibility of the college. Since that time, the College of Business has created competitive salary packages primarily by judicious redistribution across multiple lines; in some cases, we cannibalized one line vacant from retirement, in order to boost the starting salaries of two new candidates. Ultimately, this leads to a long-term reduction in faculty. We will not be able to engage in such reallocation in the future. We need a new independent source of supplemental funds to provide us with the ability to enhance vacant lines affected by salary compression. As you saw in the previous chapter, this is a major goal of the online programming net-revenue models we are adopting.

Over the past several years, the College has been able to consistently fund new faculty offers at roughly the 80% percentile of current AACSB salary guidelines. Until the recession, our relatively lower cost-of-living was useful in creating additional leverage in providing excellent starting salary levels. That is no longer the case, as the playing field has been leveled. In at least two cases, the Provost's Office allowed us to "borrow" current funds to hire minority candidates (which we did successfully), with the understanding that we would return the first available vacant line within that department. Again, while useful in the short-term, this is not a viable long-term growth strategy.

Approval to fill a line begins with a request from the department or school in which the line previously resided, and if in agreement, the Dean pursues approval with the Provost's Office, securing appropriate approvals in university Human Resources and the Office of Diversity. The actual recruitment of new faculty is the responsibility of faculty committees within the respective departments. These search committees make a recommendation to the Dean, and the final offer of employment is made by the Dean.

New tenure-track faculty hires at the Assistant Professor level are reviewed after an initial three-year period, with renewal determinations occurring in the early part of the fourth year on faculty. Those junior candidates so renewed then proceed to a typical promotion and tenure evaluation by the end of their sixth year of tenure-track progress. College standards for promotion and tenure emphasize research productivity and teaching excellence (The relevant sections of the College Operating Paper presenting standards and procedures for this process are presented in the appendix). University policy requires that tenure (and promotion to Associate Professor) must be achieved by the end of the 6th year.

The College's annual evaluation process, conducted through the department chairs and reviewed by the Dean's Office, ensures that progress is monitored appropriately. The annual review period is on a calendar-year basis, with individual performance evaluation occurring early in the following calendar year. Each faculty member receives formal, written evaluation from the chair. The evaluation focuses on the faculty role negotiated with the chair for the review period. The negotiated role reflects differential emphasis on the teaching, research, and service areas. A written record of the negotiated role is prepared by the chair and signed by both faculty member and chair and approved by the Dean.

### **Faculty Award System**

SIUC has done a good job of securing funds for faculty promotions and raises over the past five years, despite the difficult fiscal climate. The past Faculty Association contract guaranteed salary increases per year averaging between 3% – 3½%. Equity adjustments for faculty who underperformed the market were also included. Recent internal reports produced by the Provost’s Office shows that SIUC average salaries are now in line with those of peer institutions.

Faculty evaluations play a primary role in determining the amount and distribution of any discretionary salary increases within the college. The College is only one of two on campus that allows for a merit pool distribution. In order to provide for a College-wide merit salary program, a share of available merit salary dollars is retained in the Office of the Dean. In any given year up to 20 percent of the available dollars may be retained in the Dean’s Office. These merit dollars generated by term positions and not used for merit salary increases for term faculty are added to the dollar pool available for continuing faculty merit salary increases. The share of this total pool to be retained in the Dean’s Office is determined, with the remainder allocated to the departments according to their respective proportion of the College’s continuing faculty salary base.

Consistent with the University policy the chair recommends to the Dean merit salary increases for individual faculty members based on the negotiated roles and the performance evaluations in each of these roles. The portion of the merit salary pool retained by the Dean is then allocated to faculty based on factors such as unusual levels of individual productivity and/or compensation for major contributions outside the previously negotiated workload assignment.

### **Faculty Sufficiency and Deployment**

The college has worked hard to use the AQ/PQ designation process as a valid means to monitor faculty intellectual contributions, and to set realistic foundations for those contributions. Over the past several years, the college has moved from an initial standard (shown below as “Prior Standards”) to a current set, effective as of the 2007-2008 academic year. We also show a “Stretch Standard.” Our plans are to consider implementing it at some point during the next maintenance period.

The three sets of proposed AQ/PQ standards in force for each unit in the college are listed beginning with Table 14. ‘Prior Standards’ reflect the criteria in place up to 2007. ‘Current Standards’ reflect the criteria by which the College evaluates itself for the purposes of this maintenance cycle. ‘Stretch Standards’ were conceived as stretch goals and reflect a future goal of the College. All of these standards include professional (teaching) and academic (teaching + research) qualifications for three programs: Undergraduate; Masters; and Doctoral. The tables include three types of qualifications: degrees earned; professional experiences; and publications in academic journals. The standards range from the current regime, to reasonable aspiration (our target standard for the this maintenance visit); and a stretch aspiration. The key factor defining the three levels has to do with academic qualifications, and the number and quality of academic publications.

**Table 14: AQ/PQ Standards (‘Prior Standards’ - AY 2006-2007)**

	<b>Academically Qualified</b>	<b>Professionally Qualified</b>
Bachelor’s Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 2 publications in <i>recognized*</i> journals over past 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Master’s degree or higher</li> <li>• Appropriate professional experience</li> </ul>
Master’s Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 2 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Master’s degree or higher</li> <li>• Appropriate professional experience</li> </ul>
Doctoral Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate and doctoral faculty status</li> </ul>	

**Table 15: AQ/PQ Standards (Current Standards - beginning AY 2007-2008)**

	<b>Academically Qualified</b>	<b>Professionally Qualified</b>
Bachelor's Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> journals over past 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>
Master's Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>
Doctoral Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 2 publications in <i>recognized*</i> + 1 in <i>highly regarded**</i> journals over past 5 years.</li> <li>• Holds graduate and doctoral faculty status</li> </ul>	

**Table 16: AQ/PQ Standards ('Stretch Standards' - not yet implemented)**

	<b>Academically Qualified</b>	<b>Professionally Qualified</b>
Bachelor's Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 4 publications in <i>recognized*</i> journals over past 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>
Master's Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 4 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>
Doctoral Programs	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> + 2 in <i>highly regarded**</i> journals over past 5 years.</li> <li>• Holds graduate and doctoral faculty status</li> </ul>	

Each department is given the responsibility to define its list of “recognized” and “highly regarded” journals. These lists are found in the Appendix. Given unusual circumstances, the College Accreditation Committee can consider additional evidence in considered academic qualifications, such as: significant funded grant work; significant journal and editorial board assignments; national or international academic association

involvement; major textbook or case contribution; or, academic research conference participation.

For professional qualification, the following criteria contribute to consideration for claiming professional qualification: teaching-related job experience; certification or license in teaching area; workshop or professional meeting attendance; continuing education; consulting experience; trade journal publications; evidence of recognized expertise (e.g., expert witness testimony, testimony in legislative matters); teaching in Executive education curricula; service on corporate boards; or, academic administrative experience.

To be considered a “participating” faculty member, an individual is expected to participate in the life of the school, with particular attention paid to voting membership on departmental faculties, and service on standing and/or ad hoc committees of the School and/or university.

A summary of the faculty qualifications and intellectual contributions and calculations relative to deployment of qualified faculty are presented in the Appendix.

# Assurance of Learning



*Our Assessment Tools and Procedures*

# Assurance of Learning

## *Our Assessment Tools and Procedures*

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**T**his document describes the College of Business' progress toward developing a comprehensive approach to assessment of its undergraduate and graduate programs. It provides guidelines for conducting assessment activities, outlines an assessment process, and recommends a schedule for implementing components of the plan. An Assessment Committee, referred to as the Assurance of Learning (AOL) Committee, created this plan and is responsible for guiding and monitoring its implementation. The AOL Committee is listed in the Appendix. For the most part, elements of the plan have been implemented, and modifications to the plan and process continue.

### **Curricular Development**

Since the last review, two substantive curricula changes have occurred. With an effective date of fall 2009, the Department of Management instituted several changes in the specializations offered in conjunction with the BS in Management degree program. Prior to that date, the specializations were: General Management, Entrepreneurship, Management Information Systems, and Operations Management. The new specializations are: General Management, Entrepreneurship, Global E-Business, Supply Chain Management, Personnel Management, and Management of Health-Care Enterprises. These changes were brought about after extensive review by Department of Management faculty of student comments, suggestions from the Advisory Board, and the changing environment surrounding business and organization needs.

The second change, also with an effective date of fall 2009, resulted in the creation of the Online MBA degree program following program approval by the College of Business faculty. This program seeks to provide opportunities for students who may be unable to enroll in the College's residential MBA program. It also integrates Internet-based programs into the curricula and recognizes the evolving nature of higher education today.



### **Assessment Tools and Procedures**

The purpose of this document is to unify all of the plan's elements to be consistent with the assessment expectations of the Association to Advance Collegiate Schools of Business (AACSB International). A critical perspective of any assessment plan is the involvement and participation by the College's faculty. The activities with which faculty play a key and integral role are the development of learning goals and objectives; aligning the College's graduate and undergraduate curricula with these goals; identifying specific courses, assessment measures, rubrics, and methods; establishing appropriate goals and criteria; participation in the data collection process; analyzing the results; and using the results to improve the College's curricula.

The main portion of the document provides a narrative about the plan. Various Appendices attached to the document provide related assessment materials, e.g., goals, objectives, projected activities, and other supporting documentation.

### **Characteristics of the College's Assessment Plan**

Based on participation and feedback received by College faculty, our approach to assessment is outlined below.

- Our ultimate goal is effective student learning. To this end, faculty are committed to continual observation of program curricula, and where necessary, changes leading to improvement in all College programs.
- Faculty involvement in the assessment process is key. Such involvement includes course instruction, student assessment, evaluation of student learning, and continuing participation in curricula enhancement.
- Assessment is geared to College programs. This also means that assessment is used to achieve satisfactory student learning. Assessment results are not used to evaluate individual faculty nor their performance in the classroom.
- Individual student performance will be assessed by means of case analyses, presentations, written reports, exam questions, and other measures deemed appropriate by the College's faculty.
- Assessment will be based on direct measures, such as case analyses and test questions. Indirect measures, such as alumni and advisory board surveys, may

be developed later, but they will not be substitutes for direct measures. At this point in time, there are no indirect measures in use.

- Not all students will be assessed, nor is it necessary to do so. The faculty considers a sample of 20% of students as representative. Where possible, the sample will be random. Over the past couple of semesters, the 20% rule has been changed. For classes with enrollment up to 15 students, we assess all students; classes with 16-75 students: at least 15 students; classes in excess of 75 students: at least 20% of the students.
- Student learning and assessment is based in part on AACSB AOL standards: 15 – Management of Curricula; 16 – Bachelor or Undergraduate Level Degree: Knowledge and Skills; 18 – Master’s Level Degree in General Management, e.g., MBA, Programs: Knowledge and Skills; 19 – Master’s Level Degree in Specialized Programs: Knowledge and Skills; 21 – Doctoral Level Degree: Knowledge and Skills.

### **Components of the Assessment Plan**

The assessment plan for the College of Business focuses on the essential issues and elements that pertain to what we expect the College’s students to know or do as a result of their participation on one of the College’s programs. Although there are inherent differences with regard to specific learning aspects associated with the College’s different programs, certain aspects are common to all of them. They are:

- What is the College’s mission with regard to student learning?
- Consistent with the College’s mission, what are the student learning outcomes?
- When, where, and how will these outcomes be assessed?
- What results would indicate a satisfactory level of accomplishment as established by the College’s faculty?
- How will the faculty use these assessment results to improve the curricula associated with each of our programs?

What follows below is the progress to date associated with dealing with these questions.

### **Programs of the College of Business**

The College of Business is responsible for providing education and training to our students who are enrolled in a particular program. Those programs addressed in this plan are as follows:

- Bachelor of Science in Business and Administration
- Bachelor of Science in Business Economics

- Bachelor of Science in Accounting
- Bachelor of Science in Finance
- Bachelor of Science in Management
- Bachelor of Science in Marketing
- Master of Accountancy
- Master of Business Administration (Residential)
- Professional Master of Business Administration (Online)
- Doctor of Philosophy

This plan provides in depth discussion and materials related to all of the College's degree programs. At the same time, more specific information pertaining to the Bachelor of Science in Accounting and Master of Accountancy is contained in the School of Accountancy's materials.

### ***Learning Goals and Objectives***

The faculty have created learning goals and objectives centered on what we expect our students to know or be able to do with respect to students' participation in the College's programs and consistent with the College's mission. The learning goals and more specific learning objectives address general knowledge, skills, and broad management topics; in addition, for several of the undergraduate degree programs, knowledge and skills associated with developing competency in a particular major field of study are also included. Learning goals are by definition broad statements that by themselves are not suitable for assessment. As such, more specific learning objectives associated with a given learning goal have been developed. These learning objectives are measurable as they describe specific behavior or outcomes.

***Current Status and Expectation.*** In Summer 2008, the College's AOL Committee agreed upon seven learning goals for the undergraduate programs, five learning goals for the MBA program, and five for the PhD program. In summer 2009, the AOL Committee developed learning goals and objectives for the Online MBA program that corresponded to the learning goals and objectives for the residential MBA program. Subsequently, after discussions with faculty who have been teaching in the Online MBA program, some learning objectives and means of assessment have been slightly modified so as to better fit the nature of an online program. The learning goals and learning objectives are listed in the Appendix for the undergraduate programs, the

MBA program, the doctoral program, and the Online MBA program. Learning goals and objectives for the BS in Accounting and Master of Accountancy program are contained in the School of Accountancy materials.

Two undergraduate programs deserve special mention. The BS in Business Administration program is very similar to the other undergraduate programs in the College of Business. The main difference in this program is that students take 20 – 22 hours outside the College of Business. At the same time, these students also take the Professional Business Core that all other College of Business students take. Thus, for purposes of assessing student learning, the BS in Business Administration program follows the same process as all other undergraduate programs and is assessed through coursework contained in the Professional Business Core. As was stated in a previous Chapter, this program has seen very small enrollments for several years and is the process of being phased out.

The BS in Business Economics program is also somewhat unique in that two required courses in the program are taught outside the College of Business by the Department of Economics. These students must also complete the Professional Business Core. Similar to the BS in Business Administration program, the BS in Business Economics program is assessed through coursework contained in the Professional Business Core. The Department of Economics participated in the assessment process for three semesters (fall 2008, spring 2009, and fall 2009) by providing assessment data for the two required courses taught by that Department. Beginning with the spring 2010 semester, the Department of Economics elected to not participate any longer. Beginning with the fall 2010 semester, students in the BS in Business Economics program who complete the two courses in Economics will be administered a separate exam prepared by faculty in the Department of Finance. That exam will contain questions designed to assess learning goals and objectives formerly assessed in the two Economics courses.

The learning goals and learning objectives for the undergraduate programs were reviewed by the College's program faculty beginning with the Fall 2008 semester. Specifically, each of the undergraduate programs was reviewed by appropriate faculty within a given Department. Since the MBA program is a College-oriented program, the College's MBA Curriculum Committee reviewed the goals and objectives along with faculty who are responsible for MBA coursework in their areas. With regard to the PhD program, the College's Doctoral Program Committee reviewed the goals and objectives



along with faculty who are responsible for PhD coursework in their areas. Faculty began the incorporation of necessary changes into revised learning goals and objectives, in the Fall 2008 semester. Since that time, reviews of learning goals and objectives along with analyses of assessment data have continued each semester.

### ***Aligning Curricula with Learning Goals***

During Summer 2008 the AOL Committee discussed the nature and importance of aligning the College's programs with respective curricula. To this end, the Committee reasoned that it would not be feasible or necessary to include all courses in all programs for the purpose of assessing student learning. From the perspective of the undergraduate programs offered in the College of Business, the Committee believed that because all programs shared a common business core, i.e., Professional Business Core, that all students must complete, it would be appropriate to choose courses from that core that best align with the learning goals. This approach is applicable to all of the learning goals for all undergraduate programs with the exception of one goal, Competency in the Major. That goal is specific to each of the undergraduate major programs and, thus, draws from coursework taken by students pursuing a particular major. The undergraduate Professional Business Core includes some courses outside the College of Business, and such courses are not included as part of the process to assess undergraduate student learning. Applicable College of Business courses are listed in the Appendix.

Regarding the MBA program, all MBA students take a common set of core classes. Where appropriate and similar to the undergraduate business core courses, selected MBA core courses are the courses that are aligned with the MBA learning goals. MBA core courses are listed in the Appendix.

Regarding the PhD program, the Committee felt that this program is unique and one that should not be assessed on the basis of coursework alone. Accordingly, there was just one course, BA 571 – Teaching and Research Essentials for Doctoral Candidates - common to all doctoral students that is aligned with this program's learning goals. The course deals primarily with the preparation of students to teach in colleges and universities. Other learning goals for this program are aligned appropriately with questions on doctoral comprehensive examinations, oral and written presentations dealing with dissertation proposals and defenses, and scholarly publications submitted by students during their program.

***Current Status and Expectation*** The recommended alignment between learning goals and curricula with regard to each undergraduate program was reviewed by each program's faculty during the Fall 2008 semester. In addition, each Department's faculty reviewed this alignment for the learning goal Competency in the Major because that learning goal is specific to each Department in the College. The College's Masters Program Committee and appropriate faculty reviewed the alignment for the MBA program during Fall 2008. The College's Doctoral Program Committee and appropriate graduate faculty reviewed the alignment during the Fall 2008 semester. The Online MBA program began in Fall 2009 with learning goals and objectives very similar as those associated with the resident MBA program. Reviews of all program learning goals and objectives have continued each semester since fall 2008.

***Assessment Cycle*** During the academic 2008-2009 academic year, all of the learning goals and objectives for all of the College's programs except for the Online MBA program were measured; assessment for the Online MBA program began in fall 2009. For the most part, learning goals for all programs except for the Online MBA program have been assessed each academic year. Regarding the Online MBA program, not all courses that are involved with assessment have been offered yet; the last course to be included in the assessment process for that program will not be offered until summer 2011. However, as with most program learning goals and objectives, more than one course is involved in assessing each learning goal and objective. As such, all learning goals and objectives for the Online MBA program have been assessed as well and will continue to be assessed as each course in that cohort-based program is offered and repeated.

***Current Status*** All learning goals and objectives for all of the College's programs with the exception of the Online MBA program have been assessed at least twice, and we anticipate that each learning goal and objective will continue to be assessed annually. Since the Online MBA program offers courses less frequently, each course involved in assessment with that program will be assessed as the course is offered.

#### **Means of Assessment and Criteria for Success**

Our initial approach to assessment focuses on direct measures. Direct measures are designed to ascertain that a student has command of a particular subject or content area, can perform a certain task, exhibit a particular skill, or demonstrate a certain quality in

his or her work. Overall, these measures relate directly to the learning goals and learning objectives developed. We have chosen primarily course-embedded direct measures to carry out the assessment process. Examples of such direct measures include certain examination questions, oral and written case analyses, and oral and written presentations. Student responses to these questions, reports, analyses, and presentations have been evaluated to determine how the learning goals are being met.

Subsequently, the College may embark upon a process designed to incorporate certain indirect measures. Indirect measures may involve student opinion surveys, surveys of graduates from our various programs, employer surveys, job placement data, and advisory board feedback. Such indirect measures will serve to complement assessment results obtained from the direct measures. Indirect measures will not be considered as a substitute in any form or at any time for direct measures.

**Current Status** The AOL Committee has developed a number of rubrics to assess skills/knowledge in written and oral communication, global issues, ethical behavior, analytical and problem solving, competency in the major, etc. that are geared to specific courses and/or other means to assess student learning within each of the College's programs. Rubrics contain specific traits associated with each learning objective for a particular program as well as statements associated with performance that exceeds, meets, or fails to meet expectations on the traits being assessed. Given the large number of rubrics already established, they are not attached to this document. The AOL Committee has also identified specific courses where assessment is carried out, and it has also provided grading information relative to student performance for a given measure. Lastly, the AOL Committee has also established expectations by program related to student performance. Three categories have been established: exceeded expectations, met expectations, failed to meet expectations. Expected percentages by program are:

- All undergraduate programs:
  - No more than 20% fail to meet expectations
  - At least 80% meet or exceed expectations
  - At least 30% exceed expectations
- All graduate programs:
  - 30% exceeded expectations
  - 60% met expectations
  - 10% failed to meet expectations

College faculty reviewed direct measures and rubrics for each program's learning goals and objectives following the fall 2008 semester; review for the Online MBA program occurred later since the program did not begin until Fall 2009. This process has continued each semester since. As would be expected, changes in traits, measures, and even some courses involved in the assessment process have occurred. Following the fall 2008 semester, the College began licensing a Web-based application, Sedona. This system provides for, among other things, documenting learning goals, objectives, and rubrics for all of the College's programs. As faculty have reviewed these each semester, it has been a fairly easy process to edit these items in the Sedona system.

The Appendix also contains a table of learning goals, learning objectives, projected courses where the objectives will be measured, and anticipated approaches, e.g., exam questions, case analyses, to measure the objectives.

#### ***Analyzing and Disseminating Assessment Data***

Faculty who teach courses where assessment of learning is being carried out have in general been responsible for evaluating questions, case analyses, presentations, etc. targeted for assessment purposes. For the most part, at least one other appropriate faculty member has also participated in the evaluation of a particular learning objective. Assessment reports entered into the Sedona Web-based reporting system include a section presenting results, i.e., numbers and percentages of students involved in the assessment process that failed to meet, met, and exceeded expectations. Program faculty have subsequently reviewed these results each semester and are responsible for suggesting changes to curricula, assessment items, rubric traits, and the like.

***Current Status and Expectation*** Assessment data have been collected each full semester since fall 2008, and these data have been entered into the Sedona Web-based system. Results for each assessment period have been presented to College faculty involved with the various programs. For example, faculty in the Department of Marketing review assessment results each semester for the previous semester applicable to the BS in Marketing program and provide recommendations for changes as necessary in course content and approaches to assessment and measurement. Similar reviews by appropriate faculty have taken place for all of the College's undergraduate and graduate programs. Following these reviews the AOL Committee has prepared reports for each semester since fall 2008 and submitted them to the Dean of the College of Business. This process appears to be working well, and we do not anticipate any major changes in it.

***Using Assessment Results for Improvement***

Consistent with the requirements established by AACSB and, where appropriate to the College of Business, the North Central Association of Colleges and Schools, the College of Business will use the assessment results for continuous improvement in its programs. This is often referred to as “closing the loop,” which is a key and critical component to the assessment process. As part of this process, changes in courses or programs as well as reexamination of assessment evaluation criteria and expectations may result.

***Current Status and Expectation*** As stated above, the assessment data collection process began in fall 2008 and has continued each semester. Over this time, different types of changes have occurred in course content, measurement approaches, and courses involved in assessment of learning goals and objectives. The Appendix provides a detailed review of changes made since beginning the assessment process for each of the College’s programs.

**Future Directions**

The plan presented here represents the College’s initial steps to assessing student learning. Based on our objectives and proposed actions, other long range assessment goals will be pursued. They include:

- We will endeavor to develop indirect measures of assessment designed to complement the direct measures
- We will strive to foster an assurance of learning environment that will enable faculty to integrate appropriate learning and assessment techniques into their coursework
- We will continue to examine and revise the assessment plan to determine its relevance and to make changes as needed

# Other Material



*Additional Issues to be Addressed*

## Other Materials

### *Additional Issues to be addressed*

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**T**his is a very active period for the College of Business. Even in a time of unprecedented financial and budgetary uncertainty (or perhaps because of it), the college is actively implementing an ambitious strategic plan that will have a profound impact on the quality of student programs and faculty support in the next several years. The following are several areas in which we would like to highlight and discuss.

#### **Living Learning Centers / Freshmen Interest Groups**

The university has worked hard to create a variety of living-learning communities for incoming students. These include Freshman Interest Groups, scholarship halls, and most notably, the College of Engineering's residential college. The College of Business has been a strong supporter of this process. Beginning fall 2009, the College of Business began a partnership with University Housing with the objective of utilizing Brown Hall at Thompson Point, as a business major exclusive residence hall. By Fall 2011, Brown Hall will be 100% occupied by business majors – including two accounting and one general business Freshman Interest Groups. The capacity for Brown Hall is approximately 102 students.

#### **Math Retention Efforts**

In an effort to increase math efficacy for College of Business majors, the College began to intensify its' relationship with the Department of Mathematics. As a result of working with the chair and a coordinating lecturer within the department we were able to accomplish the following initiatives: (1) structure business sections with the registrar, utilizing the *MathXL* product in lab sessions; (2) identify math majors to serve as tutors for business majors; and (3) create an academic success center in Rehn Hall "Rehn 10" to provide math (and other quantitative) tutorial assistance to business majors. Specifically, the Math Department identified the product, *MathXL*, a Pearson Education product, as a success building tool in order to identify ways to increase the likelihood of student success in Intermediate Algebra (Math 107) and College Algebra (Math 108). This has been used in the department for approximately six years. In fall 2009, special



sections of Math 107 and Math 108 were designated as “Business” sections where *MathXL* was used in every section to increase the success of students. *MathXL* is a web-based supplemental system for math classes. It can be customized for classes from basic math to calculus. Students are given an online access code in order to use the system, which is valid for one year. The student may purchase additional codes to extend their access. Students may keep their account as they progress through their math course sequence.

*MathXL features the following:*

For instructors:

- Create, import, and manage online homework, assignments, and quizzes/tests which are automatically graded
- Correlate items to textbooks
- Online grade book tracking
- Customizable online course contents and tools
- Ability to copy or share courses/course groups

For students:

- Interactive tutorial exercises – unlimited opportunity to practice concepts
- Multimedia Learning Aids – videos and animations of exercises
- Study Plans for individual learning – students can monitor progress

Results provided (reported) by the Math department for the initial semester of implementation, fall 2009, reflected the following:

<b>Table 17: Retention Statistics for Computer-Aided Mathematics Labs</b>		
<b><u>Course</u></b>	<b><u>Non-lab sections</u></b>	<b><u>Lab sections</u></b>
Math 108 [all sections]	32.5%	58.3%
Math 108 [CoB all sections]	---	56.5%
Math 108 [CoB – 2 sections w/Mussa & Haynes]*	---	68.3%
Math 107, CoB [one section #7, w/lab]	37.85	73.9%

\*Instructors w/student focused/centered philosophy

### **College of Business Leadership Institute**

As part of the continued efforts to provide innovative student-focused initiatives, the College of Business is designing a voluntary, non-credit program to enhance the current academic foundation of the student experience. This program will be a Business

Leadership Institute, wherein students who plan to major in business may apply to the program during their sophomore year.

Students will attend various leadership engagements such as seminars, guest-speaker series, and other extracurricular activities designed to develop leadership competencies to supplement traditional classroom experiences.

The program requirements will center on building foundational skills in the following areas:

- Personal Leadership
- Group and Organizational Leadership
- Service Learning/Community Leadership
- Multicultural Worldview Development

Each student will self-design the program; selecting components within each of the four areas cited above that best suit their individual leadership objectives.

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# Appendices



*Additional materials @ <http://aacsb.business.siuc.edu>*

## Appendix -

### *AACSB Standards Tables*

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Five-Year Summary of Intellectual Contributions

Five-Year Summary of Peer Reviewed Journals and Number  
of Publications in Each

Summary of Faculty Sufficiency by Discipline and School

Summary of Faculty Qualifications, Development Activities,  
and Professional Responsibilities

Calculations Relative to Deployment of Qualified Faculty





Faculty	Portfolio of Intellectual Contributions									Summary of Types of ICs		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
<b>Department of Finance (continued)</b>												
<a href="#">Deng, Saiying</a>	2					8			1			11
<a href="#">Greene, Jason</a>	4					1			3		2	6
<a href="#">Intintoli, Vince</a>	1					7			3			11
<a href="#">McNutt, Jamie</a>	4					5			2			11
<a href="#">Musumeci, Jim</a>	1			1		2						4
<a href="#">Peterson, Mark</a>	3					2	2					7
<a href="#">Rakowski, David</a>	6			1		5			2	1		13
<i>Non Tenure-Track Faculty:</i>												
<a href="#">Hall, Richard</a>												
<a href="#">McCann, Maurice</a>												
<a href="#">Pilger, Ted</a>												
<a href="#">Strong, Guice</a>												
<b>Department of Management</b>												
<i>Tenure-Track Faculty:</i>												
<a href="#">Goodale, John</a>	3					3	1		1			8
<a href="#">Karau, Steve</a>	9			2	11	4	1					27
<a href="#">Litecky, Charles</a>	2				2							4
<a href="#">McKinley, William</a>	10			2		9					1	20
<a href="#">Mote, Jonathon</a>	10			1		15	1		6		3	30
<a href="#">Mykytyn, Pete</a>	10			3	9	1	1					24
<a href="#">Nelson, Jim</a>	10				2	4			3	2	2	15
<a href="#">Nelson, Kay</a>	4				5	1					2	8

	Portfolio of Intellectual Contributions									Summary of Types of ICs		
	Peer Reviewed Journals	Research Monographs	Books	Chapters	Peer Reviewed Proceedings	Peer Reviewed Paper Presentations	Faculty Research Seminar	Non-Peer Reviewed Journals	Others	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
<b>Faculty</b>												
<b>Department of Management (continued)</b>												
<a href="#">Pearson, John</a>	27				10			1			1	37
<a href="#">Stubbart, Charles</a>	2											2
<a href="#">Tadisina, Suresh</a>	6			2	20	5						33
<i>Non Tenure-Track Faculty:</i>												
Hoffeditz, Gregory												
<b>Department of Marketing</b>												
<i>Tenure-Track Faculty:</i>												
<a href="#">Adjei, Mavis</a>	5				1							6
<a href="#">Bruner, Skip</a>	9		1		3						1	12
<a href="#">Burke Jarvis, Cheryl</a>	3					1			1			5
<a href="#">Campbell, David</a>	1			1								2
<a href="#">Clark, Terry</a>	3			4		5					1	11
<a href="#">Cradit, Dennis</a>	2			1								3
<a href="#">Fraedrich, John</a>	3		1		1	2			1			8
<a href="#">King, Maryon</a>	0											0
<a href="#">Knowles, Lynette</a>	0											0
<a href="#">Nasco, Suzanne</a>	12			2		7					2	19
<a href="#">Nowlin, Edward</a>	1				1	1						3
<a href="#">Summey, John</a>	5				7	2	1				1	14

**Table 2-2:  
Five-Year Summary of Peer Reviewed Journals and Number of  
Publications in Each**

Peer Reviewed Journals	Number of Articles
<b>School of Accountancy</b>	
<i>Highly Regarded Journals</i>	
Accounting and the Public Interest	1
Accounting Organizations & Society	3
Auditing: A Journal Of Practice And Theory	2
Behavioral Research In Accounting	1
John Marshall Law Review	1
Journal Of Accounting And Public Policy	2
Journal Of Information Systems	1
Journal Of International Accounting Research	1
<i>Recognized Journals</i>	
Accounting Educators' Journal	3
International Journal Of Accounting Information Systems	3
Journal Of Business Ethics	1
Journal Of Business Finance & Accounting (JBFA)	1
Journal Of Corporate Accounting And Finance	6
<i>Other Journals</i>	
International Journal of Critical Accounting	1
Journal Of Information Systems Education	1
Journal Of International Financial Management And Accounting	1
Journal of Internet Commerce	1
Journal of the Academy of Business Education	1
Pittsburg Tax Review	1
Review Of Business And Economics Research	1
Review Of Business Information Systems	2
Review Of Quantitative Finance And Accounting	1
Scriptores Augustiani	1
Tax Adviser	4
The International Journal of Environmental, Cultural, Economic and Social Sustainability	1
The Journal of American Academy of Business, Cambridge	1
<b>Department of Finance</b>	
<i>Highly Regarded Journals</i>	
Financial Management	3
Journal Of Banking And Finance	8
Journal Of Corporate Finance	2
Journal Of Financial And Quantitative Analysis	1

Journal Of Financial Economics	1
Journal of Financial Markets	3
Journal Of Money, Credit, And Banking	2

*Recognized Journals*

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Financial Review	2
Financial Services Review: Journal Of Individual Financial Management	1
Journal Of Empirical Finance	1
Journal Of Financial Research	1
Journal Of Futures Markets	1
Quarterly Review Of Economics And Finance	3

*Other Journals*

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Alliance Journal of Business Research	1
Corporate Board: Role, Duties & Composition	1
International Journal Of Finance	1
Journal Of Business And Economic Studies	1
Journal Of Business Strategies	1
Journal of Corporate Ownership & Control	1
Journal of Investment Management	1
Journal of Management and Governance	4
Journal of the Academy of Business and Economics	1
Journal of Trading	1
Midwestern Business And Economic Review	1
Quarterly Journal Of Business And Economics	1
Quarterly Journal of Finance and Accounting	1
Financial Management	3
Journal Of Banking And Finance	8
Journal Of Corporate Finance	2

**Department of Management**

*Highly Regarded Journals*

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Accounting Organizations & Society	1
Communications of the ACM	1
Communications of the Assoc for Info Systems	1
Decision Sciences (Journal of)	1
Decision Support Systems	1
European Journal Of Operational Research	2
IEEE Software	2
Journal Of Business Research	2
Journal Of Information Technology	2
Journal Of Management Information Systems	2
Journal Of Operations Management	2
Journal Of Organizational Behavior	1
Journal of the Association for Information Systems	1
Organization Studies	2

*Recognized Journals*

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Group Dynamics: Theory, Research, and Practice	1
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Information & Management	1
Information Resources Management Journal	4
Journal Of Business Ethics	2
Journal Of Business Strategies	2
Journal Of Computer Information Systems	6
Journal of Information Technology Theory and Application	1
Journal Of Management Inquiry	1
Journal Of Management Studies	1
Journal of Organizational and End User Computing	2
Organization	1
Software Quality Journal	2
<i>Other Journals</i>	
<hr/>	
Advances In Competitiveness Research	1
Behaviour & Information Technology	1
Chinese Management Studies	1
Computers In Human Behavior	1
Decision Sciences Journal of Innovative Education	1
Industry and Innovation	1
Information Management & Computer Security	1
Information Systems Management	1
Interdisciplinary Journal of Information, Knowledge and Management	1
International Arab Journal of Information Technology	1
International Journal of Business Information Systems	1
International Journal of E-Business Research	1
International Journal of Foresight and Innovation Policy	1
International Journal of Mathematics in Operational Research	1
International Journal of Technology, Policy and Management	1
International Journal of Web Based Communities	1
Journal Of Applied Business Research	2
Journal Of Database Management	1
Journal Of Education For Business	1
Journal Of Engineering And Technology Management	1
Journal of Information Systems and Technology Management	2
Journal Of Information Systems Education	1
Journal of Information, Information Technology, and Organizations	1
Journal of Instructional Psychology	1
Journal of Internet Banking and Commerce,	1
Journal of Internet Commerce	3
Journal of Leadership and Organizational Studies	4
Journal of Systems & Information Technology	1
Learning and Individual Differences	1
Management Research: The Journal of the Iberoamerican Academy of Management	1

New Directions for Evaluation	1
North American Journal of Psychology	1
Research Evaluation	1
Review Of Business	2
Review Of Business Information Systems	1
Review of Business Research	1

## Department of Marketing

### *Highly Regarded Journals*

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Journal Of Advertising	1
Journal Of Business Research	4
Journal Of Marketing	1
Journal Of Retailing	2
Journal Of The Academy Of Marketing Science	3
Marketing Letters	1

### *Recognized Journals*

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International Journal of Market Research	1
Journal Of Marketing Education	1
Journal Of Services Marketing	1
Marketing Management	3
Multivariate Behavioral Research	1
Psychology & Marketing	7
Services Marketing Quarterly	1

### *Other Journals*

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European Business Review	1
European Journal of Management	2
International Marketing Review	1
Journal of Forensic Studies in Accounting and Business	1
Journal of Innovative Marketing	1
Journal Of Interactive Advertising	3
Journal Of International Consumer Marketing	2
Journal Of Product & Brand Management	1
Journal Of Retailing And Consumer Services	1
Journal of Sport and Exercise Psychology	1
Marketing Education Review	1
Qualitative Marketing Research	1
Technometrics	1

**Table 9-1:  
Summary of Faculty Sufficiency by Discipline and School**

Name	Participating or Supporting (P or S)	Amount of teaching if P (student credit hours)	Amount of teaching if S (student credit hours)	P/(P+S)
<b>School of Accountancy</b>				
AQ: Burnett, Royce	P	276		
Karnes, Allan	P	219		
Morris, Marc	P	219		
Odom, Marcus	P	205		
O'Donnell, Ed	P	282		
Rodriguez, Ray	P	198		
Xu, Li	P	231		
NQ: Karnes, Darla	P	885		
Lumbattis, Catherine	P	339		
Rivers, Richard	S		66	
Sobery, Julie	P	27		
Wacker, Raymond	P	300		
Cataldi, Bryan (TA)	S		42	
Pomberg, Michelle (TA)	S		309	
Thomas, Chanta (TA)	S		99	
Wierwille, B. (TA)	S		153	
<b>TOTAL ACCOUNTANCY</b>		<b>3,181</b>	<b>669</b>	<b>82.62%</b>
<b>Department of Finance</b>				
AQ: Beardsley, Xiaoxin	P	99		
Davidson, Dave	P	168		
Deng, Saiying	P	129		
Greene, Jason	P	132		
Intintoli, Vince	P	351		
McNutt, Jamie	P	156		
Peterson, Mark	P	231		
Rakowski, David	P	132		
PQ: Hall, Richard	S		48	
McCann, Maurice	S		216	

Name	Participating or Supporting (P or S)	Amount of teaching if P (student credit hours)	Amount of teaching if S (student credit hours)	P/(P+S)
Pilger, Ted	S		381	
Strong, Guice	S		534	
NQ: Musumeci, Jim	P	72		
<b>TOTAL FINANCE</b>		<b>1,470</b>	<b>1,179</b>	<b>55.49%</b>
<b>Department of Management</b>				
AQ: Goodale, John	P	447		
Karau, Steve	P	201		
McKinley, William	P	96		
Mote, Jonathon	P	111		
Mykytyn, Pete	P	57		
Nelson, Jim	P	699		
Nelson, Kay	P	192		
Nelson, Reed	S		66	
Pearson, John	P	111		
Tadisina, Suresh	P	148		
PQ: Hoffeditz, Gregory	S		615	
NQ: Litecky, Charles	P	90		
Stubbart, Charles	P	804		
Franczak, J. (TA)	S		396	
Freimark, M. (TA)	S		18	
Hartmann, M. (TA)	S		165	
Jin, C. (TA)	S		159	
Setterstrom, A. (TA)	S		36	
Soltwisch, B. (TA)	S		216	
<b>TOTAL MANAGEMENT</b>		<b>2,956</b>	<b>1,671</b>	<b>63.89%</b>
<b>Department of Marketing</b>				
AQ: Adjei, Mavis	P	1,062		
Bruner, Skip	P	891		
Burke Jarvis, Cheryl	P	87		
Campbell, David	P	102		
Clark, Terry	P	903		
Cradit, Dennis	P	44		
Nasco, Suzanne	P	96		
Nowlin, Edward	P	237		

Name	Participating or Supporting (P or S)	Amount of teaching if P (student credit hours)	Amount of teaching if S (student credit hours)	P/(P+S)
Summey, John	P	168		
NQ: Fraedrich, John	P	246		
King, Maryon	P	183		
Knowles, Lynette	P	93		
<b>TOTAL MARKETING</b>		<b>4,068</b>	<b>0</b>	<b>100%</b>
<b>Business Administration</b>				
PQ: Margolis, Donna	S		28	
<b>TOTAL BUSINESS ADMINISTRATION</b>			<b>28</b>	<b>00%</b>
<b>OVERALL TOTAL FOR COLLEGE</b>		<b>11,675</b>	<b>3,547</b>	<b>76.70%</b>
AQ: Nasco, Dennis (first-year experience/career enhancement)	S		550	
<b>OVERALL TOTAL FOR COLLEGE</b>		<b>11,675</b>	<b>4,097</b>	<b>74.02%</b>

**Table 10-1:  
Summary of Faculty Qualifications, Development Activities, and Professional Responsibilities  
2010-2011 Faculty Roster**

Summary of AQ Maintenance Statement: For continuing faculty members, the normal minimum standard to document maintenance of academic qualifications is at least three (3) peer reviewed journal articles in “recognized” outlets in the past five (5) years; for those participating in the doctoral program, at least one of these articles in a “highly regarded” outlet.

Summary of PQ Maintenance Statement: For continuing faculty members, the normal minimum standard to maintain professional qualifications is one or more appropriate professional activities, current professional experiences, or the production of intellectual contributions.

Faculty	Highest Degree and Year	Date of First Appointment	Percent of Time Dedicated to Mission	Academically Qualified	Professionally Qualified	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions (PRJ)	Professional Experience	Consulting	Professional Development	Other Prof. Activities	
<b>School of Accountancy</b>												
<a href="#">Burnett, Royce</a>	Ph.D., 2003	2009	100	YES			34 <sup>(12)</sup>					UG,GR,RES,SER
<a href="#">Karnes, Allan</a>	J.D., 1986	1981	100	YES			6 <sup>(5)</sup>					UG,GR,RES,SER
<a href="#">Morris, Marc</a>	Ph.D., 2009	2008	100	YES			0 <sup>(0)</sup>				1	UG,GR,RES,SER
<a href="#">Odom, Marcus</a>	Ph.D., 1993	1998	100	YES			7 <sup>(6)</sup>		1			UG,GR,ADM,RES,SER
<a href="#">O'Donnell, Ed</a>	Ph.D., 1995	2009	100	YES			4 <sup>(4)</sup>					UG,GR,RES,SER
<a href="#">Rodriguez, Ray</a>	Ph.D., 2009	2008	100	YES			4 <sup>(1)</sup>	1			1	UG,GR,RES,SER
<a href="#">Sobery, Julie</a>	Ph.D., 1982	1985	100			YES	0 <sup>(0)</sup>					UG,GR,RES,SER
<a href="#">Wacker, Raymond</a>	Ph.D., 1989	1989	100			YES	3 <sup>(1)</sup>	1				UG,GR,RES,SER
<a href="#">Xu, Li</a>	Ph.D., 2006	2008	100	YES			29 <sup>(5)</sup>	1			1	UG,GR,RES,SER
<a href="#">Karnes, Darla</a>	M.Acc., 2000	2000	100			YES	5 <sup>(2)</sup>		4	2		UG
<a href="#">Lumbattis, Catherine</a>	MBA, 1975	1981	100			YES	3 <sup>(0)</sup>		4	4		UG

Faculty	Highest Degree and Year	Date of First Appointment	Percent of Time Dedicated to Mission	Academically Qualified	Professionally Qualified	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions (PRJ)	Professional Experience	Consulting	Professional Development	Other Prof. Activities	
<b>Department of Finance</b>												
<a href="#">Beardsley, Xiaoxin</a>	Ph.D., 2003	2003	100	YES			8 <sup>(6)</sup>					UG,GR,RES,SER
<a href="#">Davidson, Dave</a>	Ph.D., 1982	1989	100	YES			18 <sup>(18)</sup>					UG,GR,RES,SER
<a href="#">Deng, Saiying</a>	Ph.D., 2005	2009	100	YES			11 <sup>(2)</sup>					UG,GR,RES,SER
<a href="#">Greene, Jason</a>	Ph.D., 1996	2009	100	YES			8 <sup>(4)</sup>	1	2			UG,GR,SER
<a href="#">Intintoli, Vince</a>	Ph.D., 2007	2007	100	YES			11 <sup>(1)</sup>			1	1	UG,GR,RES,SER
<a href="#">McNutt, Jamie</a>	Ph.D., 2005	2008	100	YES			11 <sup>(4)</sup>					UG,GR,RES,SER
<a href="#">Musumeci, Jim</a>	Ph.D., 1987	1993	100			YES	4 <sup>(1)</sup>					UG,GR,RES,SER
<a href="#">Peterson, Mark</a>	Ph.D., 1996	1997	100	YES			7 <sup>(3)</sup>					UG,GR,ADM,RES,SER
<a href="#">Rakowski, David</a>	Ph.D., 2003	2003	100	YES			14 <sup>(6)</sup>					UG,GR,RES,SER
<a href="#">Hall, Richard</a>	MBA,1972	1978	25		YES		0 <sup>(0)</sup>					UG
<a href="#">McCann, Maurice</a>	J.D., 1986	1988	25		YES		0 <sup>(0)</sup>					UG
<a href="#">Pilger, Ted</a>	DBA, 1994	1990	50		YES		0 <sup>(0)</sup>					UG
<a href="#">Strong, Guice</a>	J.D., 1976	1982	50		YES		0 <sup>(0)</sup>					UG
<b>Department of Management</b>												
<a href="#">Goodale, John</a>	Ph.D., 1996	2009	100	YES			8 <sup>(3)</sup>					UG,GR,RES,SER
<a href="#">Karau, Steve</a>	Ph.D., 1993	1998	100	YES			27 <sup>(9)</sup>					UG,GR,RES,SER
<a href="#">Litecky, Charles</a>	Ph.D., 1974	2001	100			YES	4 <sup>(2)</sup>			2		UG,RES,SER
<a href="#">McKinley, William</a>	Ph.D., 1983	1990	100	YES			21 <sup>(10)</sup>					UG,GR,RES,SER
<a href="#">Mote, Jonathon</a>	Ph.D., 2008	2009	100	YES			33 <sup>(10)</sup>		4	2	4	UG,GR,RES,SER
<a href="#">Mykytyn, Pete</a>	Ph.D., 1985	2001	100	YES			24 <sup>(10)</sup>					GR,ADM,RES,SER
<a href="#">Nelson, Jim</a>	Ph.D., 1999	2005	100	YES			19 <sup>(10)</sup>					UG,GR,RES,SER
<a href="#">Nelson, Kay</a>	Ph.D., 1995	2005	100	YES			10 <sup>(4)</sup>					UG,GR,RES,SER
<a href="#">Pearson, John</a>	D.B.A., 1991	2001	100	YES			38 <sup>(27)</sup>					UG,GR,RES,SER
<a href="#">Tadisina, Suresh</a>	Ph.D., 1987	1986	100	YES			33 <sup>(6)</sup>					UG,GR,ADM,RES,SER
<a href="#">Stubbart, Charles</a>	Ph.D., 1983	1990	100			YES	2 <sup>(2)</sup>					UG

Faculty	Highest Degree and Year	Date of First Appointment	Percent of Time Dedicated to Mission	Academically Qualified	Professionally Qualified	Other	Five-Year Summary of Development Activities Supporting AQ or PQ Status					Normal Professional Responsibilities
							Intellectual Contributions (PRJ)	Professional Experience	Consulting	Professional Development	Other Prof. Activities	
<b>Department of Marketing</b>												
<a href="#">Adjei, Mavis</a>	Ph.D., 2006	2006	100	YES			6 <sup>(5)</sup>				1	UG,GR,RES,SER
<a href="#">Bruner, Skip</a>	Ph.D., 1983	1984	100	YES			13 <sup>(9)</sup>					UG,GR,RES,SER
<a href="#">Burke Jarvis, Cheryl</a>	Ph.D., 1999	2009	100	YES			5 <sup>(3)</sup>					UG,GR,RES,SER
<a href="#">Campbell, David</a>	Ph.D., 2007	2006	100	YES			2 <sup>(1)</sup>				1	UG,GR,RES,SER
<a href="#">Clark, Terry</a>	Ph.D., 1987	1998	100	YES			12 <sup>(3)</sup>					UG,GR,ADM,RES,SER
<a href="#">Cradit, Dennis</a>	Ph.D., 1984	2006	100	YES			3 <sup>(2)</sup>					ADM
<a href="#">Fraedrich, John</a>	Ph.D., 1988	1987	100			YES	8 <sup>(3)</sup>					UG,GR,RES,SER
<a href="#">King, Maryon</a>	Ph.D., 1989	1987	100			YES	0 <sup>(0)</sup>					ADM,SER
<a href="#">Knowles, Lynette</a>	Ph.D., 1990	1988	100			YES	0 <sup>(0)</sup>					UG,GR,RES,SER
<a href="#">Nasco, Suzanne</a>	Ph.D., 1999	2002	100	YES			21 <sup>(12)</sup>		5			UG,GR,RES,SER
<a href="#">Nowlin, Edward</a>	Ph.D., 2009	2009	100	YES			3 <sup>(1)</sup>				1	UG,GR,RES,SER
<a href="#">Summey, John</a>	Ph.D., 1974	1978	100	YES			15 <sup>(5)</sup>					UG,GR,RES,SER

**Table 10-2**  
**Calculations relative to Deployment of Qualified Faculty**

<b>Faculty</b>	<b>Qualification (AQ, PQ, or NQ)</b>	<b>AQ Faculty – % of Time Devoted to Mission</b>	<b>PQ Faculty – % of Time Devoted to Mission</b>	<b>Other Faculty – % of Time Devoted to Mission</b>	<b>Qualification Ratios</b>
<b>School of Accountancy</b>					
<a href="#">Burnett, Royce</a>	AQ	100			
<a href="#">Karnes, Allan</a>	AQ	100			
<a href="#">Morris, Marc</a>	AQ	100			
<a href="#">Odom, Marcus</a>	AQ	100			
<a href="#">O'Donnell, Ed</a>	AQ	100			
<a href="#">Rodriguez, Ray</a>	AQ	100			
<a href="#">Sobery, Julie</a>	NQ			100	
<a href="#">Wacker, Raymond</a>	NQ			100	
<a href="#">Xu, Li</a>	AQ	100			
<a href="#">Karnes, Darla</a>	NQ			100	
<a href="#">Lumbattis, Catherine</a>	NQ			100	
<b>Total Accountancy</b>		<b>700</b>	<b>0</b>	<b>400</b>	<b>AQ = 63.6% AQ+PQ = 63.6%</b>
<b>Department of Finance</b>					
<a href="#">Beardsley, Xiaoxin</a>	AQ	100			
<a href="#">Davidson, Dave</a>	AQ	100			
<a href="#">Deng, Saiying</a>	AQ	100			
<a href="#">Greene, Jason</a>	AQ	100			
<a href="#">Intintoli, Vince</a>	AQ	100			
<a href="#">McNutt, Jamie</a>	AQ	100			
<a href="#">Musumeci, Jim</a>	NQ			100	
<a href="#">Peterson, Mark</a>	AQ	100			
<a href="#">Rakowski, David</a>	AQ	100			
<a href="#">Hall, Richard</a>	PQ		25		
<a href="#">McCann, Maurice</a>	PQ		25		
<a href="#">Pilger, Ted</a>	PQ		50		
<a href="#">Strong, Guice</a>	PQ		50		
<b>Total Finance</b>		<b>800</b>	<b>150</b>	<b>100</b>	<b>AQ = 76.2% AQ+PQ = 90.5%</b>

Faculty	Qualification (AQ, PQ, or NQ)	AQ Faculty – % of Time Devoted to Mission	PQ Faculty – % of Time Devoted to Mission	Other Faculty – % of Time Devoted to Mission	Qualification Ratios
<b>Department of Management</b>					
<a href="#">Goodale, John</a>	AQ	100			
<a href="#">Karau, Steve</a>	AQ	100			
<a href="#">Litecky, Charles</a>	NQ			100	
<a href="#">McKinley, William</a>	AQ	100			
<a href="#">Mote, Jonathon</a>	AQ	100			
<a href="#">Mykytyn, Pete</a>	AQ	100			
<a href="#">Nelson, Jim</a>	AQ	100			
<a href="#">Nelson, Kay</a>	AQ	100			
<a href="#">Pearson, John</a>	AQ	100			
<a href="#">Stubbart, Charles</a>	NQ			100	
<a href="#">Tadisina, Suresh</a>	AQ	100			
<b>Total Management</b>		<b>900</b>	<b>0</b>	<b>200</b>	<b>AQ = 81.8% AQ+PQ = 81.8%</b>
<b>Department of Marketing</b>					
<a href="#">Adjei, Mavis</a>	AQ	100			
<a href="#">Bruner, Skip</a>	AQ	100			
<a href="#">Burke Jarvis, Cheryl</a>	AQ	100			
<a href="#">Campbell, David</a>	AQ	100			
<a href="#">Clark, Terry</a>	AQ	100			
<a href="#">Cradit, Dennis</a>	AQ	100			
<a href="#">Fraedrich, John</a>	NQ			100	
<a href="#">King, Maryon</a>	NQ			100	
<a href="#">Knowles, Lynette</a>	NQ			100	
<a href="#">Nasco, Suzanne</a>	AQ	100			
<a href="#">Nowlin, Edward</a>	AQ	100			
<a href="#">Summey, John</a>	AQ	100			
<b>Total Marketing</b>		<b>900</b>	<b>0</b>	<b>300</b>	<b>AQ = 75% AQ+PQ = 75%</b>
<b>TOTAL FOR COLLEGE</b>		<b>3300</b>	<b>150</b>	<b>1000</b>	<b>AQ = 74.2% AQ+PQ = 77.5%</b>

# Appendix -

## *Assurance of Learning Tables*

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Student Learning Goals and Objectives – Undergraduate Programs (Including BS in Business Administration & BS in Business Economics)

Student Learning Goals and Objectives – MBA Degree Program

Student Learning Goals and Objectives – Online MBA Degree Program

Student Learning Goals and Objectives – PhD Program

Professional Business Core Courses for All Undergraduate Degree Programs

Business Core Courses for the MBA Degree Program (All courses carry a Business Administration [BA] Prefix)

Learning Goals and Objectives, Selected Courses for Measurement of Learning, and Anticipated Means to Measure Student Learning for all Undergraduate Programs

Learning Goals and Objectives, Selected Courses for Measurement of Learning, and Anticipated Means to Measure Student Learning for the MBA Program

Learning Goals and Objectives, Selected Courses for Measurement of Learning, and Anticipated Means to Measure Student Learning for the PhD Program



## Undergraduate Programs

Learning Goal	Learning Objectives
<b>Understanding Ethical issues</b>	<ol style="list-style-type: none"> <li>1. Our students will gain a working knowledge of the leading business ethical issues of our times, including:               <ol style="list-style-type: none"> <li>a. key legislation (e.g. Sherman, Clayton, Wheeler-Lea, Federal Corrupt Practices, and Sarbanes-Oxley Acts, etc.);</li> <li>b. key topics (e.g. peddling influence, deception in advertising, financial fraud; privacy, data mining, intellectual property theft, etc.) and</li> <li>c. particular incidents (e.g. the S&amp;L, Arthur Anderson, Enron, crises etc.</li> </ol> </li> <li>2. Our students will analyze degrees of ethical behavior in business.</li> </ol>
<b>Analytical and Problem Solving Skills</b>	<ol style="list-style-type: none"> <li>3. Our students will be able to use basic mathematical methods, including statistics, optimization techniques, etc., to address business problems</li> <li>4. Our students will define, frame, and analyze typical business problems using appropriate quantitative and/or qualitative methods.</li> </ol>
<b>Effective Communication Skills</b>	<ol style="list-style-type: none"> <li>5. Our students will have competence in written business communications and report writing.</li> <li>6. Our students will develop and make an effective oral presentation associated with a business topic in a group project environment.</li> <li>7. Our students will be able to collaborate effectively in a team environment on a course project.</li> </ol>
<b>Technological Competency</b>	<ol style="list-style-type: none"> <li>8. Our students will be proficient in the use of business application software packages to collect, organize, store, and retrieve data for solving business problems.</li> <li>9. Our students will be able to use appropriate network and Web-based tools to effectively analyze and solve business problems.</li> </ol>
<b>General Business Knowledge and Its Integration</b>	<ol style="list-style-type: none"> <li>10. Our students will demonstrate how organizational functional activities contribute to organizational success.</li> <li>11. Our students will understand the implications of resource constraints in an organizational setting.</li> </ol>
<b>Global Perspectives</b>	<ol style="list-style-type: none"> <li>12. Our students will gain an understanding of the accelerating complex and interrelated nature of cultures, business practices, technical standards, and customer preferences around the world today.</li> <li>13. Our students will be able to define key components of countries' business environments and give examples of how environment components differ across countries.</li> </ol>
<b>Competency in the Major (Finance)</b>	<ol style="list-style-type: none"> <li>14. Our students will demonstrate proficiency in the area of time value of money.</li> <li>15. Our students will be able to evaluate the tradeoffs in financial decisions made by firms.</li> <li>16. Our students will understand how financial markets are organized, and what instruments are traded in those markets.</li> <li>17. Our students will be able to use modern portfolio theory to design optimal portfolios</li> <li>18. Our students will be able to use financial statements to analyze a firm's financial health relative to its peers.</li> </ol>
<b>Competency in the Major</b>	<ol style="list-style-type: none"> <li>19. Our students will demonstrate an understanding of major concepts,</li> </ol>

## Undergraduate Programs

Learning Goal	Learning Objectives
<b>(Management)</b>	<p>theories, and practices in management</p> <p>20. Our students will demonstrate an understanding of the role that key environmental, strategic, and technological factors play in management decision making</p>
<b>Competency in the Major (Marketing)</b>	<p>21. Our students will demonstrate competency in understanding the central concepts of modern marketing.</p> <p>22. Our students will demonstrate competence in appropriate quantitative and/or qualitative tools necessary to conduct marketing research and analysis.</p> <p>23. Our students will be competent in developing a marketing plan.</p> <p>24. Our students will demonstrate the ability to gather marketing-relevant information</p>
<b>Competency in the Major (Accounting)</b>	See Accounting Department Materials
<b>Competency in the Major (Business Economics)</b>	<p>25. Our students will demonstrate proficiency in the area of time value of money.</p> <p>26. Our students will be able to evaluate the tradeoffs in financial decisions made by firms.</p> <p>27. Our students will understand how markets work, and will be able to identify rational outcomes of interactions among market participants.</p> <p>28. Our students will understand the nature of the government's fiscal policy and will be able to identify impacts of such policy on the economy.</p> <p>29. Our students will understand the nature and scope of the government's monetary policy and will be able to identify impacts of such policy on the economy.</p> <p>30. Our students will understand the determinants of long-run macroeconomic performance and will be able to explain differences in living standards across countries.</p>

## MBA Degree Programs

Learning Goal	Learning Objective
Understand and effectively apply critical elements of leadership, individual, and group dynamics	<ol style="list-style-type: none"><li>1. Our students will demonstrate effectiveness in the preparation and presentation of a team-oriented oral and written presentation</li><li>2. Our students will demonstrate effective individual contributions to a team-oriented project</li><li>3. Our students will demonstrate effective leadership and collaboration skills for making decisions and accomplishing goals</li></ol>
Skilled in critical thinking and decision-making to support strategies integrating functionally throughout the organization	<ol style="list-style-type: none"><li>4. Our students will analyze business decisions involving organizational areas</li><li>5. Our students will use quantitative and qualitative tools effectively to identify business problems and opportunities involving intraorganizational functional areas</li></ol>
Understand and be sensitive to the ethical and social ramifications of business activities	<ol style="list-style-type: none"><li>6. Our students will evaluate ethical aspects/issues of business decisions</li><li>7. Our students will review and critique organizational efforts to act socially responsible</li></ol>
Capable of synthesizing and analyzing information to make sound business decisions	<ol style="list-style-type: none"><li>8. Our students will review and analyze financial documents to support business decisions</li><li>9. Our students will analyze business problems and decisions</li></ol>
Capable of being a gatekeeper, trained to scan the global environment of business, identify current trends in business, and disseminate information throughout the firm	<ol style="list-style-type: none"><li>10. Our students will analyze the impact of global business issues on specific management situations</li><li>11. Our students will relate current global events to emerging business opportunities</li></ol>

## PhD Programs

### Learning Goal

### Learning Objectives

Exhibit discipline-specific knowledge	1. Our students will demonstrate an understanding of the theoretical and empirical concepts and research developed in their major field of study
Demonstrate critical thinking, analytical, and advanced research skills	2. Our students will comprehend essential research methods and analytical tools
Acquire preparation for teaching in higher education	3. Our students will participate in a seminar relating to preparation for teaching 4. Where appropriate, our students will acquire first-hand experience as an instructor in a classroom setting
Demonstrate original intellectual contribution to their major field	5. Our students will successfully complete a dissertation of original research 6. Our students will show evidence of advanced research capability transcending the dissertation
Demonstrate effective professional communication	7. Our students will demonstrate competency in oral communication at a high professional level 8. Our students will demonstrate competency in written communication at a high professional level

## Professional Business Core – Undergraduate Programs

Course	Course Name
Accounting (ACCT) 220	Accounting I – Financial
Accounting (ACCT) 230	Accounting II - Managerial
Business (BUS) 123	Main Street to Wall Street
Business (BUS) 302	Business Career Transitions
Management (MGMT) 208 or Accounting (ACCT) 208	Business Data Analysis
Management (MGMT) 304	Introduction to Management
Management (MGMT) 318	Production-Operations Management
Management (MGMT) 345	Computer Information Systems
Management (MGMT) 481	Administrative Policy
Finance (FIN) 330	Introduction to Finance
Marketing (MKTG) 304	Marketing Management

## Professional Business Core – MBA Programs

Course	Course Name
BA 510	Managerial Accounting & Control Concepts
BA 530	Financial Management
BA 540	Managerial and Organization Behavior
BA 550	Marketing Management
BA 560	Management of Information Systems
BA 598	Business Policies

## Selected Courses for Measurement of Learning – Undergraduate Programs

Learning Goal	Learning Objectives	How Assessed	Where Assessed
Understanding Ethical issues	1. Our students will gain a working knowledge of the leading business ethical issues of our times, including: i) key legislation (e.g. Sherman, Clayton, Wheeler-Lea, Federal Corrupt Practices, and Sarbanes-Oxley Acts, etc.); ii) key topics (e.g. peddling influence, deception in advertising, financial fraud; privacy, data mining, intellectual property theft, etc.) and iii) particular incidents (e.g. the S&L, Arthur Anderson, Enron, crises etc.	Individual – selected exam questions	MGMT 304
		Individual – selected exam questions	MGMT 345
		Individual – selected exam questions	FIN 270
		Individual – selected exam questions	MKTG 304
	2. Our students will analyze case scenarios containing degrees of ethical behavior in business; they will identify an ethical dilemma, recognize the ethical ramifications of various decisions, and, using an ethics model or framework, formulate and defend positions taken as ethical or unethical.	Individual case analysis	MGMT 481
Analytical and Problem Solving Skills	3. Our students will be able to use basic mathematical methods, including statistics, optimization techniques, etc., to address business problems.	Individual – selected exam questions	MGMT 318
		Individual – selected exam questions	FIN 330
		Individual - financial statement analysis final exam	ACCT 220
		Individual – selected exam questions	ACCT 230
	4. Our students will define, frame, and analyze typical business problems using appropriate quantitative and/or qualitative methods.	Individual – selected exam questions	ACCT/MGMT 208
		Individual – selected exam questions	FIN 330
		Individual - homework assignments	ACCT 220
		Individual – selected exam questions	ACCT 230
Effective Communication Skills	5. Our students will have competence in written business communications and report writing.	Individual – cover letters, resumes	BUS 302
		Individual – written case analysis	MGMT 481
	6. Our students will develop and make an effective oral presentation associated with a business topic in a group project environment.	Individual presentation in a group project	MGMT 345 (labs)
		Individual presentation in a	MGMT 481 (lab)

## Selected Courses for Measurement of Learning – Undergraduate Programs

Learning Goal	Learning Objectives	How Assessed	Where Assessed
		group project	
	7. Our students will be able to collaborate effectively in a team environment on a course project.	Simulation exercise	MGMT 481
		Group project	MGMT 345
Technological Competency	8. Our students will be proficient in the use of business application software packages to collect, organize, store, and retrieve data for solving business problems.	Individual – selected assignments	MGMT 345
	9. Our students will be able to use appropriate network and Web-based tools to effectively analyze and solve business problems.	Individual – selected assignments	MGMT 345 (labs)
General Business Knowledge and Its Integration	10. Our students will demonstrate how organizational functional activities contribute to organizational success.	Individual – selected exam questions	MGMT 481
		Individual – selected exam questions	MGMT 304
	11. Our students will understand the implications of resource constraints in an organizational setting.	Individual – selected exam questions	MGMT 481
		Individual – selected exam questions	ACCT 230
Global Perspectives	12. Our students will gain an understanding of the accelerating complex and interrelated nature of cultures, business practices, technical standards, and customer preferences around the world today.	Individual – homework assignments	MGMT 304
		Individual – selected exam questions	MKTG 304
	13. Our students will be able to define key components of countries' business environments and give examples of how environment components differ across countries.	Individual – selected exam questions	MGMT 304
Competency in the Major (Finance)	14. Our students will demonstrate proficiency in the area of time value of money calculations.	Individual – selected exam questions	FIN 331 FIN 341 FIN 361
	15. Our students will be able to evaluate the tradeoffs in financial decisions made by firms.	Individual – selected exam questions	FIN 361
	16. Our students will understand how financial markets are organized, and what instruments are traded in those markets.	Individual – selected exam questions	FIN 341 FIN 361
	17. Our students will be able to use modern portfolio theory to design optimal portfolios	Individual – selected exam questions	FIN 331
	18. Our students will be able to use financial statements to analyze a firm's financial health relative to its peers.	Individual – selected exam questions	FIN 331
Competency in the Major (Marketing)	21. Our students will demonstrate competency in understanding the central concepts of modern marketing	Individual – selected exam questions	MKTG 304 MKTG 305 MKTG 329 MKTG 363 MKTG 493
			Individual – selected exam questions
	22. Our students will demonstrate competence in appropriate quantitative and/or qualitative tools	Individual – selected exam questions	MKTG 390 MKTG 493

## Selected Courses for Measurement of Learning – Undergraduate Programs

Learning Goal	Learning Objectives	How Assessed	Where Assessed
	necessary to conduct marketing research and analysis.		
	23. Our students will be competent in developing a marketing plan.	Individual – selected exam questions	MKTG 493
	24. Our students will demonstrate the ability to gather marketing-relevant information.	Individual – selected exam questions	MKTG 390

## Selected Courses for Measurement of Learning – Management Specializations

Learning Goal	Learning Objectives	Applicable Specialization	How Assessed	Where Assessed
Competency in Major (Management)	19. Our students will demonstrate an understanding of major concepts, theories, and practices in management	GM, ENT, GEB, SCM, PM, HCM	Individual – selected exam questions  Individual case analysis	MGMT 341 MGMT 380 MGMT 483  MGMT 380
		ENT	Individual – selected exam questions	MGMT 350
	20. Our students will demonstrate an understanding of the role that key environmental, strategic, and technological factors play in management decision making	GM	Individual paper writeup	MGMT 431
		ENT	Individual case analysis and business plan	MGMT 471
			Individual – selected exam questions	MGMT 471
		GEB	Individual – selected exam questions	MGMT 421 MGMT 422 MGMT 456
			Individual project Individual assignments	MGMT 422
		GEB	Individual homework	MGMT 360
		SCM	Individual – selected exam questions	MGMT 452
		PM, HCM	Individual – selected exam questions	MGMT 385
			Individual case presentation	MGMT 385
Individual performance on team debate	MGMG 385			

## Selected Courses for Measurement of Learning – MBA Programs

Learning Goal	Learning Objectives	How Assessed	Where Assessed
Understand and effectively apply critical elements of leadership, individual, and group dynamics	1. Our students will demonstrate effectiveness in the preparation and presentation of a team-oriented oral and written presentation	Individual participation in a group project	BA 560
	2. Our students will demonstrate effective individual contributions to a team-oriented project	Individual participation in a group project	BA 560
	3. Our students will demonstrate effective leadership and collaboration skills for making decisions and accomplishing goals	Individual participation in a group project	BA 560
Skilled in critical thinking and decision-making to support strategies integrating functionally throughout the organization	4. Our students will analyze business decisions involving organizational areas	Individual participation in a group case analysis	BA 598
	5. Our students will use quantitative and qualitative tools effectively to identify business problems and opportunities involving intra-organizational functional areas	Individual – selected exam questions	BA 540
Understand and be sensitive to the ethical and social ramifications of business activities	6. Our students will evaluate ethical aspects/issues of business decisions	Individual selected case analysis	BA 550
		Individual selected case analysis	BA 598
	7. Our students will review and critique organizational efforts to act socially responsible	Individual participation in a group case analysis	BA 598
		Individual selected case analysis	BA 550
Capable of synthesizing and analyzing information to make sound business decisions	8. Our students will review and analyze financial documents to support business decisions	Individual selected exam questions	BA 510 BA 530
	9. Our students will analyze business problems and decisions	Case analysis	BA 510
		Individual – selected exam questions	BA 540

## Selected Courses for Measurement of Learning – MBA Programs

Learning Goal	Learning Objectives	How Assessed	Where Assessed
Capable of being a gatekeeper, trained to scan the global environment of business, identify current trends in business, and disseminate information throughout the firm	10. Our students will analyze the impact of global business issues on specific management situations	Individual case analysis	BA 550
		Individual participation in a group case analysis	BA 598
		Individual – selected exam questions	BA 530 BA 540
	11. Our students will relate current global events to emerging business opportunities	Individual case analysis	BA 550

## Selected Courses for Measurement of Learning – Ph.D. Programs

Learning Goal	Learning Objectives	How Assessed	Where Assessed
Exhibit discipline-specific knowledge	1. Our students will demonstrate an understanding of the theoretical and empirical concepts and research developed in their major field of study	Individual performance	Written comprehensive examination
		Individual performance	Oral comprehensive examination
Demonstrate critical thinking, analytical, and advanced research skills	2. Our students will comprehend essential research methods and analytical tools	Individual performance	Written comprehensive examination  Presentation of dissertation proposal
Acquire preparation for teaching in higher education	3. Our students will participate in a seminar relating to preparation for teaching	Individual enrollment	Completion of BA 571
	4. Where appropriate, our students will acquire first-hand experience as an instructor in a classroom setting	Course evaluations	Course assigned to student to teach
Demonstrate original intellectual contribution to their major field	5. Our students will successfully complete a dissertation of original research	Individual performance on dissertation	Oral defense of dissertation
	6. Our students will show evidence of advanced research capability transcending the dissertation	Written scholarly paper	Paper presented at scholarly meeting or submitted to journal
Demonstrate effective professional communication	7. Our students will demonstrate competency in oral communication at a high professional level	Individual presentation	Oral presentation of dissertation proposal  Oral presentation of dissertation defense
	8. Our students will demonstrate competency in written communication at a high professional level	Individual presentation	Final written dissertation

## Selected Courses for Measurement of Learning – Online MBA Program

Learning Goal	Learning Objectives	How Assessed	Where Assessed
Understand and effectively apply critical elements of leadership, individual, and group dynamics	1. Our students will understand how technology can be utilized in the modern organization to improve performance	Case analysis  Individual participation in a group project  Understanding of opinion topics	BA 560OL
	2. Our students will understand how technology can influence their work environment	Individual case study  Individual participation in group discussions  Understanding of opinion topics	BA 560OL
	3. Our students will understand how technology can impact their personal life	Individual case study  Individual participation in group discussions  Understanding of opinion topics	BA 560OL
Skilled in critical thinking and decision-making to support strategies integrating functionally throughout the organization	4. Our students will analyze business decisions involving organizational areas	Individual participation in a group case analysis  Individual – selected exam questions	BA 598OL  BA 540OL
	5. Our students will use quantitative and qualitative tools effectively to identify business problems and opportunities involving intra-organizational functional areas	Individual participation in a group case analysis	BA 510OL
Understand and be sensitive to the ethical and social ramifications of business activities	6. Our students will evaluate ethical aspects/issues of business decisions	Individual selected case analysis	BA 550OL
		Individual selected case analysis	BA 598OL
	7. Our students will review and critique organizational efforts to act socially responsible	Individual participation in a group case analysis  Individual selected case analysis	BA 598OL  BA 550OL

## Selected Courses for Measurement of Learning – Online MBA Program

Learning Goal	Learning Objectives	How Assessed	Where Assessed
Capable of synthesizing and analyzing information to make sound business decisions	8. Our students will review and analyze financial documents to support business decisions	Individual selected exam questions	BA 530OL
	9. Our students will analyze business problems and decisions	Case analysis  Individual – selected exam questions	BA 510OL BA 550OL  BA 540OL
Capable of being a gatekeeper, trained to scan the global environment of business, identify current trends in business, and disseminate information throughout the firm	10. Our students will analyze the impact of global business issues on specific management situations	Individual case analysis	BA 550OL
		Individual participation in a group case analysis	BA 598OL
		Individual – selected exam questions	BA 540OL
	11. Our students will relate current global events to emerging business opportunities	Individual case analysis	BA 550OL
Effective Communication Skills	12. Our students will have competence in written communications	Writing assignments	BA 540OL

## Appendix -

### *Assurance of Learning Reports*

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AOL Committee Report of College Faculty Review of  
Spring 2010 Assessment Activities

AOL Committee Report of College Faculty Review of Fall  
2009 Assessment Activities

AOL Committee Report of College Faculty Review of  
Spring 2009 Assessment Activities

AOL Committee Report of College Faculty Review of Fall  
2008 Assessment Activities



**Assurance of Learning Committee (AOL)**  
**Report of College Faculty Review of Fall 2008 Assessment Activities**

**June 11, 2009**

**Assurance of Learning Committee (AOL)**  
**Report of College Faculty Review of Fall 2008 Assessment Activities**  
**June 11, 2009**

AOL Committee

Peter Mykytyn, Chair  
Suresh Tadisina  
Mark Peterson  
Julie Sobery  
John Summey

Background

During the fall 2008 Semester College of Business (COB) faculty participated in assessing numerous learning goals and objectives associated with all of the COB programs. This process relates to the College's reaccreditation by AACSB and, more specifically, to AACSB's standards for assurance of learning. These programs are:

- BS Accounting
- BS Finance
- BS Business Administration
- BS Management
- BS Marketing
- Master of Business Administration
- Master of Accountancy
- Doctor of Philosophy

Subsequent to the assessment, reports of assessment activities for each learning goal and objective involved in the process for fall 2008 were provided to all COB faculty through COB Chairpersons. Faculty had the opportunity to review the assessment activity reports and provide comments to their Department Chairpersons who compiled the results for the AOL Committee. Reviews by COB faculty were conducted in April 2009 with feedback to the AOL Committee provided by early May 2009. This report provides a synopsis of faculty feedback, comments, and suggestions and recommendations. Attached as Appendix 1 to this report is a copy of the form distributed to COB faculty to use in providing feedback to their Department Chairpersons.

Listed below is a short section presenting an overall view of the assessment process expressed by COB faculty. Below that is a section devoted to each of the COB programs involved in assessment activities for fall 2008. One program, the BS in Business Economics, involves some coursework taken by students offered by the Department of Economics. This program was not assessed in fall 2008; it is scheduled for assessment in spring 2009.

## Overall View of Fall 2008 Assessment Activity

Overall, COB faculty were generally satisfied with the assessment activity carried out in fall 2008. This was the first semester that any assessment activity had been conducted relative to the 2003 standards and guidelines for AOL by AACSB, so for the first time most faculty believed that the process went fairly smoothly. The Sedona software program that has been adopted by the COB to collect AOL assessment data, as well as for other AACSB accreditation activities, was used for the first time in fall 2008. Some suggestions for its use are outlined below. Some relevant comments expressed by faculty include:

- Data entry process is slower than desired because each student's record in Sedona must be opened, scored, and then closed. It would be easier if all students could be scored as a class. However, the nature of the Sedona software system is such that this restriction cannot be modified.
- Some question was made of the number and type of non-test-related measures involved in the assessment process, i.e., a heavier use of cases, projects, homework, etc. in lieu of exam/test questions. Some faculty felt that test/exam questions already are very thorough in assessing student performance and that other metrics are unnecessary and add to faculty workload.
- The assessment program and process appears to be quite well organized.
- Faculty believed that it would not be appropriate to make wholesale changes in course content, metrics, or assessment traits on the basis of a single semester of assessment. Rather, faculty believed that minor "tweaking" of metrics, rubrics, etc. may be appropriate but to wait to consider major course content changes until learning goals have been assessed at least two times. It is expected that all program learning goals and objectives will be assessed at least two times by the end of the spring 2010 semester.

## Professional Business Core

The Professional Business Core is a prescribed set of courses that all undergraduate students take as part of any COB major. Several of the Core courses are integral to assessment, and they are:

ACCT 220	Accounting I – Financial
ACCT 230	Accounting II – Managerial
ACCT/MGMT 208	Business Data Analysis
BUS 302	Business Career Transitions
FIN 270	Legal and Social Environment of Business
FIN 330	Introduction to Finance
MGMT 304	Introduction to Management
MGMT 318	Production/Operations Management
MGMT 345	Computer Information Systems
MGMT 481	Administrative Policy
MKTG 304	Marketing Management

COB faculty believed overall that the assessment reports do not require further explanation. A general view was expressed that the Professional Business Core provides a solid foundation for undergraduate students and is a good basis for assessment activities. Learning goals and related objectives are appropriate and address the broad spectrum of skills and traits needed by graduates of our undergraduate programs. Some more specific comments include:

- A concern was expressed that some of the highest percentages not meeting expectations was related to the area of ethics.
- A higher than expected number of students was assessed as exceeding expectations for technological competency.
- A higher-than-expected number of students appeared to exceed expectations in terms of analytical and problem solving skills. Faculty suggested that students may possess some of these skills already prior to beginning the Professional Business Core.

### BS Accounting

Accounting faculty expressed overall satisfaction with the assessment of this program's learning goals and objectives. Except for Cost Accounting, faculty believed that the assessment results did not require any further explanation. Some specific comments noted include:

- Cost accounting seems to possess an assessment distribution different from other courses and assessments and an under representation.
- Similar to other comment outlined above, some faculty suggested the use of multiple tests to assess competency to perhaps address the issue of a different type of distribution.
- Consider identifying the specific software involved with the technological competence goal.
- The program is strong in technological competence and communications skills to include team-based activities.
- The program is effectively challenging.
- Faculty thought there was effective interaction between themselves and the students
- Cost accounting skills and performance needs improvement; a similar comment was observed for auditing and financial accounting skills.
- A greater-than-desired number of students did not meet expectations in learning goals and objectives assessed in ACCT 331, 360, and 460. This may suggest that a significant number of students do not understand the material. Again, however, as expressed in general, one semester's assessment is insufficient to warrant major changes.

### BS Finance

Finance faculty were generally supportive of not needing any additional explanation for the results. It was noted, however, that some deviation from established course content that was initially tied to assessment was changed during the semester. This occurred as a result of some of the issues associated with the meltdown/collapse of much of the global financial marketplace in fall 2008 due to the growth of the global recession. Students seemed generally very interested

in this discussion which most definitely took on a “real world” perspective. It was further noted that due to the continuation of the financial crisis, discussions on this contemporary topic will continue in spring 2009. However, appropriate time will be integrated into the material appropriate for assessment activities as well.

### BS Management

Management faculty were generally supportive of the results and did not express the need for any additional explanation for the results. The BS Management major is unique in the College because each student chooses a specific specialization in Management, e.g., Global E-Business, General Management, Entrepreneurship, etc. Consequently, due to the large number of specializations, not all of them were assessed during fall. It was noted that all specializations are expected to be assessed by the end of spring 2009. Some specific comments noted include:

- Some learning objectives appeared to have a higher-than-expected number of students exceeding expectations. This could occur because some courses involved with assessment are taught by different instructors, which could lead to different outcomes.
- The fact that some courses are taught by different faculty could be beneficial in identifying trends in courses and raters.
- It was noted that students in the Global E-Business specialization had difficulties dealing with database and analysis/design concepts.

### BS Marketing

The Marketing faculty indicated that some of the results, especially those related to the objective of Competency in the Major, are equivocal. Some of this was brought about by the fact that fall 2008 was the first semester to assess this objective. Additionally, some faculty believed it was necessary to reexamine some of the rubrics and related traits and characteristics, and some of these revisions have been carried out already. Other revisions are in process. Some other specific comments include:

- MKTG 304 serves a dual purpose: one as a course in the Professional Business Core and the other as part of the Competency in the Major objective. Some faculty believed that rubrics associated with this course for the Competency in the Major objective need modification.
- Developing a marketing plan is an objective that some faculty believed needed reexamination in terms of just where this objective could be best assessed. The rubric associated with this activity is also inadequate.
- Data entry was deemed a burden to most of the faculty, especially in large sections such as MKTG 304. Part of this may be due to the fact that some faculty may be assessing nearly all students in a large class such as MKTG 304; a sample of 20% of the students is acceptable.
- Some thought should be given to designing a more streamlined or automated way to enter appropriate data into Sedona.

### MACC – Auditing and Information Systems

Accounting faculty agreed that no additional explanation was needed with regard to the assessment results. Similar to other programs in the School of Accountancy, faculty believed there were numerous program strengths, to include those dealing with communication, auditing, and competence in audit/systems. Some other comments are:

- Need for more instruction for technological competence
- Good emphasis on use of real IT audit software and case-based learning, but additional instruction would be better

### MACC – Tax

Unlike the MACC-Audit and Information Systems program, some faculty in the School of Accountancy felt that the learning goal of technological competence needs additional explanation in that 100% of the students being assessed on this goal exceeded expectations. Other comments include:

- Consider more writing, i.e., cases, papers, etc., for students
- It might be warranted to increase the level of rigor associated with assessment
- Students find the program useful in their future careers
- Is the program challenging enough, given the number of persons who exceeded expectations on one learning goal?

### MBA

No additional explanation of assessment results was noted by faculty. Some specific comments include:

- BA 560 is too heavily involved in assessment activities for too many learning goals and objectives while at least two courses, BA 540 and BA 550, are not involved at all. This perspective is being dealt with beginning for the fall 2009 semester.
- Similar to one of the comments involving an undergraduate program, there was a wide variation in assessment results dealing with the learning goal on ethics between BA 560 and BA 598. Again, this variation could be explained by the fact that two different instructors in two different areas, i.e., Strategy and MIS, were involved in assessment.
- The faculty involved with BA 530 and BA 531 noted that the rubrics are too similar for each course. In that an MBA student will take either BA 530 or BA 531, but not both, and considering that the content for each is quite different, assessment criteria for each course needs to be changed.
- Similar to other programs, assessment results based on just one semester are insufficient to warrant making major changes. More data points are needed.

## Ph.D.

COB faculty generally agreed that the assessment results do not require any additional explanation. Some specific comments include:

- PhD students are only assessed beginning in the semester they take comprehensive examinations. Some faculty thought assessment could be earlier than that.
- In general, there is an apparent lack of emphasis on students submitting articles to scholarly academic conferences and journals. It was pointed out, however, that this criterion cannot be evaluated equally among all Departments. For example, it is expected that students majoring in Management do submit at least one paper to a scholarly journal; however, students in Finance rarely have this opportunity due to the nature of the discipline itself.
- It was suggested that it might be necessary to review the criteria associated with assessing BA 571; currently, it is based solely on attendance.
- Students who taught classes and were assessed relative to teaching evaluations for those classes in general all exceeded expectations. Since this learning goal is based on teaching evaluations for the classes taught, some consideration should be given to revising the measurement outcome values. For example, one suggestion is to compare PhD students' evaluations against departmental averages for undergraduate courses, taking into account the standard deviation of those evaluations to determine whether a student failed to meet, met, or exceeded expectations.
- It may be appropriate to review the low number of students exceeding expectations on critical thinking and communication goals.
- Some concern was expressed about just one course, BA 602, involved in assessment. It is noted that BA 602 is a "dummy" course only. Students are enrolled in BA 602 for purposes of being able to enter data into Sedona. Recall that most learning objectives for this program are assessed after students complete all formal coursework.

# Appendix 1

## Assurance of Learning (AOL) Feedback Form

**For the Period: Fall 2008**

Program \_\_\_\_\_  
Ph.D., MBA, MAcc-tac, MAcc-audit/systems, Business Core, BS in \_\_\_\_\_

Do any of the results need further explanation; e.g. not a sufficient distribution across the three categories?

What program changes (content, course, curriculum) do you suggest, if any, based on these reports?

What do these reports reflect as the strengths and weaknesses of the program?

How satisfied are you with the processes you are currently using for data collection and entry?

What processes would you like to eliminate, revise, or add to the current assurance of learning systems, and why?

**Assurance of Learning Committee (AOL)  
Report of College Faculty Review of Spring 2009 Assessment Activities**

**October 13, 2009**

**Assurance of Learning Committee (AOL)**  
**Report of College Faculty Review of Fall 2008 Assessment Activities**  
**October 1, 2009**

AOL Committee

Peter Mykytyn, Chair  
Suresh Tadisina  
Mark Peterson  
Julie Sobery  
John Summey

Background

During the spring 2009 semester, College of Business (COB) faculty continued with the evaluation of the College's academic programs in terms of learning goals and objectives associated with those programs. This continuing process relates to the College's reaccreditation by AACSB and AACSB's standards for assurance of learning. The programs that were involved in assessment during spring 2009 include:

- BS Accounting
- BS Business Administration
- BS Business Economics
- BS Management
- BS Marketing
- Master of Business Administration
- Master of Accountancy
- Doctor of Philosophy

At the conclusion of the spring 2009 semester, assessment data for that semester were aggregated and downloaded into Excel spreadsheets. Spreadsheets were created for each program and were tied specifically to the learning goals and objectives assessed during spring 2009. In most instances, learning goals and objectives assessed in spring 2009 were different from those assessed in fall 2008. The main exceptions dealt with the BS Accounting, Master of Accountancy, BS Finance, and BS Business Economics programs. The School of Accountancy elected to assess all program goals and objectives in spring 2009 even though they had already been assessed in fall 2008. Given the BS Finance program learning goals and objectives were assessed in fall 2008, this program was not assessed in spring 2009. Additionally, as the learning goals and objectives of the BS Business Economics program were not assessed in fall 2008, most were assessed in spring 2009; the balance for this program will be assessed in fall 2009.

Applicable spreadsheets were provided to AOL Committee members who distributed them to faculty in their respective Departments. During September 2009 each Department's faculty met

to discuss the results of the spring 2009 assessment. In turn, each Department Chair prepared a report submitted to the AOL Committee detailing the comments, suggestions, etc. put forth by that Department's faculty. This report provides a synopsis of faculty feedback, comments, and suggestions and recommendations. Attached as Appendix 1 to this report is a copy of the form distributed to COB faculty to use in providing feedback to their Department Chairpersons.

Listed below is a short section presenting an overall view of the assessment process expressed by COB faculty. Below that is a section devoted to each of the COB programs involved in assessment activities for spring 2009.

### Overall View of Spring 2009 Assessment Activity

In general, COB faculty continued to be satisfied with the assessment results and process in spring 2009. Some issues of data entry into the SEDONA system remained in spring, but overall faculty seemed to become more comfortable with the system. Speaking overall, some relevant comments are:

- For the most part, nearly all learning goals and objectives have been assessed at least once during the fall 2008 and spring 2009 semesters.
- The overall assessment process continues to be well organized in terms of identifying relevant faculty, applicability of rubrics.
- Similar to fall 2008, faculty believed that it would not be appropriate to make major changes in curricula, metrics, courses assessed, etc. Since a year's worth of assessment data now exist, it would be appropriate for the AOL Committee and faculty to review specific learning goals and objectives on an aggregated basis which can provide a more complete picture.

### Professional Business Core

The Professional Business Core is a prescribed set of courses that all undergraduate students take as part of any COB major. Several of the Core courses are integral to assessment, and they are:

ACCT 220	Accounting I – Financial
ACCT 230	Accounting II – Managerial
ACCT/MGMT 208	Business Data Analysis
BUS 302	Business Career Transitions
FIN 270	Legal and Social Environment of Business
FIN 330	Introduction to Finance
MGMT 304	Introduction to Management
MGMT 318	Production/Operations Management
MGMT 345	Computer Information Systems
MGMT 481	Administrative Policy
MKTG 304	Marketing Management

COB faculty believed overall that the assessment reports do not require further explanation. Similar to comments expressed after fall 2008, the general view expressed was that the Professional Business Core provides a solid foundation for undergraduate students and is a good basis for assessment activities. Learning goals and related objectives are appropriate and address the broad spectrum of skills and traits needed by graduates of our undergraduate programs. Some more specific comments include:

- MGMT 345 and MGMT 481 were involved in assessing the same learning goal and objectives and that there was a noticeable variability in the assessment results for these courses. It was noted that MGMT 345 is a junior-level course whereas MGMT 481 is the capstone course normally taken in the student's last semester. It would not be unexpected to see differences between these courses.
- MGMT 345 and MGMT 304 were both involved with understanding ethical issues, and the faculty thought the results were in line.
- Regarding the 'Understanding Ethical Issues' goal and 'Our students will gain a working knowledge of the leading business ethical issues of our times' objective, the Finance faculty noticed that 21% of the students did not meet expectations. This percentage is greater than the goal of < 20%. Because the difference is only 1%, no immediate action is required. However, the Finance faculty will monitor this objective closely in the semesters to come as a persistent high frequency of 'below expectations' assessments may reflect a weakness in the delivery of legal- and ethical-related course components.
- Assessment of learning goals and objectives for the PhD program for the most part resulted in all students exceeding expectations. It was pointed out that the PhD learning goals and objectives are very unique and tied predominately to students who are in the latter stages of their program.

### BS Accounting

The School of Accountancy faculty assessed all required undergraduate accounting courses again in spring 2009 except for ACCT 331, Cost Accounting. These were assessed in fall 08 also. Overall, the accounting faculty continues to be satisfied with the assessment program and the results. The results do tend to be skewed toward "met and exceed expectations". There is a difference in opinion on what this signifies. Some faculty think this indicates that the benchmarks are too low and other faculty continue to feel the program is challenging and that the students are meeting this challenge. For the goal on communication skills, the excellent results for the team project in Auditing (ACCT 460) may be due to the fact that this is a senior level course and that team scores may tend to be higher than individual scores. Many times, weaker students are carried by stronger students on a team project. There was concern expressed about the objective on comprehending the code of professional conduct. We do not appear to be achieving this objective in ACCT 460, Audit. A suggestion to improve this result is to introduce the topic in an earlier course and reinforce it throughout the accounting curriculum. Changes will be made in this particular course, and faculty turnover makes this easier to accomplish. Another area of concern was financial accounting. Financial accounting had lower results in Intermediate I (ACCT 321) and better results in Intermediate II (ACCT 322). This is the

expected progression with continuous improvement from one financial class to the next financial class. Two suggestions were made to improve on the assessment process. One was to obtain the information on the pass rate on the CPA exam for our students. We are already in the process of trying to obtain this information from the state.

Another suggestion was to either eliminate the goal of competency in communication skills or find a more effective way to assess. The suggestion was to add a capstone course that requires written and oral reports and presentations. This would allow assessment of whether the students possess communication skills but it still does not provide any information about how they obtained those skills. A capstone course is the ideal but we currently do not have the faculty to offer such a course. It was decided to continue assessing communication skills in ACCT 321 and ACCT 341. These assessments do provide some information about the skill level our students have in communication. The assessment in fall 08 indicated a greater-than-desired number of students not meeting expectations in learning goals and objectives assessed in ACCT 331, 360, and 460. The spring 09 assessment indicates an improvement in ACCT 360, no improvement in ACCT 460 and there was no assessment for ACCT 331. Changes are being made in ACCT 460 with a new professor.

### BS Business Economics

The BS in Business Economics major is offered through the COB. The goals and objectives are assessed by instructors in the Economics Department in cooperation with the Finance Department. Because of an oversight, one of the four objectives was not assessed in spring 2009. This objective is scheduled for assessment in fall 2009. The Finance faculty reviewed the three assessed objectives and commented that it is difficult to draw inferences with such a small sample (4-10 students). However, the data are consistent with the program meeting expectations. Therefore, no program changes are suggested at this time.

### BS Finance

As mentioned above, the BS Finance program learning goals and objectives were not assessed in spring 2009. Therefore, no program changes are suggested at this time.

### BS Management

The Management faculty noted that in spring 2009, just three courses were involved in assessment for this degree program. These were MGMT 431, 456, and 471. It was noted that this was by design as most of the objectives for Competency in the Major were assessed in fall 2008 and will again be assessed in fall 2009. In addition, it was noted that the BS Management degree program now has six specializations, including two that have been revised and two that are brand new. Faculty will be involved in reviewing the applicable coursework, metrics, rubrics, etc. for these new specializations beginning in fall 2010.

## BS Marketing

Learning objectives for each class were discussed. The “Global Perspectives” rubric was discussed first. The faculty reached a consensus that it was satisfactory. Next, the “Central concepts of Modern Marketing” rubric was discussed. It was agreed that the word “modern” was not needed and should be removed from the rubric. Next it was agreed that the rubrics that target MKTG 493 and 329 were satisfactory to the faculty and accurately reflect the goals for each course.

Dr. Bruner brought up the issue of non-marketing majors in classes. We currently have no means of identifying these students and it makes reporting more difficult. No conclusion was reached as to how to best handle this issue.

Undergraduate rubric results from fall 2008 were examined. 32% of students did not meet expectations for the “Understanding of Psychological Variables” item in MKTG 305. After in depth consideration, Dr. Bruner has made adjustments in that class’s curriculum. MKTG 329 has 4 rubrics. Dr. Adjei has adjusted the course’s content in order to better meet program goals and objectives.

MKTG 363’s results were discussed. Dr. Bruner stated that the rubrics do not closely reflect current course material. It was decided to adjust MKTG 363’s rubrics.

The faculty reached consensus that (with the exception of MKTG 363) that the existing undergraduate rubrics were appropriate and satisfactory.

## MACC – Auditing and Information Systems

The two courses used for assessment purposes in spring 09 were ACCT 563, Advanced Audit, and ACCT 565, Advanced Accounting Information Systems. All students either met or exceeded expectations; there was no one who did not meet expectations. As with the undergraduate program in accounting, there was much discussion and disagreement on what this meant. It was either very good with all our students excelling or it meant the faculty expectations were too low. Since this is a graduate program, there is more reason to believe that all students should be at least meeting expectation than with an undergraduate program. It was noted that assessing communication skills is difficult at best. It is proposed that effective communication skills should be dropped or that a more effective way of assessing such skills be implemented. One proposal for an effective assessment of communication skills is to require a capstone course in the program that required written work and oral presentations. All students would be assessed based on the same criteria and the assessment would be based on more than just one writing sample or one class project. At this time the School is limited by budget constraints.

We also need information on the pass rate on the CPA exam for our students. We are already in the process of trying to obtain this information from the state.

## MACC – Tax

The three courses used for assessment purposes in spring 09 were ACCT 543, Corporate Taxation, ACCT 544, Partnership Taxation, and ACCT 545, State and Local Taxation. All three courses assessed the goal of technical competence in taxation. The faculty asked for more explanation of “Arguments” as the assessment tool used in ACCT 543 and 544. There were 7 to 11 percent of the students not meeting expectations which meant that there was still a majority of students meeting or exceeding expectations. The main comment from the fall 08 assessment was concern over the lack of challenge in the program. This semester there is still that concern but it is not as strong. The new concern expressed this semester was the fact that we are assessing only one learning goal, technical competence. Some faculty was in favor of adding the goal of communication skills but others expressed the same reluctance over assessing communication skills as they did for the audit/systems track.

## MBA

No additional explanation of assessment results was noted by faculty. Some specific comments include:

- BA 560 is too heavily involved in assessment activities for too many learning goals and objectives while at least two courses, BA 540 and BA 550, are not involved at all. This shortcoming is being dealt with beginning in the fall 2009 semester.
- Similar to one of the comments involving an undergraduate program, there was a wide variation in assessment results dealing with the learning goal on ethics between BA 560 and BA 598. Again, this variation could be explained by the fact that two different instructors in two different areas, i.e., Strategy and MIS, were involved in assessment.
- The faculty involved with BA 530 and BA 531 noted that the rubrics are too similar for each course. In that an MBA student will take either BA 530 or BA 531, but not both, and considering that the content for each is quite different, assessment criteria for each course may need to be changed.
- Similar to other programs, assessment results based on just one semester are insufficient to warrant making major changes. More data points are needed.

The marketing faculty discussed the MBA rubrics. It was decided that the rubrics for BA550 were appropriate with the addition of “Our students will analyze business problems and decisions.”

## Online MBA

The Online MBA is a new program being offered by COB beginning in fall 2009. As a separate program, learning goals and objectives will be developed for it. In some instances, it may be possible to adopt similar learning goals and objectives that are currently associated with the regular on-campus MBA program. The AOL Committee has begun the process of establishing

appropriate learning goals and objectives for courses being taught in fall 2009, and assessment data will be collected at that time. Additional learning goals, objectives, methods of assessment, etc. are under development as well and will proceed in conjunction with the development of the specific online courses.

### Ph.D.

The marketing faculty discussed the PhD program rubrics. The “Acquire preparation for teaching in higher education” Learning Goal was examined first. It was decided that the “Where Assessed” item for first-hand instructor experience should be reworded to be “Lectures and/or courses assigned to student to teach” rather than “Course assigned to student to teach.”

The “Demonstrate effective communication” learning goal was discussed. It was decided to add “oral participation in PhD seminars” and “produce seminar papers” to the “Where Assessed” column.

The “Analytical Tools” was the next area to be examined. It was discussed whether it would be possible to add “successful completion of a Ph.D. research methods...” to the “Where Assessed” column.

There was concern that the AACSB will not allow passing a course as a measure. The faculty expressed concern with the current format and decided to discuss this issue at our next AOL meeting.

# Appendix 1

## Assurance of Learning (AOL) Feedback Form

**For the Period: Spring 2009**

Program \_\_\_\_\_  
Ph.D., MBA, MAcc-tac, MAcc-audit/systems, Business Core, BS in \_\_\_\_\_

Do any of the results need further explanation; e.g. not a sufficient distribution across the three categories?

What program changes (content, course, curriculum) do you suggest, if any, based on these reports?

What do these reports reflect as the strengths and weaknesses of the program?

How satisfied are you with the processes you are currently using for data collection and entry?

What processes would you like to eliminate, revise, or add to the current assurance of learning systems, and why?

**Assurance of Learning Committee (AOL)  
Report of College Faculty Review of Fall 2009 Assessment Activities**

**April 15, 2009**

**Assurance of Learning Committee (AOL)**  
**Report of College Faculty Review of Fall 2009 Assessment Activities**  
**April 15, 2010**

AOL Committee

Peter Mykytyn, Chair  
Suresh Tadisina  
Mark Peterson  
Julie Sobery  
John Summey

Background

During the fall 2009 semester, College of Business (COB) faculty continued with the evaluation of the College's academic programs in terms of learning goals and objectives associated with those programs. This continuing process relates to the College's reaccreditation by AACSB and AACSB's standards for assurance of learning. The programs that were involved in assessment during fall 2009 are:

- BS Accounting
- BS Business Administration
- BS Business Economics
- BS Finance
- BS Management
- BS Marketing
- Master of Accountancy
- Master of Business Administration
- Master of Business Administration Online Version
- Doctor of Philosophy

At the conclusion of the fall 2009 semester, assessment data for that semester were aggregated and downloaded into Excel spreadsheets from the web-based system in use, i.e., the Sedona software system. Spreadsheets were created for each program and were tied specifically to the learning goals and objectives assessed during fall 2009. In most instances, learning goals and objectives assessed in fall 2009 were different from those assessed in spring 2009. The main exception dealt with the BS Accounting and Master of Accountancy programs. The School of Accountancy elected to assess all program goals and objectives in fall 2009 even though they had already been assessed in fall 2008 and spring 2009. In addition, fall 2009 constituted the beginning of the second year of collection and analysis of assessment data. Thus, with the exception of the programs in the School of Accountancy, fall 2009 is the first semester where some learning goals and objectives were being assessed for the second time.

Applicable spreadsheets were provided to AOL Committee members who distributed them to faculty in their respective Departments. During February and March 2010 each Department's faculty met to discuss the results of the fall 2009 assessment. In turn, each Department Chair prepared a report submitted to the AOL Committee detailing the comments, suggestions, etc. put forth by that Department's faculty.

This report provides a synopsis of faculty feedback, comments, suggestions, and recommendations. Attached as Appendix 1 to this report is a copy of the form distributed to COB faculty to use in providing feedback to their Department Chairpersons.

Listed below is a short section presenting an overall view of the assessment process expressed by COB faculty followed by sections to each of the COB programs involved in assessment activities for fall 2009.

### Overall View of Fall 2009 Assessment Activities

COB faculty remain generally satisfied with the overall assessment process. This also includes faculty use of Sedona dealing with assessment with some specific differences discussed below. In some aspects, however, there appears to be a maturation of the process. For example, some faculty noted that in the past some class sizes were relatively small to begin with, which sometimes resulted in a small number of students being assessed in the process. To this end, the AOL Committee modified the sampling process such that at least 20 students in courses of 20 or more will participate in the process, or 20% of the students in the class, whichever is larger. In cases where a class size is less than 20 students, all students in the class will participate in the assessment process.

Some faculty also noted that non-business students can be enrolled in a number of courses throughout the College. Faculty were informed to try to identify non-business students. Still another issue raised by various faculty concerned the number of test questions used in the assessment process. Although some programs may include a large number of selected test questions, other measures such as case analyses, presentations, and group projects are integral to different programs. The faculty agreed to monitor the nature of measures more closely.

Another issue that was discussed at some length by the Marketing faculty had to do with the mechanics of AOL data entry for very large courses, especially MKTG 304, 305 and 329; MKTG 304 serves a dual purpose in that it is part of the assessment process for the Professional Business Core, and it is also integral to the BS in Marketing degree program. The latter two courses relate to the BS in Marketing program only. Two things in particular were noted: 1) the actual task of entering data on so many students is daunting, and requires a considerable time commitment; and 2) that the process of iterating between course grade book and the AOL web page to make an actual entry, lends itself to mechanical error. It was noted that these two problems together may tend to discourage future enthusiastic participation in the AOL evaluation process. A lively discussion ensued, centering on possible ways to alleviate the problem. Much of the discussion focused on ways to collect appropriate data more efficiently, including the possibility of flagging appropriate (AOL-relevant) questions, for the appropriate number of

students on exams, and capturing it in a separate spreadsheet, making ultimate data entry on the AOL web page more efficient. Accordingly, it was determined to invite Roberta Reeves, from Instruction Evaluation, to a meeting to explore ways to achieve these efficiencies.

### Professional Business Core

The Professional Business Core is a prescribed set of courses that all undergraduate students take as part of any COB major. Several of the core courses are integral to assessment, and they are:

- ACCT 220                      Accounting I – Financial
- ACCT 230                      Accounting II – Managerial
- ACCT/MGMT 208              Business Data Analysis
- BUS 303                        Business Career Transitions
- FIN 270                         Legal and Societal Environment of Business
- FIN 330                         Introduction to Finance
- MGMT 304                      Introduction to Management
- MGMT 318                      Production/Operations Management
- MGMT 345                      Computer Information Systems
- MGMT 481                      Administrative Policy
- MKTG 304                      Marketing Management

In general, the faculty noted that student learning is in line with overall expectations with some exceptions noted below. It is also significant that some of the classes are quite large in terms of enrollments. For example, MGMT 318 generally has in excess of 200 students each time it is taught; similarly, ACCT/MGMT 208, MGMT 304, and MKTG 304 also generally involve large sections. Faculty noted that these classes by definition include students from different majors, which could account for some differences in overall assessment. Other specifics include:

- MGMT 345 was taught by a tenure-track faculty member who had not taught the class in several years. New computer-based software dealing with lab homeworks was also introduced in fall. Some issues with the software arose, e.g., procedural issues involving access, may have lead to some student-related lower than desired assessment.
- Several new lab instructors for MGMT 345 also taught in fall. This is not unusual and can be expected frequently.
- MGMT 304 experienced wide ranging differences involving one Learning Goal: General Business Knowledge and its Integration. In fall 2008 about 40% of students assessed “exceeded expectations” whereas in fall 2009 that number decreased to less than 4% for the same Learning Goal. There was also an increase in the number of students from fall 2008 to fall 2009 who “failed to meet expectations.” These sections were taught by the same instructor each semester. Faculty noted that it would be important to watch results in fall 2010.

### BS in Accounting

To assess the learning objectives, the following undergraduate accounting required core courses were used: Accounting 321 (Intermediate I), 322 (Intermediate II), 331 (Cost Accounting), 341

(Introduction to Taxation), and 460 (Auditing). Accounting 360 (Accounting Information Systems) was accidentally omitted from the process. A faculty from the Management Department was the instructor and arrangements were not made with him to document any assurance of learning activities.

The faculty observed and commented on the fact that the performance results are definitely good, however, there were a few red flags noticed. Communication as a learning goal was debated. Is the School of Accountancy responsible for teaching communication skills? There are some instructors who say no and, therefore, it should not be measured. However, others feel we should at least measure such skills so we know where we stand at the least. A bit of history: Many years ago to cover communication skills, Technical Writing offered by the English Department was added as requirement for all accounting (and business) majors. It appears that our students have some writing ability but not as much as we think they should have. At the present time with all the financial troubles, there is no way that a new requirement/course in writing can be offered by our School or even our College. We decided that for the present, we will keep communication as a goal and even add Cost Accounting as another course to assess writing. We will use the university's Writing Center for help with assisting students with deficiencies in this area. The quandary is the best use of time: to teach accounting or to teach writing. Accounting won out and the Writing Center will be used to supplement the writing.

Technological competence was only assessed in tax accounting this semester. Intermediate Accounting I has begun to use a computerized practice set prepared by the book publisher, Wiley, and it will be added to the assessment of technology. It was also noted that the Professional Business Core class, MGMT 345, needs adjustments in terms of a more rigorous focus involving Excel and Access. Inquiries will be made as to how best to accomplish this.

Financial competence is deemed to be adequate. Some failure is to be expected, and the results did improve from Intermediate I to Intermediate II. Part of this explanation is probably because students drop before they complete Intermediate II. There was a group discussion between the instructors of Financial Principles and Intermediate. It was decided that all the goals are being met.

Competence in audit/systems had high results. However, the objectives will be changed. There is a new professor in the audit area now, and he is introducing a completely new and different set of objectives for spring 2010. He did not feel that only measuring internal controls and assurance was sufficient. This learning goal does not have much this semester because of the omission of Accounting Information Systems.

The following ideas were noted by the faculty as potential program changes:

- Continue to include the writing component but encourage or require the student to use the Writing Center for assistance with writing.
- The newly appointed task force will evaluate the current accounting curriculum and submit recommendations to the program committee for review.

- Begin discussion of the current AOL goals and objectives with consideration given to decreasing the amount and variety within each program. Perhaps articulate the one main goal of an undergraduate program and put all our efforts to assessing it.

### BS in Business Economics

There were two courses scheduled for assessment in the BS in Business Economics program: FIN 361 and ECON 341. Unfortunately, the data from the ECON course were not made available to us. The Economics Department has been very cooperative in collecting assessment data in the past, so we assume that this omission was an anomaly.

The two learning goals measured in FIN 361 included assessments of more than 40 students for each goal. Interestingly, there were not 40 Business Economics majors. Presumably, a majority of the assessed students were Finance majors. Therefore, the Fall 2009 assessment of the Business Economics program partially relies on the assumption that the outcomes of the Business Economics students were not significantly different from the outcomes of the Finance students. With regard to the goals that were assessed, the data show that about 75% of the students met or exceeded expectations. Therefore, the faculty believed that no program changes should be made at this time.

To summarize, there are two logistical issues in assessing the BS in Business Economics major that may need attention. First, an attempt at better coordination between the College of Business and the Economics Department should be made. Down the road it may be necessary to create a mechanism that assures collection of data from the ECON courses. Second, the faculty believes that it would be helpful if the instructors knew the majors of the students in their classes. Currently, Sedona allows all students in FIN 361 to be assessed, regardless of major. Consequently, an instructor may assess non-Business-Economics students in the Assurance of Learning for the Business Economics program.

### BS in Finance

There were three courses involved in the BS in Finance assessment in Fall 2009: FIN 331, FIN 341, and FIN 361. These courses were used in assessing seventeen traits included in eight learning goals. The faculty made two observations. The first observation is that the students met or exceeded benchmark expectations in all but one trait. Therefore, the faculty concluded that the student outcomes were generally consistent with a successful program. The one trait in which students did not meet expectations, “demonstrate knowledge of current trends in financial markets” is an important learning objective. Thus, the faculty will closely monitor this trait going forward.

The second observation involved the sampling of student outcomes. It was observed that many of the same students were assessed across multiple classes. In statistical parlance we would say that the standard errors of the measurements were biased downward. Therefore, there is an increased likelihood of drawing incorrect inferences from our data. Two alternatives to alleviate this problem were suggested. The first alternative is that all goals in the BS in Finance program

be assessed every semester. The second alternative might have assessments made in FIN 331 in the fall semester and FIN 341 & FIN 361 in the spring semesters.

### BS in Management

In fall 2009 four courses were involved in assessing the BS in Management program; these were MGMT 341, MGMT 350, MGMT 360, and MGMT 483. Two observations were noted. Nearly 72% of the students in MGMT 350 “exceeded expectations” as compared with 40% in fall 2008. Some differences could have occurred as a new instructor taught the course in fall 2009. The faculty felt, however, that no changes in curricula were warranted at this time. MGMT 483, Advanced POM, underwent a revision in fall 2009 as it is now a required course for all Management majors. Related to new content for the course and a new instructor, the faculty noted that one criterion dealing with forecasting methods appeared to have somewhat of a bimodal distribution; nearly 30% of the students failed to meet expectations and nearly 55% exceeded expectations; conversely, just under 20% met expectations. Other criteria for this learning objective were also varied in terms of not meeting, meeting, and exceeding expectations. The faculty agreed that it would be important to view these data again next year when the learning goal is again assessed in fall 2010, keeping in mind that the course was new in fall 2009.

The faculty noted that several new and revised specializations for the BS in Management took effect in fall 2009. General Management and Entrepreneurship remain as specializations, MIS was revised as Global E-Business, Production Operations Management was revised as Supply Chain Management, and two new specializations were added: Healthcare Management and Personnel Management. As a result of these changes, the faculty noted that the Departmental Curriculum Committee met on several occasions to identify appropriate courses to include in assessing these program changes. Based on faculty review, MGMT 341, MGMT 380, and MGMT 483 are now required courses for all Management majors, and each of these courses will be included in the assessment process. In addition to these courses, MGMT 350 and MGMT 471 will be involved in assessing students in the Entrepreneurship specialization, MGMT 431 for the General Management specialization, MGMT 360, MGMT 421, MGMT 422, and MGMT 456 for the Global E-Business specialization, MGMT 452 for Supply Chain Management specialization, and MGMT 385 for Healthcare Management and Personnel Management specializations.

### BS in Marketing

In fall 2009 five courses were involved in assessing the BS in the Marketing program; these were MKTG 304, MKTG 305; MKTG 329; MKTG 390; AND MKTG 493. In general, the faculty is now comfortable with both rubrics and learning objectives. Moreover, it was noted that student learning for Fall '09 was in line with overall expectations. Two exceptions to this were identified in MKTG 305 and MKTG 329, where a larger proportion than desired did not meet expectations for some learning objectives. Much discussion ensued over this. A consensus emerged that it might be explainable in terms of a learning curve artifact. That is to say, our rubrics, etc., might be evaluating an objective at a point in time before it is actually introduced in

the course, or before the complete topic is fully covered, thus giving the false impression that more students are failing to meet the criteria than is actually the case. It was agreed that we will track these particular outcomes next semester, to make comparisons, and to assess whether an adjustment is needed.

#### Master of Accountancy—Audit/Accounting Information Systems

To assess the objectives, one graduate-level audit class—Accounting 560 (IT Audit)—was used. The faculty observed and commented on the overall strength of the Master of Accountancy, Audit/Accounting Information Systems concentration. However, this program was assessed using only one class and one objective. There was another objective but due to technical difficulties, only one objective was processed. The professor is new this year and is already changing the objectives for IT Audit for the future.

#### Master of Accountancy—Taxation

To assess the objectives, two graduate-level tax classes were used—Accounting 541 (Tax Concepts) and Accounting 542 (Tax Research). The faculty observed and commented on the overall strength of the Master of Accountancy, Taxation concentration. The one weakness is in the area of communication with citations. The professor has already decided to devote one week of class to teach how and when to use citations. He feels that this is a very important skill that our students need but appear to be lacking. The main suggestion made was to include more writing assignments, i.e., cases and papers for students.

#### Master of Business Administration

In general, no major issues were discussed by the faculty regarding the MBA program. As pointed out earlier, though, some courses had very few students involved in the assessment process, e.g., BA 560 had eight students. As pointed out above, changes have been implemented to remedy this issue for all program courses. Regarding BA 598 the faculty noted that a smaller number of students exceeded expectations in fall 2009 than fall 2008 for the learning goals and objectives assessed. Likewise, it was noted that a larger number of students failed to meet expectations in fall 2009 than fall 2008. The qualitative nature of the rubrics coupled with a new instructor for the course in fall 2009 could account for these differences.

BA 550 was also included in the Fall '09 assessment. In general, the faculty is now comfortable with both rubrics and learning objectives. Although, at first glance, there didn't seem to be any problems with the data (0% failed to meet, 20% met, and 80 % exceeded expectations), it was noted that the data seemed heavily skewed toward the high end. One possible explanation for this relates to the fact that there were only a handful of students in the class during fall '09, similar to what happened with BA 560. Again, steps have been taken to ameliorate this issue.

Finance faculty were satisfied with student outcomes related to BA 530. However, as recommended by the AOL Committee, BA 531, which is taken by MBA students who have significant finance backgrounds, is so focused toward a specific and small segment of the MBA population that it should not be part of the assessment for the more general MBA program. Accordingly, BA 531 was removed from the assessment process.

#### Online Master of Business Administration

The faculty noted that the program began in fall 2009 with just two courses involved in being taught and also assessed. As the program is so new, the faculty took no action at this time on a detailed review.

#### Doctor of Philosophy

The faculty noted that several changes to rubrics to assess this program were begun in fall 2009 for implementation in spring 2010. These changes provide a more objective measure to assessing student learning and accomplishments. The small numbers of students who are generally involved in any one semester for this program also contributes to different results. However, the faculty believed that student learning is appropriately assessed and that the changes to be implemented in spring 2010 should provide a more well-rounded approach to assessing student learning and accomplishments.

More specifically, the faculty noted that it is important for PhD students to be aware of the nature and implications of plagiarism as pertains to research activities. Accordingly, the faculty have required that PhD students will be required to have their research papers, dissertation proposal, and final dissertation reviewed by online programs such as Turnitin.com and others. The faculty also noted that it has been very difficult to determine which students have submitted manuscripts to scholarly journals as was required in one of the learning objectives for this program. It was noted that some Departments in the College place a much heavier emphasis on research by PhD students; other Departments have much less expectation or no requirement at all due to the nature of a particular academic discipline. Accordingly, the criterion associated with submitting manuscripts to scholarly publications has been removed from the assessment process.

**Assurance of Learning Committee (AOL)**  
**Report of College Faculty Review of Spring 2010 Assessment Activities**

**October 15, 2010**

**Assurance of Learning Committee (AOL)**  
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AOL Committee

Peter Mykytyn, Chair  
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Suresh Tadisina

Background

During the spring 2010 Semester College of Business (COB) faculty continued with the evaluation of the College's academic programs in terms of learning goals and objectives associated with those programs. This continuing process relates to the College's reaccreditation by AACSB and AACSB's standards for assurance of learning. The programs that were involved in assessment during spring 2010 are:

- BS Accounting
- BS Business Administration
- BS in Business Economics
- BS Management
- BS Marketing
- Master of Business Administration
- Master of Accountancy
- Online Master of Business Administration
- Doctor of Philosophy

At the conclusion of the spring 2010 semester, assessment data for that semester was aggregated and downloaded into Excel spreadsheets. Spreadsheets were created for each program and were tied specifically to the learning goals and objectives assessed during spring 2010. In most instances, learning goals and objectives assessed in spring 2010 were different from those assessed in fall 2009. The main exception dealt with the BS Accounting and Master of Accountancy programs. The School of Accountancy elected to assess all program goals and objectives in spring 2010, continuing a process that has involved assessment of all learning goals and objectives each full semester.

Applicable spreadsheets were provided to AOL Committee members who distributed them to faculty in their respective Departments. During September 2010 each Department's faculty met to discuss the results of the spring 2010 assessment. Subsequently, Departmental results were

provided to the AOL Committee. This report provides a synopsis of faculty feedback, comments, and suggestions and recommendations.

Listed below is a short section presenting an overall view of the assessment process expressed by COB faculty. Below that is a section devoted to each of the COB programs involved in assessment activities for spring 2010.

### Overall View of Spring 2010 Assessment Activity

In general, COB faculty continued to be satisfied with the assessment results and process in spring 2010. Continuing a trend that began in fall 2009, faculty appear to be more comfortable in working with the Assurance of Learning links in the Sedona software. In addition, additional administrative assistance provided by the Dean's Office to facilitate data entry, updating rubrics, preparation and downloading of data at the end of the semester, and preparation of semester reports are working effectively. Speaking overall, some relevant comments are:

- With the exception of the Master of Business Administration Online Program, which began in fall 2009, all learning goals and objectives have been assessed at least two times; in several instances, assessment has been carried out three or four times. This is highly commendable for the College and its faculty since formal assessment only began in fall 2008.
- Faculty are more comfortable with the assessment process and the Sedona software.
- The overall assessment process continues to be well organized in terms of identifying relevant faculty, applicability of rubrics.
- With spring 2010 representing the conclusion of four semesters of assessment, faculty believe that sufficient time has past such that recommendations for appropriate changes in curricula can be made and implemented. These recommendations and changes are outlined in a separate report submitted to the Dean of the College of Business. That report is titled "Use of Assessment Information for Continuous Improvement" and is also included as an appendix to the Assurance of Learning section of the College of Business' Fifth-Year Maintenance Report.

### Professional Business Core

The Professional Business Core is a prescribed set of courses that all undergraduate students take as part of any COB major. Several of the Core courses are integral to assessment, and they are:

ACCT 220	Accounting I – Financial
ACCT 230	Accounting II – Managerial
ACCT/MGMT 208	Business Data Analysis
BUS 302	Business Career Transitions
FIN 270	Legal and Social Environment of Business
FIN 330	Introduction to Finance
MGMT 304	Introduction to Management

MGMT 318	Production/Operations Management
MGMT 345	Computer Information Systems
MGMT 481	Administrative Policy
MKTG 304	Marketing Management

Similar to comments expressed in previous semesters, the general view expressed was that the Professional Business Core provides a solid foundation for undergraduate students and is a good basis for assessment activities. Learning goals and related objectives are appropriate and address the broad spectrum of skills and traits needed by graduates of our undergraduate programs. Some more specific comments include:

- MGMT 345 was involved with assessing the learning goal of effective communication skills. With the upgrade to Microsoft 2010 in the fall 2010 semester, it is expected that improvements in online/electronic collaboration among student groups will occur and support employer requests for stressing communication and collaboration skills of our graduates.
- There was some discussion about the relationship between example problems presented in class versus problems presented in the textbook for MGMT 318. Changes will be made in fall 2010 to rectify these inconsistencies.
- The College continues to try to manage with fewer faculty, and the increase in enrollment in ACCT 220 and ACCT 230 has been discussed as a possible way to manage this. However, Accounting faculty believes this would present a disservice to the students, so at this point in time, enrollment is capped at 60 students per section of these introductory courses.
- New textbooks will be adopted for ACCT 220 and ACCT 230 in fall 2010 to better take advantage of online resources for students.

### BS Accounting

To assess the objectives, the following undergraduate accounting required core courses were used in spring 2010: including accounting 321 (intermediate I), 322 (intermediate II), 331 (cost accounting), 341 (introduction to taxation), 360 (accounting systems operations), and 460 (auditing). All courses were taught by accounting faculty except for 360; a management professor specializing in information systems taught it.

### *Strengths & Weaknesses*

The faculty observed and commented on the fact that the performance results are definitely good, as they were in fall 2009. The definite strong areas are taxation and cost accounting. Taxation had 90 percent of its students exceeding expectations on the moderately complicated Federal Tax Return for a corporation. It was suggested that moderately complicated be modified to complicated in the future. Cost accounting almost exactly met the benchmarks on its objective of understanding budgeting. This is an improvement from previous semesters when cost

accounting was a red flag area. The most obvious reason for the improvement is the new cost accounting professor. He is very student oriented and the turn around in students is impressive.

Financial accounting outcomes continue to be on track. The results are more favorable in the area of recording of accounting data and less favorable in the area of analyzing and interpreting accounting data. Students have less trouble with the technical aspect of recording and more trouble with the analytical aspect. The results from Intermediate I have improved over the past four semesters. The professor is the same, but she has increased her efforts at reaching the students. Two efforts of her part are increased use of Blackboard for lecture notes and a computerized practice set. They appear to be paying off in improved student knowledge.

A yellow flag is raised in the audit/systems area. All seven objectives definitely met the benchmark (< 20%) of 'did not meet expectations'. However, only three of the seven objectives met the benchmark (> 30%) of 'exceeded expectations'. The three objectives that did exceed expectations were assessed in the AIS course. The four objectives that did not exceed expectations were assessed in the auditing course.

The student results for both ethics and communication were good, however both of these goals were only assessed in one course. Ethics was assessed in accounting information systems and communication was assessed in Intermediate Accounting I. Confirmation of the good results would be obtained if more than one course assessed these goals.

### *Suggestions & Elaborations*

The following ideas were noted by the faculty as potential program changes:

Continue to develop handouts to be posted on Blackboard that attempt to simplify the difficult material. This was done in spring 2010 in Intermediate and the results improved.

Increase the communication component.

Increase cost accounting offerings. ACCT 431, Advanced Cost, has not been offered in the past five + years. It should be added to the spring 2011 schedule. Students are now interested in cost accounting after taking the revamped ACC 331, Cost Accounting.

The 3-person task force will continue to evaluate the curriculum and be ready for recommended changes/modifications when the budget situation improves.

### BS Business Economics

As is known, two courses in the BS in Business Economics program, ECON 340 and ECON 341, are taught by the Department of Economics, which is located in the College of Liberal Arts. Learning goals and objectives associated with those courses were assessed by faculty in the Department of Economics in spring 2009 without any issues or problems arising. Regarding Spring 2010 four objectives were supposed to be assessed in the program. Three of the assessments were to be made in ECON 341 and one in ECON 340. There were two problems

that arose. The first is that the ECON 340 instructor did not respond to several requests for input. The second problem was that the other instructor only assessed two objectives (this was an inadvertent oversight).

As a response to these problems, the Finance Department representative of the Assurance of Learning Committee will, on a trial basis, assess the objectives that were previously assessed by Economics faculty. The process will involve identification of students in the BS in Business Economics program who took ECON 340 and ECON 341 during a given semester. At the end of that semester, those students will be contacted after which an examination developed by the Department of Finance faculty will be administered to those students. The exam will encompass questions pertinent to the learning goals and objectives formerly assessed in ECON 340 and ECON 341.

Concerning the two assessed objectives in Spring 2010 – there were only four Business Economics students involved in ECON 341. The data did not indicate any cause for concern because the small sample size does not allow for reliable inferences to be made.

### BS Finance

Learning goals and objectives for this program were assessed in fall 2009 and will again be assessed in fall 2010.

### BS Management

The Management faculty discussed MGMT 385 which is a course taken by many students pursuing a BS in Management. It was noted that one of the rubric traits for assessing knowledge of important HR principles was lacking in the percentage of students exceeding expectations. The instructor has emphasized importance of class attendance by structuring examinations predominately around class lectures. More positively, MGMT 385 requires multiple team-based presentations of cases and debates, and the percentage of students meeting and exceeding expectations is very high. This emphasis should support organizations' and employers' requests to include as much as possible in verbal presentations and interpersonal communication.

### BS Marketing

The Marketing Department has discussed the assessment process and its outcomes on an ongoing basis. Plans for continuous updating of course formats and the implementation of new teaching strategies have been actively discussed on a regular basis.

In an effort to encourage the purchase of class textbooks, faculty are moving to customized versions which has resulted in reduced student costs. There is some evidence of slightly increased purchasing of the texts.

Faculty have developed study guides for a number of classes and those are selling well, so it appears that students are more actively engaging with the material. Increased emphasis on analytical thinking in class discussions and in assignments has also been a goal of faculty as we continue to respond to the assessment process and student feedback about our courses.

### MACC – Auditing and Information Systems

To assess the one goal of technical competence in audit/systems, two graduate-level classes were used, ACCT 563, Advanced Audit, and ACCT 565, Advanced Information Systems.

#### *Strengths & Weaknesses & Suggestions*

The only area of concern from spring 2010 is student understanding of how auditors use analytical procedure to assess misstatement risk for accounts. No student exceeded expectations. This is the only objective in any of the accounting programs that has not had students exceeding the expectations.

This program is not as strong as the MAcc-tax concentration. We are using a management faculty member to teach ACC 565, Advanced Information Systems, and our new audit professor is stretched between auditing in the undergraduate, masters and PhD program. There is still strong student demand for this program and the job placement rate continues to be quite high. However, it is being considered to delete the Audit/Systems concentration and just offer a more general MAcc program. It would include the audit and systems courses that we have plus the cost/managerial courses, and allow for more approved electives including those in the tax area.

### MACC – Tax

To assess the objectives, three graduate-level tax classes were used—ACCT 543 (corporate tax), ACCT 545 (state and local tax), and ACCT 546 (estate and gift tax).

#### *Strengths & Weaknesses*

The faculty observed and commented on the overall strength of the Master of Accountancy, Taxation concentration. The only minor deficiency observed was in the area of estate and gift tax. Only 22.73 percent of the students exceeded expectations and our benchmark is at least 30percent. Communication and citations were a weakness in fall 09 but they were not objectives in the spring.

#### *Suggestions:*

Due to the strength of this program and the high placement rate of its graduates, a name change is suggested. The proposal is to change it from a Master of Accountancy to a Master of Taxation. This involves paperwork and faculty and administrative approval which translates into several months before it is complete. This program will be further strengthened in the future due

to the return of a tax faculty from a year's leave of absence. He has already begun the development of a new graduate tax course, Tax Accounting Principles.

### MBA

Faculty noted that two learning objectives dealing with students analyzing business problems and decisions and with using quantitative and qualitative tools effectively that were assessed in BA 510 resulted in more than 10% of the students failing to meet expectations. These learning objectives involve writing assignments, so additional attention will be paid to providing students with guidance on these activities.

### Online MBA

The Online MBA program is a new and unique program that began in Fall 2009. As it is more of a cohort-based program, not all courses in the program are regularly taught. In Spring 2010 BA 550OL was the only course involved with assessment activities. Faculty noted that the assessment results indicated that there were slightly less than the desired 80% of students meeting or exceeding expectations across 4 learning objectives. Since the same faculty member is scheduled to teach the class the next time it is offered, more time will be spent on the two global objectives with cases and discussion, using real world global marketing issues, to address this deficiency. For the ethical learning objective, it is planned to incorporate specific ethics exercises to illustrate these concepts. Finally, for the social responsibility learning objective, a module will focus on non-profit marketing and NGOs.

### Ph.D.

Assessment of the Ph.D. program progressed satisfactorily in Spring 2010. Assessment related to this program is unique in that, for the most part, assessment activities are not tied to specific courses as they are with other programs. The nature of the program itself suggests a non course-based assessment program. It should be noted that for assessment purposes associated with the Sedona software system, two courses, BA 571 and BA 602, are labeled as PhD classes. However, these are not traditional courses; rather, they facilitate the data gathering process for the Sedona system.

Three learning objectives were assessed in the Spring 2010 semester. Regarding student teaching, out of 15 students who taught regular classes or lab sessions associated with regular classes, only one student failed to meet expectations; in fact, 9 of the 15 students exceeded expectations. Assessment is based on student evaluations for the courses taught. Regarding the goal to demonstrate original contribution to the student's major field, a goal that is assessed in part by students preparing manuscripts for conference and/or journal submission, 50% of the students failed to meet expectations for this particular learning objective. However, it should be noted that several disciplines do not expect their students to engage in this activity at this stage of

their program. All other PhD-related assessment activities met or exceeded expectations in requisite numbers.

## Appendix -

### *A/Q and P/S Standards & Criteria*

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Standards for Academic and Professional Qualifications,  
College of Business, SIUC

Standards for Classifying Participating/Supporting Faculty,  
College of Business, SIUC

College Approved Journal Lists, Fall 2010



Proposed Standards for Academic and Professional Qualifications  
 College of Business  
 Southern Illinois University Carbondale  
 Fall, 2008

Below are three sets of proposed standards AQ/PQ standards for each unit in the college. These standards include professional (teaching) and academic (teaching + research) qualifications for three programs: Undergraduate; Masters; and Doctoral. The tables include three types of qualifications: degrees earned; professional experiences; and publications in academic journals. The standards range from the current regime, to reasonable aspiration (our target standard for the next maintenance visit); and a stretch aspiration. The key factor defining the three levels has to do with academic qualifications, and the number and quality of academic publications.

1. Current (prior to AY 2006-2007)

	Bachelor's Programs	Master's Programs	Doctoral Program
Academically Qualified	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 2 publications in <i>recognized*</i> journals over past 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 2 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate and doctoral faculty status</li> </ul>
Professionally Qualified	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>	

2. Reasonable Aspiration (beginning AY 2007-2008)

	Bachelor's Programs	Master's Programs	Doctoral Program
Academically Qualified	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> journals</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 2 publications in <i>recognized*</i> + 1 in <i>premier**</i> journals over past 5 years.</li> <li>• Holds graduate and doctoral faculty status</li> </ul>
Professionally Qualified	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>	

### 3. Stretch Aspiration

	Bachelor's Programs	Master's Programs	Doctoral Program
Academically Qualified	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 4 publications in <i>recognized*</i> journals over past 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 4 publications in <i>recognized*</i> journals over past 5 years.</li> <li>• Holds graduate faculty status</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal degree held</li> <li>• 3 publications in <i>recognized*</i> + 2 in "highly regarded" journals over past 5 years.</li> <li>• Holds graduate and doctoral faculty status</li> </ul>
Professionally Qualified	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• Appropriate professional experience</li> </ul>	

#### Clarification of Proposed Standards:

1. Each department will be given the responsibility to define its list of "recognized" and "highly regarded" journals. These lists are appended at the end of this document.
2. Given unusual circumstances, the College Accreditation Committee can consider additional evidence in considered academic qualifications:
  - a) Significant funded grant work.
  - b) Significant Journal and editorial board assignments.
  - c) National or international academic association involvement – officer, conference program committee.
  - d) Major textbook or case contribution
  - e) Academic research conference participation – presentation, discussant or moderator
  - f) Non-tenured faculty are considered academically qualified during the first five years following graduation.
3. For professional qualification, the following criteria contribute to consideration for claiming professional qualification.
  - a) Teaching-related job experience
  - b) Certification or license in teaching area
  - c) Workshop or professional meeting attendance
  - d) Continuing education
  - e) Consulting experience
  - f) Trade journal publications

- g) Evidence of recognized expertise (e.g., expert witness testimony, testimony in legislative matters)
- h) Teaching in Executive education curricula
- i) Service on corporate boards
- j) Academic administrative experience

4. All assessments occur in a 5 year window.

Proposed Standards for Classifying Participating/Supporting Faculty  
College of Business  
Southern Illinois University Carbondale  
Fall 2008

AACSB DEFINITIONS:

**Participating and Supporting Faculty**

In assessing sufficiency of faculty resources, an important distinction is made between Participating and Supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. While the specifics differentiating these categories vary from school to school, the definitions can be made with enough clarity that it should not be difficult to place any particular faculty member into the correct classification.

**A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities.** Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school.

**A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.** Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally *ad hoc* appointment, for one term or one academic year at a time without the expectation of continuation.

Standards/Guidelines for College of Business

Given the AACSB definitions, the following activities are clarifications/elaborations of the type of activities in which participating faculty would be expected to consistently engage.

- Academic advising
- Curriculum committee participation
- Special service assignments (e.g., conference planning, administration of department servers, ad hoc task force participation)
- Faculty recruitment

- Annual promotion & tenure review process participation
- Annual peer review process participation
- Classroom and / or teaching peer review
- Research and publication, including editorships
- Grant development and execution
- Department, college, or university administration
- Academic and professional society leadership
- Doctoral program participation
- Student group advisor
- Department meeting participation
- Department committee participation
- College faculty meeting attendance
- College committee participation
- University committee participation
- Extra-curricular activity
- Career advising
- Alumni relations and development activity
- Other activities as approved by the Executive Committee

Journal Classifications  
College of Business  
Southern Illinois University Carbondale  
Fall, 2008

The following list of journals is not intended to be comprehensive. More specifically, interdisciplinary research is also encouraged, and consequently premier and recognized publications in the other business disciplines are included in determining academic qualification status. Similarly, publications in non-business journals (e.g., *American Economic Review*, *Journal of Political Economy*, *Quarterly Journal of Business and Economics*, *JASA*, etc.) will be considered on a case-by-case basis.

Department	Recognized Journals	Highly Regarded Journals
Accountancy	<ul style="list-style-type: none"> <li>• Journal of Information Systems,</li> <li>• International Journal of Accounting Information Systems,</li> <li>• Behavioral Research in Accounting,</li> <li>• Auditing: a Journal of Practice &amp; Theory,</li> <li>• Journal of Accounting and Public Policy,</li> <li>• Journal of the American Taxation Association,</li> <li>• Journal of Management Accounting Research,</li> <li>• Management Accounting Research,</li> <li>• International Journal of Accounting,</li> <li>• Accounting Horizons,</li> <li>• Journal of Accounting Literature,</li> <li>• Issues in Accounting Education,</li> <li>• Accounting and Business Research,</li> <li>• Abacus,</li> <li>• Accounting and Finance, Accounting,</li> <li>• Auditing &amp; Accountability Journal,</li> <li>• Advances in Accounting,</li> <li>• British Accounting Review,</li> <li>• Critical Perspectives on Accounting,</li> <li>• European Accounting Review,</li> <li>• Journal of Accounting,</li> <li>• Auditing and Finance,</li> <li>• Journal of Business Finance &amp; Accounting,</li> <li>• and Major Law Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting, Organizations and Society,</li> <li>• Contemporary Accounting Research,</li> <li>• Journal of Accounting and Economics,</li> <li>• Journal of Accounting Research,</li> <li>• The Accounting Review,</li> <li>• Review of Accounting Studies <i>(see Accounting, Organizations and Society, Volume 31, Issue 7, October 2006, Pages 663-685)</i></li> </ul>
Finance	<ul style="list-style-type: none"> <li>• Financial Analyst's Journal;</li> <li>• Financial Management;</li> <li>• Financial Review;</li> <li>• Journal of Applied Corporate Finance;</li> <li>• Journal of Banking and Finance;</li> <li>• Journal of Corporate Finance;</li> <li>• Journal of Empirical Finance;</li> <li>• Journal of Financial Intermediation;</li> <li>• Journal of Financial Markets;</li> <li>• Journal of Financial Research;</li> </ul>	<ul style="list-style-type: none"> <li>• Journal of Finance;</li> <li>• Journal of Financial Economics;</li> <li>• Review of Financial Studies;</li> <li>• Journal of Financial and Quantitative Analysis;</li> <li>• Journal of Money, Credit, and Banking</li> </ul>

	<ul style="list-style-type: none"> <li>• Journal of Financial Services Research;</li> <li>• Journal of Futures Markets;</li> <li>• Journal of International Money and Finance;</li> <li>• Journal of Portfolio Management;</li> <li>• Journal of Real Estate, Finance, and Economics;</li> <li>• Journal of Risk and Insurance;</li> <li>• AREUEA;</li> <li>• Review of Futures Markets</li> </ul>	
Management	<p><u>(MIS journals)</u></p> <ul style="list-style-type: none"> <li>• Acta Informatika</li> <li>• California Management Review,</li> <li>• Communications of AIS,</li> <li>• Data Base (the ACM journal)</li> <li>• Database for Advances in IS,</li> <li>• e-Services Journal,</li> <li>• Human Computer Interaction,</li> <li>• Information &amp; Management,</li> <li>• Information Resources Management Journal,</li> <li>• Information Systems,</li> <li>• Information &amp; Organization (used to be AMIT),</li> <li>• Information Technology Management</li> <li>• International Journal of Electronic Commerce,</li> <li>• International Journal of Human-Computer Studies,</li> <li>• Journal of Computer Information Systems,</li> <li>• Journal of Information Science,</li> <li>• Journal of Information Systems,</li> <li>• Journal of Information Technology Theory and Application,</li> <li>• Journal of Organizational and End User Computing,</li> <li>• Journal of Organizational Computing and E-Commerce,</li> <li>• MISQ Executive,</li> <li>• Software Quality Journal</li> </ul> <p><u>(Organization Studies journals)</u></p> <ul style="list-style-type: none"> <li>• Administration and Society,</li> <li>• Applied Psychology: An International Review,</li> <li>• Business Ethics Quarterly,</li> <li>• Entrepreneurship Theory and Practice,</li> <li>• European Journal of Work and Organizational Psychology,</li> <li>• Group and Organization Management,</li> <li>• Group Decision and Negotiation,</li> <li>• Group Dynamics: Theory, Research, and Practice,</li> <li>• Group Processes and Intergroup Relations,</li> <li>• Human Performance,</li> <li>• Human Relations,</li> <li>• Human Resource Management,</li> <li>• Human Resource Management Journal,</li> <li>• International Journal of Organizational</li> </ul>	<p><u>(MIS journals)</u></p> <ul style="list-style-type: none"> <li>• ACM Computing Surveys,</li> <li>• ACM Transactions on Database Systems,</li> <li>• ACM Transactions on Information Systems,</li> <li>• Communications of the ACM,</li> <li>• Decision Support Systems,</li> <li>• European Journal of IS,</li> <li>• IEEE Transactions (all),</li> <li>• Information Systems Journal,</li> <li>• Information Systems Research,</li> <li>• Journal of AIS,</li> <li>• Journal of MIS,</li> <li>• Journal of Strategic Information Systems,</li> <li>• Journal of Information Technology</li> <li>• MIS Quarterly</li> </ul> <p><u>(Organization Studies journals)</u></p> <ul style="list-style-type: none"> <li>• Academy of Management Journal,</li> <li>• Academy of Management Review,</li> <li>• Administrative Science Quarterly,</li> <li>• Journal of Applied Psychology,</li> <li>• Journal of Management,</li> <li>• Journal of Organizational Behavior,</li> <li>• Organizational Behavior and Human Decision Processes,</li> <li>• Organization Science,</li> <li>• Personnel Psychology,</li> <li>• Strategic Management Journal</li> </ul> <p><u>(Operations Management journals)</u></p> <ul style="list-style-type: none"> <li>• European Journal of Operations Research</li> <li>• Management Science,</li> <li>• Journal of Operations Management,</li> </ul>

	<p>Analysis,</p> <ul style="list-style-type: none"> <li>• Journal of Applied Behavioral Science,</li> <li>• Journal of Applied Social Psychology,</li> <li>• Journal of Behavioral Decision Making,</li> <li>• Journal of Business and Psychology,</li> <li>• Journal of Business Ethics,</li> <li>• Journal of Business Strategies,</li> <li>• Journal of Business Venturing,</li> <li>• Journal of Conflict Resolution,</li> <li>• Journal of Engineering and Technology Management,</li> <li>• Journal of Human Resources,</li> <li>• Journal of International Management,</li> <li>• Journal of Management Inquiry,</li> <li>• Journal of Management Studies,</li> <li>• Journal of Occupational and Organizational Psychology,</li> <li>• Journal of Small Business Management,</li> <li>• Journal of Vocational Behavior,</li> <li>• Leadership Quarterly,</li> <li>• Management International Review,</li> <li>• Organization,</li> <li>• Organization Studies,</li> <li>• Organizational Research Methods,</li> <li>• Personality and Individual Differences,</li> <li>• Small Group Research,</li> <li>• Strategic Organization,</li> <li>• Work and Occupations</li> </ul> <p>(Operations Management journals)</p> <ul style="list-style-type: none"> <li>• Decision Sciences</li> <li>• IIE Transactions,</li> <li>• Omega,</li> <li>• Production and Inventory Management Journal,</li> <li>• Interfaces,</li> <li>• European Journal of Operations Research,</li> <li>• Journal of Operational Research Society,</li> <li>• Annals of Operations Research,</li> <li>• Computers and Operations Research,</li> <li>• Journal of Purchasing and Materials Management,</li> <li>• Operations Research,</li> <li>• Computers and Industrial Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• International Journal of Production Research,</li> <li>• International Journal of Operations and Production Management.</li> <li>• Operations Research</li> <li>• Production and Operations Management</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Journal of Public Policy and Marketing;</li> <li>• Journal of Advertising;</li> <li>• Journal of Advertising Research;</li> <li>• Journal of International Marketing;</li> <li>• Psychology and Marketing;</li> <li>• Advances in Consumer Research;</li> <li>• Journal of Personal Selling and Sales Management;</li> <li>• Industrial Marketing Management;</li> <li>• Journal of Consumer Psychology;</li> </ul>	<ul style="list-style-type: none"> <li>• Journal of Marketing;</li> <li>• Journal of Marketing Research;</li> <li>• Journal of Consumer Research;</li> <li>• Journal of the Academy of Marketing Sciences;</li> <li>• Marketing Science;</li> <li>• Journal of Retailing</li> <li>• Harvard Business Review;</li> <li>• Journal of International</li> </ul>

	<ul style="list-style-type: none"><li>• Marketing Letters;</li><li>• European Journal of Marketing;</li><li>• Journal of Health Care Marketing;</li><li>• Journal of Consumer Marketing;</li><li>• Journal of Services Marketing</li><li>• Journal of Business Ethics</li><li>• Business Horizons</li></ul>	<p>Business Studies:</p> <ul style="list-style-type: none"><li>• Journal of Business Research;</li><li>• Sloan Management Review;</li><li>• California Management Review;</li><li>• Decision Sciences</li></ul>
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**Response to AACSB Review**  
**College of Business**  
**Southern Illinois University Carbondale**  
**Fall Semester 2011**

**Summary of Team's Recommendation**

The Peer-Review-Team (PRT) representing AACSB visited the SIUC campus on January 30 – February 1, 2011. The PRT recommended that AACSB Extend accreditation for an additional five years for both the Business and Accountancy programs. The maintenance review was scheduled for 2015-2016.

The PRT thoroughly reviewed both programs and made a number of positive evaluations which are contained in the Team Visit Report. They also made a number of recommendations for improvement. The PRT's recommendations and the current college response to their recommendations are summarized below.

**Primary Areas for Specific Improvement**

Prior to next maintenance review, the PRT recommended that the college address two primary areas, one of which was of particular concern. AACSB will expect these concerns to be addressed. The College is expected to report its progress in the maintenance of accreditation application and as part of the next review:

- Academically and Professionally Qualified Faculty: Although the college has developed sufficient criteria for AQ and PQ faculty, *“the team believes that the school should carefully examine its categorization of journals (breaking out the very top journals from acceptable peer reviewed journals) and should align their expectations with the goals for the doctoral program.”*
- The PRT identified concerns with clarification of the strategic directions of graduate programs at both the MBA and particularly, the Ph.D. programs. *“In short, clarity of the direction and commitment to a faculty endorsed strategic plan for both the in-residence MBA program and Ph.D. program is imperative.”*
  - With respect to the masters program, the PRT noted: *“The in-residence MBA program lacks evidence of strategic direction and focus.”*
  - The most critical concern to the PRT was the current state of the Ph.D. program: *“The Ph.D. program is extremely large and appears out of balance with the size of the faculty and level of research performance in top tier journals of the faculty.”*

## Other Areas for Improvement

In addition to the specific areas listed above, the Executive Committee of the College of Business identified a number of recommendations and observations from the team visit that represent opportunities for continuous improvement.

- Faculty Turnover: *“Like most business schools, the College of Business is faced with the likelihood of faculty turnover because of the aging of the faculty. This is an opportunity to enhance research and recruit outstanding faculty but also demands significant support for these new faculty. As noted above, the revenue from online programs will provide additional support for recruiting and retaining these incoming faculty.”*
- Career Planning and Placement: *“While improved since the last AACSB review, this function needs to strategically align itself to the SIUC product. SIUC College of Business has the differential advantage of highly diverse student body which in turn represents an extremely attractive employee candidate pool for industry. More effective partnering at the undergraduate and MBA level with key corporate partners to elevate student exposure to a broader array of opportunities is not only feasible and could become a key strategic advantage for the college. Given the positive geographic positioning of SIUC in terms of its two to three hour reach to a number of key metropolitan areas, organized students trips and/or organized internships in these select markets could be excellent collaborative opportunities.”*
- Assurance of Learning: *“The college has done an excellent job in establishing an assurance of learning program for the school’s academic programs. The school should continue to refine and develop the assurance of learning program including more extensive documentation of changes made in the curricula and the results of those changes.”*
- College External Development: *“SIUC’s College of Business should work closely with the university’s administration to develop and implement a comprehensive development program for the college. The current structure for development should be reviewed as part of this initiative and in light of the planned new capital campaign.”*
- Physical Plant: *“We also encourage the college to pursue additional space for its programs. Specifically, the college would benefit with additional space for students in the form of study areas, team rooms, and areas for informal interaction for students and faculty.”*

## Specific Recommendations for the School of Accountancy

The PRT made several recommendations for the School of Accountancy. The recommendations are similar to (if not identical) to those listed above:

- Assurance of Learning: *“The team recommends that the School of Accountancy assurance of learning process be integrated further across the entire faculty and their courses. The School should institutionalize consistent processes for analyzing assessment results and implementing identified modifications to teaching.”*
- Doctoral Program Size: *“The team recommends that the School of Accountancy reduce the size of the doctoral program to meet the capacity of its senior research faculty. The School has identified several actions to achieve this recommendation.”*
- Faculty Research Expectations: *“The team recommends that the School of Accountancy research expectations be aligned with the strategic intent of the doctoral program. The identification of journals as ‘recognized’ and ‘highly regarded’ should be revisited to ensure that the expectations of faculty supervising doctoral students are commensurate with goals of the doctoral program.”*

### **College Plans/Initiatives for Improvement**

The College of Business has begun a number of steps to address these concerns. Many are under way, while others have been completed. The most serious concern identified by AACSB – the size and strategic direction of the Ph.D. program - has been thoroughly addressed and the strategic plan for that area is included at the end of this report.

- Academically and Professionally Qualified Faculty
  - The identification and clarification of journal quality ranks is an on-going process in all four units within the college. The faculty will be asked to annually update their AQ criteria (which specify the quality and quantity expectations for research publications). In addition, the faculty in all four areas are in the process of developing more precise and targeted journal expectations.
  - The College Executive Committee is reviewing a plan for creating financial incentives for faculty to publish at higher levels of journal quality. A “journal bounty” system, underwritten by online revenue streams, would tie summer research support to the quality of journal publications.
- Clarification of the strategic directions of the MBA
  - The Director of the MBA program has pursued several admissions changes that will increase the quality of future incoming classes and the rigor of the residential programs: a review of course pre-requisites; GMAT changes based on other criteria.
  - Consideration is being given to structuring the residential MBA in concentrated eight-week blocks like the online MBA (which the PRT praised).
  - New honors-integrated 3+2 tracks are being developed and presented to non-business honors programs in Engineering, Science, and Liberal Arts.
  - The MBA program has initiated a “Foundations Workshop” in the summer prior to the start of the program. These workshops represent an intensive grounding in business fundamentals and make most undergraduate business foundations courses unnecessary for prospective MBA students with undergraduate degrees in

areas other than business. Time to degree for those students will be shortened significantly.

- Faculty Support
  - Revenue from online programs is targeted for competitive start-up packages for new faculty as well as summer research support for existing faculty.
- Career Planning and Placement
  - The Career Center is planning more corporate-targeted student site visits. One recent example is a trip during this past October with Boeing in St. Louis.
  - The college is planning a Leadership Institute with a wide variety of internships and corporate visits.
  - The college has utilized more employer receptions linking students and potential companies prior to campus-wide career fairs.
  - The college inaugurated a Diversity Leadership Conference last April that matches students of diversity with guest speakers, workshops, and corporate visitors.
- Assurance of Learning
  - The College is considering changes to the Operating Paper what will allow greater integration of Assurance of Learning into the Undergraduate and Graduate Program Committee structure and process.
  - The College will be asking the Assurance of Learning Committee to attend AACSB programs to review best-of-class examples in this area.
  - As a normal part of the Assurance of Learning process, we are actively reexamining goals and metrics in the system.
- College External Development
  - The Chancellor's Office is currently searching for a new Vice-Chancellor of Institutional Advancement. This process will stimulate a general reexamination of development activities across the campus. The College plans to be an active participant in this process.
  - The Dean of the College has agreed to accept an ad-hoc role on the Development Subcommittee of the Foundation Board to help with the redefinition and redirection of university and college fund-raising.
- Space and Physical Plant
  - As has been the case for the previous decade, there is currently no reasonable solution to the severe space restrictions on the College of Business.
  - It is the College's hope that the next comprehensive campaign will allow us to pursue a capital campaign component for a new building/existing building alteration.
- Size and Quality of Ph.D. Program
  - This issue is summarized in the accompanying Strategic Plan component.

# MODIFICATIONS TO THE STRATEGIC PLAN

IN RESPONSE TO AACSB MAINTENANCE OF ACCREDITATION VISIT

COLLEGE OF BUSINESS – WINTER 2011

# REALIGN DOCTORAL PROGRAM SIZE WITH FACULTY RESOURCES:

## BACKGROUND

One clear insight from the recent AACSB Peer-Review-Team visit was that our doctoral program is simply too large for a faculty of our size. We were not unaware of this problem, and indeed, had indicated our concerns in our 5<sup>th</sup>-Year Review document:

*“The doctoral program, on the other hand, is too large. A comparison with peer and aspirant institutions (Table 9) shows that SIUC supports a much larger doctoral student cohort than one would expect. With an increased focus on the academic qualifications of doctoral faculty, the college has been concerned that the size of the doctoral program be right-sized to a more manageable and sustainable level.”*

In response to supplemental information requests from the PRT prior to their visit, it is apparent that our doctoral program: 1) had produced far too many graduates given the size of the faculty; 2) had placed graduates at institutions of less than desirable quality; and 3) had provided insufficient support for students.

In response to the information we supplied and additional information they collected during the site visit, the PRT Report to AACSB specifically voiced concerns about the doctoral program. In “Identification of Areas That Must Be Addressed,” the team wrote:

*The Ph.D. program is extremely large and appears out of balance with the size of the faculty and level of research performance in top tier journals of the faculty. Comments by Ph. D. students indicated challenges in accessing faculty in order to realize research objectives. In short, clarity of the direction and commitment to a faculty endorsed strategic plan for both the in-residence MBA program and Ph.D. program is imperative.*

In response to the review of the PRT, we have established the following objectives to both downsize and strengthen our doctoral programs.

- Reduce the size of the doctoral program to an appropriate target level
- Re-evaluate the range and type of doctoral concentrations currently offered, with a view to possibly eliminating some tracks.
- Review the implications of a reduced doctoral program for fulfilling the teaching and research missions of each department/school

- Increase doctoral program support levels (including, but not limited to stipends) to ensure our subsequent program, while smaller, will be of considerably higher quality.

## ACTION PLANS

### TARGETED DOCTORAL PROGRAM SIZE

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Using AACSB data, identify a range of appropriate doctoral program target sizes.

#### ***Progress to Date:***

Considering the following AACSB statistics of 10 peer and 5 aspirant institutions:

#### **Faculty & Doctoral Sizes: Peers & Aspirants**

	TT Faculty	FT Students	PT Students	Student/Fac. Ratio Reported by Institution
<i>Peer Institutions</i>				
OSU	117	85	3	0.56
North Texas	112	58	0	0.44
UT-Arlington	105	70	22	0.60
Texas Tech	95	53	0	0.52
Auburn	85	12	12	0.12
Iowa State	82	15	0	0.18
New Mex. St.	78	38	5	0.43
WVU	77	44	10	0.49
Ole Miss	51	26	14	0.43
Ualbany	44	13	2	0.25
			<b><i>Peer Average:</i></b>	<b>0.38</b>
<i>Aspirant Institutions</i>				
Virginia Tech	135	60	0	0.41
FSU	107	62	0	0.58
Kentucky	86	87	1	0.89
Oklahoma	63	34	0	0.43
Mizzou	59	37	0	0.34
			<b><i>Aspirant Average:</i></b>	<b>0.53</b>

Source: <https://www.aacsb.net/eweb/DynamicPage.aspx?Site=AAACSB&WebKey=5E69A86E-6455-457E-A159-D89A31C7FF73>

Based on this data, we computed the following comparison sizes:

### ***Targeted Doctoral Program Sizes***

<b>Student/Faculty Ratios</b>	<b>Metric</b>	<b>SIUC TT Faculty</b>	<b>Targeted Program Size</b>
Peer Average	0.38	42	16.15
Aspirant Average	0.53	42	22.26
Total Sample Average	0.44	42	18.33

Using these averages as a baseline, we initially projected an appropriate program size of around 24 (4-6 students for each of four departments). This analysis makes the conservative assumption of a static faculty size.

Given this initial projection, each departments/school have engaged in on-going discussions concerning a healthier, more sustainable doctoral program size. Some of the conclusions of these discussions include:

(1) Each department agrees that an “every-other-year” admission policy is essential (assuming a standard four-year program of study).

(2) Accountancy, Finance, and Marketing agree that a program size of 6 students per department is appropriate, given our resources. This size is both achievable and sustainable. Under this new model, class cohorts would average 3 students, the minimum number necessary for a viable doctoral seminar. It is important to stress that this class size is based on both the minimum cohort necessary for productive seminars and our assessment of doctoral-qualified faculty.

(3) The Department of Management’s situation is more difficult, since they offer three separate concentrations: Organizational Studies, Production & Operations Management, and Management Information Systems. Nevertheless, given their unique situation, their initial discussions put them in line with the other units, at 8-10 students. However, ongoing discussions in Management may result in reducing the number of tracks they offer (addressed below).

### **FORECASTING A ‘DRAW-DOWN’ SCHEDULE TO REACH TARGET SIZES**

Using current doctoral student enrollments and program-of-study status, we project the following timeline on class sizes for each department.

#### ***Progress to Date:***

Assuming a total program target of 26 students (6 each in Accounting, Finance, and Marketing, 8 in Management), and suspending new admissions until appropriate program levels are achieved, the following Draw-Down Schedule is proposed:

**Draw-Down Forecast for Departments/Schools in College of Business**  
**Accounting**

	Current	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Incoming	3	0	3	0	3	0
Coursework	3	3	0	3	0	3
Candidate	2	5	3	3	3	3
<b>Totals</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>

**Finance**

	Current	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Incoming	3	0	3	0	3	0
Coursework	1	3	1	3	0	3
Candidate	4	4	2	3	3	3
<b>Totals</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>

**Marketing**

	Current	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Incoming	6	0	3	0	3	0
Coursework	3	6	0	3	0	3
Candidate	8	3	6	3	3	3
<b>Totals</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>6</b>	<b>6</b>

**Management**

	Current	AY 11-12	AY 12-13	AY 13-14	AY 14-15	AY 15-16
Incoming*	3	0	4	0	4	0
Coursework**	8	4	0	4	0	4
Candidate***	9	12	8	3	4	4
<b>Totals</b>	<b>20</b>	<b>16</b>	<b>12</b>	<b>7</b>	<b>8</b>	<b>8</b>

<b>College Total</b>	<b>53</b>	<b>32</b>	<b>33</b>	<b>25</b>	<b>26</b>	<b>26</b>
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\* Incoming = 1<sup>st</sup>-year students (assuming a fall admission)

\*\*Coursework = 2<sup>nd</sup>-year students

\*\*\* Candidate = post-comp/dissertation students.

**Analysis:**

The preceding forecast shows that the targeted totals for the College are achievable by AY13-14, with Accounting and Finance stabilizing within two academic years (indicated by boxed totals). No department/school will admit new students until the fall of 2012.

## REVIEW EACH DEPARTMENT'S ABILITY TO SUPPORT CURRENT DOCTORAL CONCENTRATIONS

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Can the College continue to support current doctoral concentrations?

### ***Analysis:***

Currently, the College offers a Ph.D. in Business Administration in six separate concentrations: Accounting, Finance, Marketing, Organization Studies, Production & Operations Management, and Management Information Systems.

- (1) All units have approximately the same number of faculty (9-10), and each has about the same number of doctoral-qualified faculty (6-8 in each). The doctoral-qualified numbers include Assistant Professors who will not chair dissertations.
- (2) If program targets are set at 6 students each for Accounting, Finance, and Marketing, and we assume an every-other-year admission policy, then we can assume an average demand on faculty at the dissertation level of 3 students at any point in time. Each of these departments can sustain such a size.
- (3) Given faculty size, the Department of Management must address their ability to sustain a quality program in three separate areas. It is unlikely they can maintain of 8-10 students across the three separate areas. This raises the question of whether they should reduce the number of concentrations to two, or possibly one. The Management faculty are currently meeting to discuss this issue.

## IMPACT ANALYSIS OF RIGHT-SIZED DOCTORAL PROGRAM FOR FULFILLING THE TEACHING AND RESEARCH MISSIONS OF EACH DEPARTMENT/SCHOOL

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Review the implications of a reduced doctoral program for fulfilling the teaching and research missions of each department/school.

### ***Analysis:***

- (1) Neither Accounting, Finance, nor Marketing use Doctoral Students as a primary teaching resource. Nevertheless, each will have to re-evaluate undergraduate class staffing patterns to accommodate new doctoral program levels.
- (2) The Department of Management, however, has traditionally used doctoral students to teach recitation/lab sections for the capstone course (MGMT 481) and sections of MGMT 345, a required course in Management Information Systems that is part of the Professional Business Core. That department will need to absorb a sizable drop in teaching capacity. Because of the current budget situation, this reduction cannot be shifted to adjunct faculty, due to cost considerations at the university level. Clearly, Management must review its undergraduate curriculum in line with these new realities. This will no doubt

require cooperation with other units to maintain the undergraduate teaching mission.

(3) Each department will immediately begin planning for reduced doctoral Research-Assistantships.

(4) Most importantly, the College must engage in thoughtful discussions of this down-sizing with the University Graduate Office. Many colleges on campus (e.g., Science, Education, in particular) have models that assume a much higher student-to-faculty ratio than is suitable for Business. Moreover, the Dean's Office will need to effectively communicate these program size goals to the Offices of the Provost and the Chancellor. Thus far, the Chancellor has been regularly briefed on this issue and the College's response to the PRT recommendations.

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#### RESTRUCTURING OF DOCTORAL PROGRAM OFFERINGS.

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Review and consider potential restructuring of doctoral program offerings that might be required to properly support a smaller doctoral size.

#### ***Analysis:***

Most preliminary doctoral coursework for in-coming 1<sup>st</sup>-Year students is the same for all programs, ensuring common course coverage and effective seminar sizes. Nevertheless, the doctoral program committee will review this structure to determine if a more appropriate program structure can be identified.<sup>1</sup> The university attempts to enforce a minimum enrollment requirement of 5 students for doctoral coursework. The College needs to make it very clear that doctoral seminars in Business will be based upon an assumed enrollment target of 3-4 students, particularly for 2<sup>nd</sup>-Year coursework.

As mentioned earlier, the Department of Management will carefully consider the future feasibility of offering three separate concentrations, and the effects of potential concentration-reductions on course offerings.

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#### DOCTORAL PROGRAM-SUPPORT STUDY.

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Identify the appropriate doctoral program-support levels to ensure a smaller, but high quality program.

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<sup>1</sup> Perhaps consideration should be given to deleting the Minor field requirement. Instead, replace that with other major field courses and/or enriched Research Methods/Tools courses, either taught internally or in other areas such as Ed Psych and Psychology.

***Analysis:***

Concurrent with the immediate need to right-size the doctoral program, the College's long-range goal is increase the quality of the doctoral program. This requires a re-assessment of current financial assistance levels for doctoral students. The College will begin an immediate program of benchmarking peer institutions, while at the same time reviewing 2-5 year financial forecasts from online program operations.

**APPENDIX B:**  
**SAMPLE OF SIUE QUALITY ASSURANCE ACTIVITY**

*UNDERGRADUATE PROGRAM REVIEW*  
*SCHOOL OF NURSING: JANUARY 25, 2008*

*PROGRAM REVIEW*  
*ANTHROPOLOGY*  
*MARCH, 2005*

*SIUE EVIDENCE OF CONTINUOUS IMPROVEMENT*



Undergraduate Program Review  
School of Nursing: January 25, 2008

Committee: Jim McDermott (Morris University Center)  
Lydia Jackson (Library and Information Services)  
Linda Forbringer (Special Education)  
Gerald (Jerry) O'Brien (Social Work)

**Program Committee Report: Introduction**

Data collection for this Program Review occurred in fall semester, 2006. A draft of the attached report was originally completed in March 2007, and the intention of the Review Committee was to submit the final report following feedback from School of Nursing Administrators. Because the response to the review was more extensive than we had anticipated, it was not possible to give this response adequate consideration and complete the Committee Report during the 2006-2007 review cycle. While we appreciate the School of Nursing's concern about the review as written, and have made some factual changes in response to these concerns, the Committee by-and-large stands by its original review. We would, however, offer a few comments to provide a proper context for understanding the review and its findings.

The administration of the School of Nursing has, in its response to our report, expressed some concern about the procedures and findings of the Committee. While we recognize the value of their advocacy on behalf of the program, and understand these points of disagreement, we also believe that our review was appropriate in light of the charge given to Program Review Committees. Over the course of the 2007 fall semester we have solicited additional feedback from Nursing personnel relative to their concerns about our report. As a result, we have a) met with key nursing personnel to discuss the program and certain elements of our report, and b) revised various aspects of the report, especially as they relate to factual errors. While we have revised some of the language of the report based on stated concerns, changes that relate to our original recommendations or rationales have been minimal. This report does not take into account any changes made within the School of Nursing subsequent to the fall semester, 2006 data collection period.

This review was quite challenging because of a) the large size of the School, especially when compared to the normal reviews, which are departmental, b) the complex nature of the undergraduate Nursing program, and c) the fact that major changes (e.g., Senior Assignment) had recently been implemented within the program prior to initiation of the review. The Review Committee would recommend that future reviews of the School seek to limit the scope of the review process, or find ways to align the process with departmental reviews.

We also note that a number of the issues that were stated as concerns or recommendations in this report have already been addressed by the School of Nursing.

We encourage the administration of the School to address both their concerns about this report and any changes they have made within the School since fall semester 2006, especially revisions that pertain to recommendations, in the form of an addendum or supplemental report to be attached to this one.

## Undergraduate Program Review Report School of Nursing: January 25, 2008

Committee: Jim McDermott (Morris University Center)  
Lydia Jackson (Library and Information Services)  
Linda Forbringer (Special Education)  
Gerald (Jerry) O'Brien (Social Work)

The following information was utilized in completing this program review: Team review of important School of Nursing documents, including the June, 2006 Program Directors Report and the appendices to this Report, review of written evaluations by faculty and students, information on the School of Nursing website, personal interviews with the Dean of the School and a cross-section of fourteen faculty and administrators at various levels, interviews with seven classes of School of Nursing students, and an on-site tour of the School of Nursing facilities. The Review Committee solicited feedback from students at every undergraduate grade level. It should be noted that alumni comments were not solicited nor included as important assessment data. We believe that, due to the large-scale changes that have recently occurred in the School of Nursing, these alumni would be commenting on a program that was vastly different from the one that currently exists. Student and faculty responses to the questions posed by the team are included as addendums to this report.

### **1. Provide an overview of the program (mission/goals/etc)**

The Undergraduate Baccalaureate Program in the School of Nursing (SON) offers a Bachelor of Science degree with a major in professional nursing. Graduates of the program are eligible to take the National Nursing Licensing Exam (NCLEX-RN) for licensure as a registered nurse. The program is state-approved and accredited by the Commission on Collegiate Nursing Education.

The School of Nursing offers three undergraduate program options. The Basic Option Program for Licensure provides a traditional 8 semester program for first-time college students. These students are admitted as nursing students at the beginning of their sophomore year, and complete a 6-semester full-time program. The second option is the Post-Baccalaureate Accelerated Bachelor of Science Degree in Nursing option (ABS), an intensive 4-semester, 15-month Bachelor of Science in Nursing degree program for students who already have a bachelor's degree in another discipline. The third option, the RN to BS Option, is designed for registered nurses who are graduates of associate degree nursing programs and diploma programs and are already working in the field. This program can typically be completed in four semesters.

The Basic Option Program, the ABS program and the RN to BS program combine classroom instruction and clinical experiences. The SON has a state-of-the-art Simulated Learning Center for Health Sciences that allows students to practice and expand clinical knowledge and skills in a simulated technological environment. Clinical experiences

include a large variety of health care agencies, as the SON maintains contracts with almost 300 providers. In addition, students participate in mentorship, portfolio development, service for learning, and the senior project.

In the fall of 2006 the SON reported 383 students enrolled in the Basic Option Program, 16 in the ABS option, and 78 in the RN to BS Option. The Dean's report indicates that beginning with the fall 2006 term the SON will implement an enrollment management program with the goal of maintaining an undergraduate enrollment of 160 sophomores, 120 juniors, 120 seniors, 40 ABS students, and 50 RN/BS students (N=490). Females comprise approximately 87%, and ethnic minorities comprise approximately 13% of the undergraduate majors.

The SON has 51 full-time faculty and 16 part-time faculty. Approximately 50% of the faculty has a doctoral degree, and another 15% are enrolled in doctoral programs.

The stated mission of the SON is to prepare nurses by promoting:

- Curiosity to learn through engaging students in scholarship or inquiry and practice and dissemination thereof;
- Courage to serve through collaborative practice, professional leadership, and advocacy for the sake of patient care;
- Compassionate care for clients served in multiple and diverse settings;
- Respect for all peoples through cultural awareness in order to provide competent nursing care to diverse populations;
- Life long learning and commitment to the advancement of the nursing profession.

The SON pass rate on the Registered Nurse licensing examination has varied between 87% and 96% in recent years, which meets or exceeds the national pass rate. As will be further discussed below, this marks a continuing positive trend in regard to this important measure.

## **2. Describe and assess any *major changes* to the program (positive & negative) since the last program review.**

Since the last School of Nursing program review was twelve years ago, the program has obviously undergone major changes in curriculum, administrative structure, facilities and technology, and student outcomes. As noted in Sections 3 and 6 below, these changes have been developed in large part to enhance program quality and ensure that students are well prepared to enter the nursing profession. To a large extent, however, these changes have also been necessitated, or at least fostered, by more broad community and disciplinary considerations.

Social demographics and economic realities necessitate nursing programs that are strong but flexible, and capable of educating students who can both think critically and place a value on life-long learning. These broad societal issues include the aging of the

American population, the rapid growth of the nation's medical infrastructure, the increasing development of technological innovations, and the increase in public and private cost-containment and managed care policies. As high as it presently is, the demand for nursing and other medical personnel is unlikely to diminish at any time in the foreseeable future.

The School's current focus on student learning and practice-based decision-making, which are detailed below, seem appropriate in light of these contemporary societal trends. The School has also increased its emphasis on cultural diversity, both in terms of student recruitment and as incorporated within its curriculum. These changes are important too in light of current demographic trends which will find medical personnel working with an increasingly diverse client population.

**3(a). Describe the actions/changes taken by the program in order to improve student learning of program goals as a result of senior assignment reports (SRA).**

In the past, the Senior Assignment was completed in a course during the senior year, and graded by the faculty assigned to that course. While almost all students earned a passing grade on the assignment, students struggled with the writing component. Faculty expressed concern that the assignment did not represent a culminating experience and did not provide adequate data to evaluate the curriculum.

A variety of changes were incorporated to improve the SRA. Students were given detailed directions outlining types of projects that can be undertaken, a timeline for completion of each part, and detailed evaluation criteria. Writing instruction was included in the curriculum, with assistance from Library and Information Services and the Writing Center. Student feedback was solicited. However, faculty remained concerned that the SRA did not reflect student learning of program goals. A memo in the 2004-2005 SRA evaluation states, "The senior project varied in quality and comprehensiveness. Projects ranged from article reviews to implementations of nursing interventions. I am not convinced that most of them represent a true culminating baccalaureate experience."

In the fall of 2003 the SON began the process of major curriculum revision. One component of that revision involved significant changes in the SRA. The revised SRA process includes four components: mentorship, portfolio development, service commitment, and formal classes. The process begins when students enter the SON, and culminates with a presentation accompanied by written documentation. (See the response under Question #4 for a more complete description of the revised SRA.) The revised curriculum and SRA were implemented with the class entering the fall of 2005. Since these students have not yet completed their SRA, it is too early to evaluate the effectiveness of the changes. The School has a program in place for monitoring the SRA process. As will be described below, however, early feedback about the new program from faculty differs quite a bit from that given by students.

**3(b). Describe the actions/changes taken by the program in order to improve student learning of program goals as a result of other assessment tools.**

To become licensed as a registered nurse, graduates of the program must pass the National Certification License Exam (NCLEX-RN). Results of this exam are therefore a key indicator used by the SON to evaluate achievement of the terminal objectives for the nursing program. The Illinois Department of Financial and Professional Regulation (IDFPR) requires a minimum passing score of 75%. During the period from 1998-2001, the SON aggregate scores were below 75%. The school was placed on probation until December 2003 and required to meet specific stipulations.

Probation was lifted in February 2004 because the SON had met all stipulations and maintained a first time pass rate of 75% or higher on the NCLEX-RN. On the 2005 exam, the most recent results available, SIUE SON students achieved a 96% pass rate, which is significantly above the national average of 87%.

The SON implemented numerous changes to in order to improve student learning of program goals and progress from probationary status to a fully accredited program. These include the following;

- The learning lab was renovated to create a state-of-the-art lab where students can practice applying what they learn and receive feedback on their performance. The lab was renamed the “Simulated Learning Center for Health Sciences” (SLCHS), and the role of Director of the SLCHS was created.
- Additional clinical partnerships were formed to allow students to have timely, quality clinical experiences.
- Efforts to improve instruction included hiring more Ph.D. prepared faculty, encouraging current master’s faculty to obtain the Ph.D., and encouraging faculty to engage in scholarship that would inform their classroom pedagogy.
- The undergraduate SON curriculum was significantly revised. In August 2003 the Undergraduate Curriculum Committee began a one-and-one-half year long process of curriculum revision which included an exhaustive review of the literature, and focus groups and retreats with faculty. The SON began implementing the new curriculum with three new courses in the fall of 2005, and fully implemented its revised curriculum in the spring 2006 semester. The old curriculum will be entirely phased out in May, 2007. Students experiencing the new curriculum have not yet taken the NCLEX-RN.
- In addition to modifying the content and sequence of the curriculum, the SON is attempting to change the way that curriculum is taught. In the past, instructors primarily lectured and students were expected to memorize the material. The SON has embraced a learning paradigm that fosters student interaction and requires synthesis and analysis of nursing theories and interventions. To support faculty

implementation of the new pedagogy, in the 2005 academic year the SON implemented a plan for faculty development. The plan includes workshops and presentations, assigned readings, and participation in SIUE ELTI activities.

#### **4. Describe and then assess the program's Senior Assignment.**

##### **4(a). Describe the SRA.**

As noted above, the SRA process introduced in the fall of 2005 has four components: mentorship, portfolio development, service commitment, and formal classes. All baccalaureate nursing students, including those enrolled in the Basic, the ABS, and the RN to BS Options complete the SRA. The process is initiated at the beginning of the sophomore year and culminates in the senior year with a presentation to faculty accompanied by written documentation.

Students begin the SRA process with an introductory course, where the purposes and process of portfolio development are introduced. Faculty view portfolio development as the means through which students integrate academic coursework and clinical activities. Students begin the portfolio in the sophomore year and upgrade it each semester until graduation. The portfolio includes specific examples of student work illustrating student growth towards mastering the program's terminal objectives, reflections on clinical experiences and service commitment, and an outline of knowledge development. Each student has an assigned faculty mentor who guides the student through the SRA process and reviews and critiques the portfolio. Students are expected to meet with their mentors at least once per semester. Typically students have the same mentor throughout their undergraduate career, although a process exists whereby a student can request a change of mentor.

Undergraduates in the SON are expected to complete at least 15 hours of service for learning per semester. These service commitments are selected by the students with guidance from their mentors. In their portfolio, students include a reflection integrating the service experience with their clinical experiences and academic coursework. In addition, these service commitments may form the basis for the student's final SA paper.

During their senior year, students enroll in NURS 479 (1cr) and NURS 489 (1 cr). In these courses students synthesize and refine the portfolio document, complete a scholarly paper and develop an accompanying 15-20 minute oral presentation. The oral presentation, supported by a written paper, handouts, and the portfolio, is presented to faculty members. It is graded by the student's faculty mentor, with input from additional members of the SON faculty.

The SON Curriculum Committee plans to analyze summaries of the presentations and portfolio evaluation data collected on all nursing students to determine the extent to which the curriculum prepares students to meet the program objectives. These findings will be used to revise the curriculum and improve the program.

**4(b). Does the SRA adequately measure “student learning” of the stated program goals?**

As noted, the SON introduced the revised SRA process with the new curriculum in the fall of 2005. Because the first group of students is just completing the process during the 2006-2007 academic year, it is too early to evaluate the effectiveness of the revised SRA. Faculty noted that they based their revisions on a solid body of research that supports both the mentoring process and portfolio development with accompanying reflection. Anecdotal evidence reported in faculty interviews suggests that the process provides exciting possibilities, but may need additional revision. The SON is monitoring the process and included discussion of the portfolio and mentoring process in the agenda for their annual faculty retreat. In addition, the Curriculum Committee is charged with the responsibility for monitoring the process on an ongoing basis. As noted in the following section of the report, however, students seem to have many more concerns about the Senior Assignment than do faculty.

**4(c). What recommendations, if any, do you have for improving the SRA?**

Most faculty view the revised curriculum, including the SRA, very positively. They specifically mentioned the potential benefits of service for learning, portfolio development, and faculty mentoring in fostering students’ professional development. Nevertheless, implementing the new process is extremely time-consuming, and faculty repeatedly expressed concerns about the workload. Representative comments included the following:

- “The workload is a problem.”
- “We’re stretched too thin.”
- “Everything we’re expected to do is overwhelming.”

The Program Director’s Report submitted by Dean Maurer states, “The one area in which the SON needs to concentrate its efforts is in increasing scholarly productivity” (p. 47). The time required for mentoring students and supervising and evaluating their portfolios may negatively impact the potential for faculty to engage in scholarship. Adding additional faculty could help reduce workload demands. If this is not possible, the SON will need to find other ways to reduce the time commitment required to implement the revised SRA.

Students also expressed concerns about the workload expected by the SON, and view the expectations for service learning, portfolio development and mentoring as overwhelming. Sophomores especially seemed confused and concerned. They did not understand the purpose or value of portfolio development or mentoring, and described meeting with a mentor as “just one more problem” and developing the portfolio as “busywork.” They also say they do not understand Carper’s model, although they are expected to use it in writing their portfolio reflections. Many complained that their orientation did not provide a clear overview of the program’s expectations, and they do not have the time to figure everything out on their own. Students also note that their

comfort level and awareness of the project requirements is largely contingent on who their mentor happens to be.

It may also be advisable to find ways to reduce or streamline expectations for students, especially in their sophomore year. Faced with what they see as overwhelming expectations, students admitted they find ways to cut corners, and put less than their best effort into projects, just to survive. The kind of reflection expected in the portfolio can foster deep learning, but it takes time, and these students report that they do not have enough time to do quality work. Some faculty suggested reducing the number of hours required for service for learning during the students' sophomore year as one way to help alleviate stress. Whether the solution involves reducing expectations, rearranging courses, or other modifications, it appears that more time is needed in the sophomore schedule if the SRA process is to be effectively implemented early in students' baccalaureate experience.

A final concern expressed by faculty involved the expectations and grading procedure for the SRA. As currently designed, the project is developed by students under the supervision of their individual mentors, and then completed in NURS 489. The final grade is assigned by the mentor, with input from additional faculty. This process can increase collegiality among faculty, but it also has the potential for problems if faculty expectations differ. Developing consensus around clear expectations should be a priority in the ongoing faculty discussion of the SRA process.

The current SRA has the potential to become a true culminating experience for SON students. Because the process is new, it is not yet possible to evaluate its effectiveness in terms of student learning. Implementation issues exist, however, that will need to be addressed. These include developing faculty agreement regarding evaluation standards for the assignment, clearly articulating the expectations to students, and finding ways to reduce both student and faculty workload so that the SRA becomes a quality learning experience.

## **5) AQIP categories**

Values provide the fundamental foundation to nursing practice. Two major documents, *The Essentials of Baccalaureate Education for Professional Nursing Practice* and the *Baccalaureate Outcome Behaviors* cited above in Section 1, complement the SON five core values. The values include: 1) *Altruism*; 2) *Autonomy*; 3) *Human Dignity*; 4) *Integrity*; and 5) *Social Justice*. They also guide interactions with patients, colleagues, other professionals, and the public. These values are clearly aligned with those of the University.

Examples of values are demonstrated throughout the Nursing program. Most noted are faculty planning learning environments, which include “empathic, sensitive, and compassionate care for individuals, groups, and communities.” Faculty emulate these behaviors in their teaching which promotes honesty and accountability. Faculty are

encouraged and supported to work on their Ph.D. and publish. Finally, there is a deliberate faculty development plan to assist faculty with teaching techniques.

Students model social and ethical issues and self-reflect on their own value systems, as well as those of others. The SON endorses a climate that promotes diversity. A student/Dean Advisory Committee and Student Ambassador Program was established to engage students and help them mentor fellow students. Value is also modeled by having students represent the SON at selected events and or invited to become lecturers.

The SON states communication is an important value and action in the program. Communication is conveyed through regular school-wide meetings; weekly or bi-monthly Dean's newsletters to faculty, staff, and advisors; use of the faculty list serve to disseminate information expediently; an open door policy maintained by administrators for faculty and staff, monthly staff meetings, weekly executive Committee (Administrative Team); and weekly one-on-one meetings with the Chairs to discuss departmental issues and needs.

The SON should be commended in its proactive approach to progress toward shared governance. It should also be noted that the SON has worked collaboratively with the Mass Communication Department to develop two Wellness Minutes series to promote health and wellness issues to the broader community.

While it is evident that values permeate the Nursing program and communication has clearly improved, the SON should consider further investigation of a more cohesive and formal format of communication to its students.

#### **6) Describe the actions taken by the program as a result of the last program review**

Since the last School of Nursing program review was twelve years ago, the program has obviously undergone major changes in curriculum, administrative structure, facilities and technology, and student outcomes. Due to the lengthy time between reviews, it seems best to take the approach that the School itself took in its June, 2006 Program Director's Report and focus primarily on recent changes that have impacted the direction of the School, which themselves are quite extensive. It should be noted at the outset that many of the issues described here have already been described in other areas of the review, since they are relevant to those questions also. Therefore we will simply mention them here.

The initial changes within the School took place around 2003-2004, following the appointment of Dean Maurer. The administration was reorganized shortly after her appointment, with the School split into two academic programs, the Department of Family Health and Community Health, and the Department of Primary Care and Health Systems Nursing. A number of Administrative positions were restructured or developed to support the various components of the School. Along with the administrative structure, the curriculum underwent substantive revision, based in part on a movement from a lecture-oriented learning approach to a student-centered approach, which focuses largely

on a student's ability to make the type of critical decisions they would be expected to face in a nursing setting. As noted above, in order to facilitate this education style, the School developed a Simulated Learning Center wherein students can practice nursing skills.

A number of changes were designed to enhance the number and quality of students who apply to the program, and to gauge the level of readiness of students to practice successfully in a health setting. These include, as described above, a major reorganization of the senior assignment, efforts to enhance the stature of the program within the community, and the development of various scholarships to support the education of students.

While School of Nursing faculty, however, are generally pleased with both the program and the support they receive from the administration, what stress arises seems to relate to the rapid pace of change within the School, and their efforts to stay on top of their various duties. As noted above, these expectations may also stand in the way of expanding faculty scholarship. The School should be commended for the positive changes that have taken place in the Nursing program over the past several years. The review committee perceives, however, that faculty would like to take a breath, assess the effectiveness of these changes, and focus on moving forward in a way that balances teaching, research and service obligations.

## **7) Describe the Program Review Team's major findings**

### **Program Strengths**

- a) Program faculty and administrators largely agree that the major changes that have been accomplished within the School of Nursing are beneficial to both the program and its students. Most agree that changes in the curriculum and in other areas of the program have served to enhance the quality of the student body, ensure a higher degree of competence among graduates, and increase the program's reputation, not only locally but on a nationwide basis. The evidence reviewed by the Team strongly supports these suppositions that a major strength of the SON is in its student body. The School of Nursing is viewed within the University as innovative and dynamic, and we feel there are good reasons to support this perception.
- b) The personnel of the School of Nursing is a strength. The Dean and other administrators are given credit by Nursing faculty with changing the direction of the School over the past several years, and a substantive percentage of the faculty are pleased and excited with these changes. Faculty noted a high degree of support from administrators, and many faculty stated that there is a feeling of camaraderie and strength of purpose within the School.
- c) Perhaps the best gauge of how the School is performing is in the results of its graduates on the Nursing Licensing Examinations. These examinations as a direct indicator of a graduate's capability for working successfully in a nursing setting.

As noted above, the School has seen marked improvement in the percentage of program graduates who have passed the licensure tests. Recent pass rates have met or exceeded the national average.

- d) The School of Nursing is very engaged in the community, and has developed a rather wide range of beneficial reciprocal relationships with hospitals, clinics and other community health providers, as well as related organizations. The School has also fostered student engagement in the community, not only through clinical placements, but also in the form of initiatives such as the service for learning component of the Senior Assignment.

### **Program Needs**

- a) Spatial and personnel needs seem to predominate in the School. As the program has improved its reputation, it has had to turn away increasing numbers of qualified applicants. The School is, like much of the University, “growing beyond its walls.” Because of the societal changes that will necessitate increasing numbers of nursing personnel in the near future, some faculty seem somewhat frustrated that their ability to respond to the community need is constrained by spatial and economic limitations. In regard to personnel considerations, it seems the major need is for the program to hire additional faculty in needed areas, such as pediatric nursing.
- b) The Senior Assignment, as noted above, should be closely monitored and assessed. The review team strongly suggests that students play an active role in this assessment, along with faculty and administrative staff. While most faculty may have “bought in” to the current Senior Assignment, students are less positive. Communications with students regarding the project, especially related to expectations and grading requirements, should be clearer, and the School should pay attention to differences between faculty, in regard to not only these issues, but also the amount of time various faculty devote to the mentoring relationships.
- c) Students also feel stress regarding the workload, and many stated that the more difficult courses are not “well balanced,” but primarily come during their Sophomore year. While students appreciate the School’s efforts to become more learner-centered, in many cases they feel instruction is not delivered effectively, or with the proper guidance. They also expressed displeasure with the complicated aspects of Blackboard assignments, which many did not feel were very well organized.

### **8) Describe the actions to be taken as a result of this Program review.**

#### **Recommendation #1**

In conjunction with its long-term development plans, University administrators and School of Nursing personnel should engage in serious discussions, with the goal of

developing concrete plans related to the role of the School in meeting the future nursing needs of the region. Such plans should include a clear delineation from University administrators of their commitment to the School in regard to future spatial, technological and fiscal needs. Both the University and the School of Nursing should be clear about the prospective role of the School in filling the future health care needs of the region.

Rationale:

*While virtually all University units will want review committees to call for increased space and fiscal support, it seems that the School of Nursing has good grounding for this. The demand for nursing students is quite high, and the School is currently forced to refuse a large number of qualified applicants. The recent changes in the School have enhanced its status with the local community. Finally, demographic trends certainly support the assumption that nursing will be an increasingly valuable and marketable profession in future decades.*

### **Recommendation #2**

The School of Nursing should ensure that student and faculty concerns regarding the SRA are adequately addressed within the formal system the School has in place for monitoring the projects. These issues include the clarity of communication with students and mentors regarding the expectations and grading of the senior assignment, student familiarity with the model related to the portfolio, and the quality and quantity of faculty time devoted to individual senior assignments. Perhaps additional activities could be incorporated into their initial Orientation or into NURS 233 that would help entry-level students both more fully understand expectations and appreciate the benefits to be gained through the SRA process.

Rationale:

*It may seem counterintuitive to make a recommendation related to the Senior Assignment, based on the fact that the project is so new. Since it is not, however, "institutionalized," it may be easier to make the changes that are necessary now as opposed to further down the road. As noted, students express greater concern about the Senior Assignment than faculty, and these concerns may be largely appeased by a clearer communication process at the early stages of the project.*

### **Recommendation #3**

As with the senior assignment, the School should ensure that students feel comfortable providing constructive feedback about the program within the context of its evaluation system. The program may want to revisit its course evaluation format and include some of the issues described above (e.g., balance of courses, clarity of Blackboard assignments and group projects), or institute "exit interviews" with matriculating students regarding the curriculum and instructional revisions. The movement from a lecture-oriented to a learner-focused instructional paradigm is laudable, but School faculty should ensure that

the proper evaluation mechanisms are in place to assess these instructional changes and make necessary adjustments

Rationale:

*As described above, and delineated in the student response addendum, their major concerns, along with the Senior Assignment, relate to the curriculum changes. Many of these concerns pertain to the student learning focus of the program. While the revised system has the potential to markedly increase student outcomes, the SON needs to ensure that a proper system of communication with students and evaluating curriculum changes is in place*

## Program Review Anthropology March, 2005

The Anthropology Program Review Committee was formed in September, 2004 with the following members: Paul Pitts, Assistant to the Chancellor for Equal Opportunity Programs, Barbara O'Donnell, Department of Curriculum and Instruction, Charles Duvel, Department of Construction, and Elizabeth Fonseca (Program Review Chair), Department of Foreign Languages and Literature.

The Committee was provided with a copy of the most recent Anthropology Department Program Review completed in 1998. Additionally, departmental enrollment data for the 03-04 academic year, demographic data covering 02-03, and 1, 5, and 10 year Alumni Surveys were provided to the Committee for its use. During the fall of 2004 the Committee created and administered faculty and student questionnaires based on the data described above. Each faculty member was questioned by a panel of Committee members. All upper division students in the Department of Anthropology were interviewed by members of the Committee in their classes after completion of the student questionnaire. The Committee also interviewed the Associate Deans, Wendy Shaw and Carl Springer, in the College of Arts and Sciences. Input provided by Lovejoy Library regarding Anthropology holdings were also reviewed as a part of this data collection and analysis process.

The report addresses the following areas: Program Objectives and Organization, Centrality and Breadth, Quality of Learning, Facilities, Student Demand and Costs with a summary and recommendations. It should be noted that despite repeated requests by the Committee, the Anthropology Program Director's Questionnaire was not completed, nor submitted, and was not included in the analysis that forms the basis of this report.

### **2. Program Objectives and Organization**

The Anthropology Department is a department in the College of Arts and Sciences at Southern Illinois University Edwardsville. With five full-time faculty plus other staff members, the Department of Anthropology offers courses and degree programs covering diverse areas of the discipline. The undergraduate major is designed to give the student a well-rounded foundation in the major sub-disciplines of archaeology, physical anthropology, and socio-cultural anthropology. At the graduate level, there is a special cross disciplinary course of study leading to a Post-Baccalaureate Certificate in Museum Studies.

Particular strengths of the Department of Anthropology lie in the faculty's expertise in contemporary American Indians, African Culture, Latin American Cultures, African-American Culture, Linguistic Anthropology, Urban Anthropology, Asia, and the Archaeology in Southwestern Illinois. Distinctive features of the program include opportunities for supervised archaeological and ethnographic fieldwork, for training in museum work in conjunction with field trips and involvement in urban community. In addition, the faculty participates in interdisciplinary programs such as Women's Studies and African-American Studies.

The goals of the program are:

Baccalaureate students in Anthropology will:

1. Have acquired conceptual knowledge relating to the two basic areas of anthropology--- physical and cultural.

2. Have demonstrated serialized knowledge in at least one culture area and one area of specialization (e.g., archaeology, linguistics, applied anthropology, museum technology, and primatology).
3. Satisfy requirements for admission to area graduate programs.
4. Be able to communicate orally and in writing general or specialized disciplinary knowledge.
5. *Be encouraged to remain aware of cultural, social, historical, ethnical, and economic impacts and aspect of the discipline, both basic and applied.*
6. Be aware of the value of cultural and social diversity on local, national, international and human levels.
7. Be able to think critically about social issues, examining all sides of propositions. (Available at: <http://www.siu.edu/assessment> --- Click on Anthropology in the alphabetical list of departments).

The committee evaluated these goals as highly appropriate and as an accurate reflection of the aim of the department for the Bachelors Degrees in Anthropology as reflected in the student/faculty interviews and data. While well articulated, the goals of the program that are stated only include baccalaureate students in Anthropology and do not address the larger mission of the Anthropology department which is stated by the department as “teaching these skills and other aspects of anthropology are fundamental to an undergraduate liberal arts program.” (Available at <http://www.siu.edu/anthropology/intro.htm>)

### 3. Faculty

At the time of this program review there are five full time faculty members in the Anthropology department and one instructor. Of these faculty members, two are tenured associate professors and three are assistant professors working toward tenure. Since the last program review, there have been a number of faculty changes: three professors retired, three new faculty were hired to replace them, of those three, two have resigned and two new tenure track faculty were hired in 2004. Faculty members bring areas of specialization to the department and represent the four major areas of Anthropological study: cultural, physical anthropology, archeology, and linguistic. Review of the faculty vitae is not included in this report due to the absence of the program director’s questionnaire packet.

Interviews were held with all five full-time tenure track faculty members. Faculty were interviewed on the following topics: program quality, program structure, facilities and resources, quality of students, potential for improvement, advising and career counseling, support for faculty, and the senior assignment. The majority of the faculty in this department state that teaching is their primary focus. Three of four faculty members (the fifth member did not respond to the questionnaire) indicated that teaching or teaching emphasizing a research focus was the primary purpose at the university. One faculty member indicated research as a primary motivating factor. Students observed that the majority of the faculty is enthusiastic about teaching, as substantiated by student interview data.

Interviews with faculty reflected the problems that can plague a small department. Departmental climate has suffered due to faculty members that are extended and overworked because of service on committees, developing new courses, extending the program to include all four areas of

anthropology, revamping the senior assignment, advising, and beginning a new program in museum studies. Additionally, the majority of faculty lack tenure status to assume leadership responsibilities within the department and that places the burden of leadership upon the two senior faculty members. Both senior faculty have served as department chair and are unwilling to serve in this capacity. This situation causes much tension within the department and collegiality among faculty members has suffered. This apparent problem has been noted in student interviews and surveys. Students have commented that this tension has affected their learning.

These conflicts have created low department morale. Individually faculty members describe a desirable work environment as one that is “collaborative,” has “open and honest communications,” is “accountable,” and allows faculty to “feel valued” or “connected.” However, based on data surveyed the current working environment of the department does not fit these descriptors. In fact, based on personal interviews with faculty, acrimonious relationships between individual faculty members have resulted in lack of confidence at the leadership level. Thus it becomes difficult to effectively work with others on departmental matters without those issues becoming personal and leading to further misunderstandings and conflicts. This culture of conflict permeates and hinders positive working relationships in the department. In addition the current working environment in the department discourages faculty from advancing in position, responsibility and opportunity.

Another result of the internal turmoil of the department is that students have commented both in questionnaires and interviews that personality conflicts have affected not only the caliber of materials being taught but also the students’ individual progress toward completion of their major.

Currently the Anthropology department has a temporary Chair, a senior faculty member from another department, who tends to administrative duties and is working towards conflict resolution.

#### **4. Instruction and Teaching**

Baccalaureate students in the Department of Anthropology are expected to acquire knowledge relating to the two basic areas of anthropology, physical and cultural, as well as demonstrating specialization in one area such as archaeology, linguistics, applied anthropology, museum technology or primatology ( as stated in the goals outlined in the Senior Assignment pages (<http://www.siu.edu/assessment> --- click on Anthropology in the alphabetical list of departments)). The major requires the following courses: 111, 301 or 401, 325, 365a, 365b, 400, 490 and 491. These courses provide the basic theoretical and methodological information in the field of anthropology. In addition each student is required to take a course in each of three areas: AREA 1: archaeology, prehistory and evolution (331, 332, 333, 335, 407, 432a, 432b, 435), AREA 2: cultural anthropology (305, 306, 307, 308, 310, 311, 401, 402, 404, 408, 409, 410, 426) and AREA 3: contemporary issues (312, 313, 350, 411, 452) (refer to the SIUE undergraduate catalogue for a more detailed explanation of the major).

The student can choose between a BA degree or a BS degree, based on general education requirements and expected career goals. Majors are encouraged to minor in another area that will complement their degree and enhance their job opportunities. Minors in Anthropology take 18 hours. Twelve of these are at the 300 or 400 level, 111 is required as well as one course in physical anthropology (365a, 365b or 407) and one course in cultural anthropology. Majors must complete the senior assignment, 490 and 491.

Course number	Course Name	Major required	Major elective	Minor required	Minor elective
111	Introduction to Anthropology	X		X	
301	Language and Culture	X or 401			
302	World Music				12 hours of electives
305	People and Culture of North America		AREA 2		
306	People and Culture of Asia		AREA 2		
307	People and Culture of Latin America and the Caribbean		AREA 2		
308	????(in catalogue but no description or name)		AREA 2		
310	People and Culture of Africa		AREA 2		
311	Culture of African-Americans		AREA 2		
312	Contemporary American Indians		AREA 3		
313	Women in Cross-Cultural Perspective (same as WMST 313)		AREA 3		
325	Archaeological Method and Theory	X			
331	World Prehistory		AREA 1		
332	Origins of Old World Civilization		AREA 1		
333	Origins of New World Civilization		AREA 1		
334	Origins of Agriculture				
335	Historical Archaeology		AREA 1		
340	Cultural Ecology				
350	Anthropology in Contemporary Life		AREA 3		
365 a	Human Origins	X		X or 407	
365 b	Human Origins Lab	X		X or 407	
373	Introduction to Ethnographic Field Methods	BS option			
375	Introduction to Archaeological Field Methods	BS option			
400	Cultural Anthropology	X			
401	Anthropological Linguistics	X or 301	AREA 2		
402	Language and Gender in Cross-Cultural Perspective (same as WMST 402)		AREA 2		
404	Anthropology and the Arts		AREA 2		
407	Primatology		AREA 1	X or 365 a,b	
408	History of Anthropological Thought		AREA 2		
409			AREA 2		
410	Anthropology of Religion		AREA 2		
411	Urban Anthropology		AREA 3		
420	Museum Technology (Museology)				
426	Family and Kinship in Cross-Cultural Perspective (same as WMST 426)		AREA 2		12 hours of electives
432 a	The Prehistory of Illinois		AREA 1		
432 b	Southwestern Archaeology		AREA 1		
435	American Material Culture		AREA 1		
452	Political Anthropology		AREA 3		
470	Special Topics in Anthropology				
473	Advanced Ethnographic Field Methods	BS option			
475	Advanced Archaeological Field Methods	BS option			
490	Senior Assignment	X			
491	Senior Project	X			

Due to the small number of faculty except for the required courses (111, 301, 325, 365a, 365b, 400, 490, 491), course offerings vary from semester to semester and depend on faculty preference and availability. Generally students (in interviews and in the student questionnaires) felt that teaching

was a high priority of the faculty and were pleased with the content of individual classes. However, many students and alumni indicated that though class content was useful and informative they were not always certain of the overall curricular design of the program. Forty-four courses including an independent study course are listed in the undergraduate catalogue. Because of the small number of faculty, it is impossible to offer all listed courses on a regular basis, thus weakening the curricular design of the program. In addition, more courses are being developed to fill needs in museology and methods for cultural anthropology.

The Senior Assignment is offered on a rotation basis and changes in focus depending on the faculty member directing the projects (this information is taken from student and faculty interviews as well as questionnaires). Further the lack of a uniform structure in the Senior Assignment did not make for a culminating experience.

## **5. Career Planning and Opportunities**

Anthropology majors that receive a B. A. degree may pursue graduate degrees at both the master's and doctoral level; such degrees lead to careers in university teaching, research, or museum work. Undergraduate Anthropology majors that pursue a B. S. degree find employment in secondary education, industry, cultural resource management, environmental studies, museums, human services, contract archaeology, and government services. Because of the breadth of the subject matter in Anthropology, students frequently combine Anthropology with other disciplines such as history, sociology, geography, earth science, biology, psychology, medicine, law, and the arts. Such combinations enable students to understand complex community problems and many issues of contemporary life and to expand their opportunities for interesting and rewarding careers. Alumni survey data indicates that graduates with a B. S. degree are working in fields other than anthropology.

Career advising is incorporated into their senior assignment courses. Based on information collected, direction in career counseling is needed as students begin their studies in anthropology. One student even suggested a class that dealt specifically with issues of career choices in the area of anthropology. Surveys from one-year out students indicated that better career advising would have been helpful.

## **6. Centrality and Breadth**

The Anthropology department serves the university community in two ways. First, it provides general education courses for undergraduates regardless of their major field of study. The department offers courses in the following general education areas: Introductory Course (Anth 111), Distribution Courses (Anth 301, 302, 305, 306, 307, 310, 311, 312, 313, 325, 331, 333, 334, 335, 340, 350, 365, a and b, 373, 375, 400, 401, 402, 404, 407, 408, 410, 411, 420, 426, 432 a and b, 435, 452, 470, 473, 475). Students are able to satisfy special requirement areas with the following courses: Intergroup relations (Anth 305, 311, 312, 313), International Issues (Anth 333, 350, 411, 452) International Culture (Anth 111, 301, 302, 306, 307, 310, 331, 332, 334, 340, 400, 402, 404, 410, 426). Many students choose to declare a major in Anthropology based on their experiences in these courses.

## Anthropology Courses that serve general education needs:

Course number	Course Name	Intro	Dist	IGR	II	IC
111	Introduction to Anthropology	X				X
301	Language and Culture		X SS			X
302	World Music		X SS			X
305	People and Culture of North America		X SS	X		
306	People and Culture of Asia		X SS			X
307	People and Culture of Latin America and the Caribbean		X SS			X
310	People and Culture of Africa		X SS			X
311	Culture of African-Americans		X SS	X		
312	Contemporary American Indians		X SS	X		
313	Women in Cross-Cultural Perspective (same as WMST 313)		X SS	X		
325	Archaeological Method and Theory		X SS			
331	World Prehistory		X SS			X
332	Origins of Old World Civilization		X? SS			X
333	Origins of New World Civilization		X SS		X	
334	Origins of Agriculture		X SS			X
335	Historical Archaeology		X SS			
340	Cultural Ecology		X SS			X
350	Anthropology in Contemporary Life		X SS		X	
365 a	Human Origins		X NSM			
365 b	Human Origins Lab		X NSM			
373	Introduction to Ethnographic Field Methods		X SS			
375	Introduction of Archaeological Field Methods		X SS			
400	Cultural Anthropology		X SS			X
401	Anthropological Linguistics		X SS			
402	Language and Gender in Cross-Cultural Perspective (same as WMST 402)		X SS			X
404	Anthropology and the Arts		X SS			X
407	Primatology		X NSM			
408	History of Anthropological Thought		X SS			
410	Anthropology of Religion		X SS			X
411	Urban Anthropology		X SS		X	
420	Museum Technology (Museology)		X SS			
426	Family and Kinship in Cross-Cultural Perspective (same as WMST 426)		X SS			X
432 a	The Prehistory of Illinois		X SS			
432 b	Southwestern Archaeology		X SS			
435	American Material Culture		X SS			
452	Political Anthropology		X SS		X	
470	Special Topics in Anthropology		X SS			
473	Advanced Ethnographic Field Methods		X SS			
475	Advanced Archaeological Field Methods		X SS			

Secondly, with the addition of new faculty, the department provides an undergraduate program that offers a broad view of anthropology that addresses all four fields of the discipline: cultural, physical anthropology, archaeology, and linguistic. Students are able to focus on a specific area of interest in their Senior Assignment. With the expansion of the program, a methodology course for the cultural strand is being designed as are courses in museum studies. The undergraduate catalog does not reflect these changes. There is, however, a lack of 200 level courses, which can make it difficult for transfer students who need transitional courses.

*a. Quality*

Courses offered are well received and thought to be of high quality. At the same time, courses can be taken in any sequence and students sometimes perceive that they are a random collection of courses. Courses may not be as effective as they could be if the program was more tightly structured. The program relies on faculty advisement to control when courses are taken in each student's program. Courses need to be reviewed for their content and coverage. With such a broad and ambitious program, repetition would defeat the goals of the department.

*b. Academic Advising*

Advisement in some form is done by all faculty members in the department. This information is substantiated by teacher interviews, but the extent to which all faculty members participate is hard to determine in the absence of the Program Director's Questionnaire.

It has been noted by the committee that the department has implemented a recommendation that a single page advising sheet be prepared and distributed to students majoring and minoring in Anthropology.

*c. Curriculum*

The faculty struggles with trying to sustain a comprehensive program (see tables of courses under sections #4 and #6). In essence there is one faculty for each of three areas (physical anthropology, archeology, and linguistics) and two faculty members that cover cultural anthropology.

## **7. Course Evaluation**

The departmental assessment of faculty is difficult to measure. Students interviewed indicated that they do complete a course/faculty evaluation at or near the end of the semester, but other evidence of faculty teaching review (e.g., peer evaluation, chair visits) was not provided.

When it comes to evaluating students individual faculty members rely heavily on student discussions, written examinations, direct observation, student journals or self-reflective papers on for assessment of instructional effectiveness. Additionally lab or direct "hands on" type projects are used to for student assessment. Students agreed that professors are providing information in the syllabus at the beginning of the semester, whether by paper or electronically, regarding course objectives and performance standards students were required to meet.

## **8. Senior Assignment**

Typically students choose an area of interest within one of the four areas of Anthropology to investigate for their senior assignment. Students enroll in Anth 490 and 491 in fall and spring semesters, respectively, earning 1 hour per semester. Fall semester is considered the project proposal class and they carry out these proposals during spring semester. However, it was indicated that the course may be offered in a one semester format.

Currently two faculty members handle the bulk of the advising for these projects. This spring 20 students are completing this requirement. Student projects vary depending on their chosen area and faculty are often advising projects that are not in their area of expertise. Advising faculty are assuming a great deal of work for a 1 hour course release. In addition, students do a great deal of work for two one-hour courses. According to one faculty member, students revolted during the Anth 490 course, refusing to participate. The course then reverted to faculty working one-on-one with each student.

## 9. Facilities, Demographics and Demand

According to the 2002-2003 data there were 37 majors of which 26 were female and 11 male. Three of these students were minority students. Enrollment numbers have remained relatively consistent since the last program review, averaging 32 fulltime majors.

Transfer students make up two-thirds of the majors with one-third being new freshman. Average graduation time is five years. During the 2002-2003 academic year, there were nine students graduating with degrees in Anthropology. The vast majority of credit hours produced in the department are generated by general education courses.

Due to the small number of graduating students in anthropology, there were few respondents to alumni survey data. It is difficult then to rationalize this data to determine if alumni were satisfied with their courses, professors, career advisement, etc. The department does actively recruit new students, either from the general education courses or from community college transfer students. No evidence was given that the department formally attempts to retain and maintain contact with former students.

The physical facilities of the program are adequate though faculty and students acknowledged that the laboratory space was limited and could be renovated. Several faculty members suggested that more storage space would be needed now that one of the faculty members specializes in museum studies. Classroom space and office space are adequate for the size of the program.

In consultation with the Anthropology faculty, another recommendation from the previous program review has been addressed through the acquisition of new library materials. According to the report "Library and Information Services-General Information and Resources for the Undergraduate Program in Anthropology" holdings in the area of Anthropology have recently increased to complement the changing nature of new faculty. 540 titles have been added in the last four years and now more than 85 journals are available in electronic format. A large number of videos and DVDs are also available.

## 10. Summary and Recommendations

The Committee views the Anthropology department as a unit that provides high quality liberal arts education in a field that is central to the mission of the University. The Anthropology courses serve two purposes: the need for general education courses for all students and specific courses for the major and minor. The quality of students appears to be similar with those of majors as a whole at the University and the range of ethnic diversity has remained consistent over the ten-year period since the last review. Many students take courses in Anthropology; there is a moderate demand for the major, especially given the limited or perceived limited employment prospects.

In addition to using the data provided by the Office of Assessment, the Committee sought constructive recommendations from the faculty and students in interviews during the process of accumulating data and again from faculty at the end of the collection process. In this light, the following recommendations are offered:

### **Recommendation 1:**

Issues of morale in the department need to be addressed. There are several factors contributing to low morale of the department as outlined in the above report: the number of faculty members is too small to cover such a breadth of subject material (four areas of specialization with an emphasis in a

fifth), service on college and university committees as well as to the department has primarily fallen on the two senior faculty members due to the turnover of junior faculty members, and personal conflicts have resulted in lack of confidence at the leadership level.

*Rationale:*

Three concerns prompted this recommendation:

- 1) Students have commented that issues between faculty members have affected their learning and need to be resolved in order to strengthen the department.
- 2) Mentoring of junior faculty needs to be strengthened in order improve recruitment and retention within the department.
- 3) There appears to be a lack of cooperative effort within the department, thus impacting the morale and making it difficult for a faculty member to assume the leadership role.

**Recommendation 2:**

Both the college and the department have to determine if it is possible for a faculty of five to offer courses in four sub-disciplines and incorporate a new specialization. There are several options that might be considered. These include limiting the number of sub-disciplines in the anthropology department, incorporating sub-disciplines into other departments and creating a program patterned on area studies programs (i.e. Women's Studies, Latin American Studies), or incorporating the areas of study into other related departments.

*Rationale:*

Students are expected to demonstrate knowledge in the areas of physical and cultural anthropology and specialization in one area such as archaeology, linguistics, applied anthropology, museum technology or primatology however sequencing of courses is difficult because of the large number of courses available and small number of available faculty to teach them. In addition the large variety of possible courses that can be used to fulfill requirements does not facilitate consistent assessment of majors.

**Recommendation 3:**

A structured advising system would increase the recruitment and retention of majors and minors. This would lead to a more sequential program for two and four year students.

*Rationale:*

Advisement in some form is being done by all faculty members; however, the assessment team was unable to determine if the department had a structured advisement program for all Anthropology majors and minors.

**Recommendation 4:**

Review all course offerings for any repetition and articulate the content of each course so that courses compliment each other to form a good foundation for understanding the field of Anthropology. Eliminate courses that are no longer being offered.

*Rationale:*

Students commented that they enjoyed each individual course, but because of the breadth of the curriculum, they were unclear about how the sequencing of courses led to their degree. For example, students were taking courses in any order and were uncertain about how they fit together to form the basis of their specific track.

**Recommendation 5:** Continue to address student and faculty concern about the Senior Assignment. The Department of Anthropology should develop and implement a detailed structured Senior Assignment program designed to fully integrate all requirements for obtaining an undergraduate degree in anthropology. The implementation plan should identify academic requirements and timelines for completion of a quality project for majors by the time of their senior year.

*Rationale:*

There are two concerns regarding the senior assignment:

- 1) Although all students are required to do senior assignments, the requirements of the final products are often inconsistent.
- 2) Faculty often supervise projects that are out of their specific area of expertise.

**Conclusion:**

The Program Review Committee wishes to thank the Department of Anthropology, Acting Chair Peter Bukalski, Associate Deans Carl Springer and Wendy Shaw and anthropology students for their cooperation in this review process. Through careful study of the data provided and interviews with faculty and students as well as the associate deans of the College of Arts and Sciences the committee was able to evaluate the department in as fair and objective manner as possible in absence of the Program Director's Questionnaire. Given the nature of the committee's recommendations it is imperative that this program be reviewed again before the next regularly scheduled review process.

## **SIUE Evidence of Continuous Improvement**

### **Program: School of Nursing, Undergraduate Nursing Program**

#### **Recommendation from 2009 Internal Program Review**

##### **Recommendation #2**

The School of Nursing should ensure that its formal system of monitoring the Senior Assignment takes into account student feedback. These issues include the clarity of communication with students and mentors regarding the expectations and grading of the Senior Assignment, student familiarity with the model related to the portfolio, and the quality and quantity of faculty time devoted to individual Senior Assignments. Perhaps activities could be incorporated into their initial Orientation or into NURS 233 that would help entry-level students both understand expectations and appreciate the benefits to be gained through the SRA process.

#### **Changes made based on the SIUE Internal Program review**

In the summer of 2009 the School of Nursing put together a task force to refine and retool the Senior Assignment. A School of Nursing faculty member was given a course release to formally coordinate the Senior Assignment program and to gain feedback from students and faculty members. In addition, the university Director of Assessment conducted a focus group with graduating seniors as to the strengths of the current Senior Assignment program and the suggestions for change. This data was used to modify the Senior Assignment process and to develop a common grading rubric. As a result, changes were made in the organization of the Senior Assignment presentation patterns – primarily from oral presentation to poster presentation; guidelines for evaluating the Senior Assignment products were made more explicit to students and to faculty. A handbook has been developed and can be found on the SON website. Faculty are given guidelines regarding expectations for the amount of time they need to spend with their designated Senior Assignment student and suggested mentoring topics are provided to improve mentoring across faculty. Changes to the initial orientation have also been made to support students' success in Senior Assignment. Additionally, faculty members meet regularly to discuss mentoring undergraduate students in nursing research and Senior Assignment. These changes have allowed for greater clarity in the expectations for both students and faculty. Data from 2010 indicated that 93% of the students meet the student learning outcomes defined by the SOE faculty for senior assignment.

### **Program: College of Arts and Science, Undergraduate Anthropology**

#### **Recommendation from 2005 Internal Program Review**

##### **Recommendation #5**

Continue to address student and faculty concerns about Senior Assignment. The Department of Anthropology should develop and implement a detailed structured Senior Assignment program designed to fully integrate all requirements for obtaining an

undergraduate degree in anthropology. The implementation plan should identify academic requirements and timelines for completion of a quality project for majors by the time of their senior year.

**Changes made based on the SIUE Internal Program review**

It should be noted that in 2005, based on the recommendations from the internal program review, the Anthropology program was placed on a “flagged for priority review” status. As a result the program has been carefully monitored. Changes made to the program since 2005 has led to the growing recognition of the program as a model for mentoring undergraduate students in research and the use of student learning outcomes data for continuous improvement efforts. In their 2008 program review report, the Anthropology program reported that the program had moved forward with requiring students to complete a two-semester original research project in anthropology as their Senior Assignment. Students collect data under the supervision of a faculty mentor. These projects are uniquely designed by the student and faculty mentor and take into account the student’s interests. Students receive individual support, mentoring, and on-going supervision from their faculty member. This model is often standard practice in graduate anthropology programs, but is fairly rare in undergraduate programs. To support changes to Senior Assignment, the department revised the curriculum to improve the grounding of majors in methods and theory. The program also reformulated ANTH 300 and ANTH 301, the required method and theory courses in cultural and linguistic anthropology, so the two courses would work together in a two-semester sequence to give students a better understanding of ethnographic method and theory. As a result of the changes to Senior Assignment and the focus on outcomes assessment, several Anthropology students have been selected to participate in the Undergraduate Research and Creative Activities Program. For the last four years, SIUE Anthropology students have won top awards in the student paper competitions sponsored by the Illinois Archaeological Survey, Midwest Archaeological Conference, and the American Anthropological Association. Several anthropology graduates have had their senior projects published in peer-reviewed journals.

To facilitate continuous improvement activities, the program uses student learning outcomes data annually to determine areas for improvement. The following data was submitted for the 2010 oral research presentations and serves as an example of the use of data to inform change efforts:

Rubric Criteria	1	2	3	4	5	Totals
Theoretical Context			5	20	33	58
Research Questions			5	16	37	58
Appropriate Methodologies			6	17	35	58
Sound Evaluation			7	22	29	58
Ethical Awareness			2	13	35	50
Oral Presentation			1	25	32	58
Total			26	113	201	

The student learning outcomes data presented above shows a significant improvement in student learning over 2009. The data above suggests students were strongest in forming research questions but weakest in evaluating data. The program is working to develop a plan to support students in their ability to evaluate data.

\*It should be noted that the department chair, Dr. Julie Holt, was recently awarded the 2011 Vaughn Vandegrift URCA Research Mentor Award in recognition of her outstanding contributions to undergraduate research mentoring at SIUE.



**APPENDIX C:**  
**SAMPLE OF SIU SCHOOL OF MEDICINE**  
**QUALITY ASSURANCE ACTIVITY**

*REPORT OF THE INTERNAL REVIEW TEAM  
FOR THE GRADUATE PROGRAM IN THE  
DEPARTMENT OF PHARMACOLOGY AND NEUROSCIENCE  
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE  
SPRINGFIELD  
NOVEMBER 22, 2010*

*REPORT OF THE EXTERNAL REVIEW TEAM  
FOR THE GRADUATE PROGRAM IN THE  
DEPARTMENT OF PHARMACOLOGY/NEUROSCIENCE  
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE  
SPRINGFIELD, ILLINOIS  
DECEMBER, 2010*

*SIU SCHOOL OF MEDICINE  
PHARMACOLOGY GRADUATE PROGRAM  
(M.S. AND PH.D. IN PHARMACOLOGY AND NEUROSCIENCE)  
2011 PROGRAM REVIEW – NOVEMBER 2011  
COMMENTS SECTION*



**Report of the Internal Review Team**  
**For the Graduate Program in the**  
**Department of Pharmacology and Neuroscience**  
**Southern Illinois University School of Medicine**  
**Springfield**

**November 22, 2010**

**Internal Reviewers<sup>1</sup>:**

M. Steven Evans, M.D.  
Professor  
Department of Neurology  
Phone: 217-545-5175  
e-mail: [mevans@siumed.edu](mailto:mevans@siumed.edu)

Elaine Jurkowski, MSW, Ph.D.  
Professor  
School of Social Work  
Phone: 618-453-2243  
[etjurkow@siu.edu](mailto:etjurkow@siu.edu)

Gregory M. Rose, Ph.D.  
Professor  
Department of Anatomy  
Director  
Center for Integrated Research in Cognitive & Neural Sciences  
Phone : 618-453-1451  
[grose@siumed.edu](mailto:grose@siumed.edu)

<sup>1</sup> List is alphabetical; all authors contributed equally to this review.

## Executive Summary

The Graduate Program of the Department of Pharmacology and Neuroscience at the Southern Illinois University School of Medicine continues to perform well in fulfilling its mission to train scientists and educators. A primary reason for the program's level of success is a strong, collegial faculty that is deeply committed to the Department's training mission. New faculty have been added since the last program review who share this commitment and who have meshed well with more senior faculty members. The faculty are very productive in their research and in obtaining funding to support it, and publish the results of their work regularly in excellent journals. This productivity contributes to a vibrant training environment. The Chairperson of the Department, Dr. Carl Faingold, continues to grow in his role and offers stable, insightful support for his faculty and communicates a clear vision for supporting and optimizing student training. Morale is high among both students and postdoctoral fellows, who feel that they are well supported by faculty and receive excellent training. The recent addition of "Neuroscience" to the program name, a reflection of both student and faculty interests, appears to be a source of additional pride and energy to the program. Departmental staff are very committed to the success of the educational mission and are extremely supportive of the students. The overall strengths of the program are very considerable, and we strongly recommend that the University continue its full support of this program.

The internal review process identified very few areas of concern, none of them serious. We believe that addressing these concerns would serve to further strengthen an already excellent program. First, the Department should enlist the help of appropriate support groups at SIU to design and implement a specific set of strategies for the assessment of student learning outcomes. Second, we recommend that the Department develop marketing strategies to reach undergraduate science and biology programs in the regional area, using current students and junior faculty, in an effort to increase the recruitment of Illinois residents and U.S. nationals into the graduate program. Third, strategies should be developed to integrate teaching opportunities, and feedback on teaching efforts, into doctoral and post-doctoral training. Fourth, with the expansion in the graduate program from Pharmacology to Pharmacology and Neuroscience, more courses may be necessary. Faculty mention neuroanatomy, systems neuroscience, cognitive neurosciences, electrophysiology, and computational neuroscience as possible areas needing strengthening. Finally, faculty should present their own work to students, trainees and other faculty on a regular basis in order to familiarize students with faculty research and scholarship, and the approach to student presentations should be modified to build upon a strengths-based approach that recognizes the strengths of presentations, but also provides constructive and supportive feedback.

In summary, the Internal Review Team found the graduate program in Pharmacology and Neuroscience to be in good standing, and fully deserving of continued support.

## Evaluation of the Graduate Program in Pharmacology and Neuroscience

### Background and Methodology

The internal review team visited the Department of Pharmacology and Neuroscience at the SIUS medical campus in Springfield on Nov. 1<sup>st</sup>, 2010. Prior to the visit, the review team was provided with a self-study document that included in-depth information about the program and its faculty, student placement after graduation from the program, current enrollment, and copies of the previous program reviews conducted in late 2001 and early 2002. The Department supplied additional information requested about the academic qualifications of students admitted to the program since 2000. The three member team met in a virtual classroom in order to enable one member to teleconference to the site from the Carbondale campus. Interviewees included the Graduate Program Director, postdoctoral fellows, students, Associate Dean for Research, individual faculty members, support staff, and the faculty as a group. A series of structured questions were used to assure consistency throughout the interview process.

### Major Findings

#### *Program Strengths*

**Faculty.** The faculty of the School of Pharmacology and Neuroscience is strong and committed to both students and their respective disciplines, regardless of faculty rank. Since the last program review, the program has witnessed several new hires (Julio Copello, Randolph Elble, Shelly Tischkau and Victor Uteshev-Gaard), tenures of faculty as well as promotions of faculty to higher ranks (Amy Arai to Associate Professor; Donald Caspary to Distinguished Professor; Julio Copello to Associate Professor; Carl Faingold to Distinguished Professor and Louis Premkumar to Professor). There are currently ten full time faculty whose locus of tenure is in the Pharmacology and Neurobiology, with one emeritus faculty member.

Faculty members are productive and engaged in their research. Our review of faculty biosketches indicates that faculty have been very successful in securing major grants from private and public sources. The research of nine of the full time faculty is funded by the National Institutes of Health. There is a current total of 12 external grants in the department, with over \$2.2 million per year in funding. The faculty are active scholars as evidenced by their number of publications and presentations at national and international settings. The faculty publication record is excellent, with 30 to 33 referred publications per year since 2006. In fact, over the past five years, the faculty has produced over 155 publications and abstracts, eight book chapters and reviews. Faculty members also serve on editorial boards, referee for peer-reviewed journals, and are members of NIH and other study sections for grant reviews. In addition, faculty members are

very involved in professional associations related to their respective disciplines and are engaged in student projects and student learning initiatives.

In summary, the quality and research productivity of the faculty provide a superior training environment for their graduate students. The committee spoke with a group of four students, all of whom indicated that the Department faculty were excellent teachers. The faculty also appear to be collegial and willing to support each other in the Departmental teaching and training missions. Both students and other faculty stated that other laboratories in the Department were open to collaboration or to provide training in their areas of expertise.

**Department Chairperson.** Carl Faingold, appointed in 1995, appears to steer the Department aptly and with strength. He has been able to maintain his own research agenda and productivity despite the demands on his time for administrative responsibilities. His leadership appears to be proactive and democratic, with strong support for his faculty.

**Graduate Students.** The Department has sixteen graduate students; nine are funded by State of Illinois funds provided to the Department, while the rest are funding through the research grants obtained by the faculty. All currently enrolled graduate students are Ph.D. students; most are graduates of foreign professional medical programs. The students are of good quality, as evidenced by their Graduate Record Exam scores (means of 509 verbal, 693 quantitative, 3.8 analytical for 2006-2010). The students have generally performed well in the program. Tracking of graduates suggests that graduates move into strong and highly competitive settings. Since 2006 all graduates have found a position: twelve as postdoctoral fellows or research associates, two as technicians or research assistants, two as medical residents, and one is owner/operator of his own corporation. The students interviewed were enthusiastic about the program and opportunities upon graduation. It appeared that students had been recruited through word of mouth or through personal contact from faculty. The program can boast of two graduates thus far in 2010, five in 2009, three in 2008 and four in 2007.

**Postdoctoral Fellows.** The Department has eight research associates and assistant research professors fulfilling the role as Postdoctoral Fellows. Postdoctoral trainees interviewed were enthusiastic about their opportunities for research and scholarship. They also contribute to the success of their mentors' projects and to the vitality of Departmental research initiatives. They have a good relationship with faculty and graduate students, and uniformly stated their overall satisfaction with their position. The postdoctoral fellows provide an important role model, as well as an additional resource for training and mentoring, for graduate students.

**Departmental Support Staff.** The support staff for the graduate program appears to be conscientious and extremely supportive. All expressed their support for the students and their dedication to the success of the graduate program. In particular the graduate admissions clerk, Linda Moss, appears to play a pivotal role in keeping the graduate program running smoothly.

**Research Facilities.** The internal review committee toured the Department’s laboratory space and concluded that it was very good and able to support a high level of research productivity. In general, most laboratory equipment was state-of-the-art. No faculty or student expressed any serious concern about a lack of equipment impeding their research. Students and faculty both indicated that equipment owned by one faculty member could be used by others on request, and that this sharing is very beneficial.

**Teaching.** The Department has a heavy responsibility in teaching medical students in their sophomore Pharmacology course. In addition, a number of courses are offered in the graduate Pharmacology (PHRM) program, including Principles of Pharmacology, Cardiovascular and Geriatric Pharmacology, Toxicology, Neuropharmacology, and Neuroscience. Other course offerings include seminar, methods, and readings courses. Courses are taught every other year because most students are admitted on an every-other-year basis. There is an active seminar program; a number of well-regarded scientists outside the institution have had visits sponsored to the campus to participate in this program. Faculty members expressed a strong commitment to teaching, while students were pleased with the quality of teaching offered to them through the program. Students interviewed stated that they believe they are getting a very good education.

**Community Service.** Department faculty serve on various university committees, as members and officers of a number of professional associations, and occasionally teach in local small colleges. Beyond this and their academic activities, no other form of community service by the faculty was noted. Students indicated that they offer the community seminars on drugs and drug interactions. Students were committed to also using opportunities for community service to try to showcase the program, recruit potential students, and hone their presentation skills.

### *Program Weaknesses*

While the Internal Review Team found the graduate program to be strong in its current state, we identified a number of areas that could be explored to potentially further develop and strengthen the program. These are itemized below.

**Recruitment of U.S. undergraduate students.** Difficulty in recruiting students from Illinois or other states has been an ongoing challenge for the program. Since the last program review was conducted in 2001, only 30% of the student recruits into the program were graduates of U.S. Universities (12 /40). The Department is aware of this imbalance, but has been unable to identify a solution for enhancing local/U.S. student recruitment. It appears that no qualified U.S. student applicant to the program has been turned away. Nevertheless, strategies need to be developed to increase the number of Illinois and/or U.S. students into the program.

**“Apply Yourself” application system.** Southern Illinois University has recently initiated a new application process known as “Apply Yourself”, whereby students complete the entire

application package online. At the time of our review, it was reported that applications to the program had dropped substantially compared to previous years. It is possible that difficulties with the new application system are responsible. While this may be completely out of the hands of the Department of Pharmacology and Neuroscience (the responsibility resting with the Graduate School), a system that does not provide appropriate access/connection to the Department could negatively impact graduate applications. The Department should try to develop a strategy to deal with this potential problem.

**Neuroscience course offerings.** The Department of Pharmacology recently began offering a degree program in “Pharmacology and Neuroscience”. Students agree that the Neuroscience offerings need to be increased, including cognitive neuroscience and electrophysiology. Faculty state that a course Neuroanatomy is needed. It is possible that some of these needs could be met by involving faculty on the Carbondale campus through team-taught courses involving video conferencing. Nobody spoke favorably of the current format of the journal club, which should probably receive some attention.

**Faculty seminar presentations.** Students voiced concerns about the lack of faculty seminar presentations within the Department. Faculty should consider regular opportunities to present their work, or present oral papers as a “dress rehearsal” prior to attending conferences at professional meetings. This would also help students understand the scope and professional expectations of presenting in professional forums, and would also familiarize students with faculty interests and research. This would be very helpful for students in choosing a faculty mentor for their dissertation work.

**Teaching opportunities.** Doctoral students and Postdoctoral trainees both cited the lack of teaching opportunities as an area they would like to see addressed. Students voiced concerns (especially international students) that they could potentially be on the job market for academic positions with no teaching experience to contribute to their academic portfolio. Strategies to develop teaching opportunities and obtain feedback on teaching efforts should be built into the course of doctoral and post-doctoral training. Unfortunately, medical student teaching cannot provide a good format good for graduate students. It is heavily clinically oriented and taught in a problem-based learning format, so opportunities for combined medical/graduate education are minimal.

**Journal Club.** There was a lack of consensus about the value of the currently conducted journal club. Some faculty felt that the process of aggressively confronting students during presentations strengthens the professional character of the students. Younger faculty, postdoctoral students and students felt that strategies should be employed which would provide for more nurturing, constructive feedback during student presentations. They also felt that the current format discouraged speculative thinking and the presentation of new ideas. The internal review team recommends that the faculty in the Department of Pharmacology and Neuroscience build upon a strengths-based approach that recognizes the strengths of presentations, but also provides

constructive feedback. If necessary, an alternative venue for more speculative discussions could be created.

**Student learning outcomes assessment and program improvement.** The Illinois Board of Higher Education (IBHE) has integrated a new standard into their program reviews that includes evidence of student learning outcomes and the use of these outcomes for program improvement. While the Department of Pharmacology and Neuroscience currently uses data from student feedback for decision-making and program renewal, it is not clear that the process and feedback mechanism is clearly solidified and integrated in the overall health of the organization. Routine examinations or feedback can be secured, at least bi-annually, from potential employers/employers and alumni to identify program strengths and areas needed for curricular development. Some strategies also need to be developed to assure anonymity for course evaluations and program objective assessments. Survey Monkey could be used as a vehicle to collect data unobtrusively. It was clear that the faculty and program leadership were quite willing and interested in using student learning outcomes assessment to facilitate program improvements. The primary training of the faculty and leadership is not in outcomes assessment, whereas substantial expertise is available from external sources. The Internal Review Team recommends that representatives from the School of Medicine (e.g., Debra Klamen and/or Gary Giacomelli) and from the Office of Assessment and Program Review be designated to work with the Department to build knowledge in this area.

**Student stipends.** The current graduate student stipend is \$19,824 per year. This is higher than for other SIU graduate programs. The influence of the stipend level on recruiting U.S. students is not known. However, the Internal Review Team recommends that the Department monitor stipend levels for other Pharmacology (and Neuroscience) programs to assure that these rates remain competitive with other academic institutions.

**Academic /Industrial partnerships.** Postdoctoral trainees suggested that the program develop some collaborative ties with industry as a venue for students to be able to develop industrial work experiences. Although the Internal Review Team is not clear on the complexities of making this suggestion a reality, some effort to examine the feasibility of this suggestion seems reasonable.

**Student lounge facilities:** Currently there is no designated space for students to congregate to share ideas or a meal together. Apparently such facilities are available to other departments. The internal review team noted that a designated student lounge facility would help facilitate student collegiality, enhance cross-laboratory sharing of research ideas and information about experimental techniques, and would likely also benefit student morale.

## **Actions Taken Since the Last Review**

The Department has made several changes to their graduate program in response to the suggestions that emerged from their last review in 2001/2002. These changes include the following:

- 1. The elimination of the biochemistry and physiology pre-requisites.** These courses were dropped as required pre-requisites and the catalog has been revised accordingly.
- 2. Offer annual rather than biannual admission.** Students are now admitted on an annual basis, every fall.
- 3. Increase graduate levels stipend and health benefits.** Health benefits are provided. Fees for athletic facilities that students cannot use have been deleted. A source of funds for stipend increases could not be identified.
- 4. Introduce students to research interests of faculty at the time of entry.** Initiated.
- 5. Remove pressure of having to complete all the requirements within four years.** Faculty have initiated a plan to provide support to students for a fifth year through funds secured on research grants.
- 6. Seek additional extramural funds to support students.** Students are currently supported on faculty research projects as well as state stipends.
- 7. Increase the term of the Graduate Program Director (GPD).** The term of the GPD has been increased from one to three years.
- 8. Institute required courses on medical ethics.** Initiated.
- 9. Modify admission requirements and improve course offerings.** These are areas of continuing development. Thus, modifications and improvements have been made on an ongoing basis.

## **Recommendations**

As stated above, the opinion of the Internal Review Team is that the Graduate Program in the Department of Pharmacology and Neuroscience is a strong one that is turning students with limited or no experience into first-class researchers who are able to compete nationally and internationally. It could be argued that the program and faculty over-perform when their current resources are considered, and that expanding the program would be beneficial to the University and the State of Illinois. Several areas for potential improvement were identified in the section on program weaknesses. The following recommendations have been distilled from this list:

- Representatives from the School of Medicine (e.g., Debra Klamen and/or Gary Giacomelli) and from the Office of Assessment and Program Review should be designated to work with the Department of Pharmacology and Neuroscience to design and implement a specific set of strategies for the assessment of student learning outcomes.
- Develop marketing strategies to reach undergraduate science and biology programs in the regional area, using current students and junior faculty, in an effort to increase the recruitment of Illinois residents and U.S. nationals into the graduate program.
- The approach to student presentations should be modified to build upon a strengths-based approach that recognizes the strengths of presentations, but also provides constructive and supportive feedback.
- Faculty should present their own work to students, trainees and other faculty on a regular basis in order to familiarize students with faculty research and scholarship.
- Strategies should be developed to integrate teaching opportunities, and feedback on teaching efforts, into the course of doctoral and post-doctoral training.
- Create a designated student lounge facility.



Report of the External Review Team  
For the Graduate Program in the  
Department of Pharmacology/Neuroscience  
Southern Illinois University School of Medicine  
Springfield, Illinois  
December, 2010

Bonnie Sloane, Ph.D.<sup>1</sup>  
Distinguished Professor and Chair  
Department of Pharmacology  
Wayne State University  
School of Medicine  
Detroit, Michigan 48201

Thomas Westfall, Ph.D.  
William Beaumont Professor and Chairman  
Department of Pharmacological and Physiological Science  
Saint Louis University School of Medicine  
1402 South Grand Blvd.  
St. Louis, MO 63104-1004

<sup>1</sup>Authorship is Alphabetical. Both reviewers contributed equally to this report

## Executive Summary

The Graduate Program of the Department of Pharmacology and Neuroscience at the southern Illinois University School of Medicine performs well in its training mission. The Department has a strong and collegial faculty that takes pride in their graduate training mission. The recently hired faculty are very enthusiastic in regard to graduate training and their recruitment should be viewed as an indication of the strength of the Department. In general, the faculty are to be commended for their productivity, publications in well respected journals and high level of national grant support for their research. The excellent research space and the opportunities that it allows for interactions between laboratories contribute to the evident pride that the faculty and students take in their own research and in the Department as a whole. The Chair, Dr. Carl Faingold, is well regarded by the Department and the University as evidenced by his designation as a Distinguished Professor. His considerate nature and deep commitment to medical and graduate training are reflected in the high morale of faculty, graduate and postdoctoral students and departmental support staff. The latter appear to take an unexpected degree of pride in their role in making the department function smoothly. The Graduate Program of the Department of Pharmacology and Neuroscience has many significant strengths and the External Review team recommends that the University continue to fully support this program. To further strengthen this program, the External Review Team has identified a few minor issues. By addressing these issues, there is an opportunity to increase the national stature of the program, which should impact their ability to recruit non-foreign students at both the graduate and postdoctoral levels. First, we recommend that the Department design and implement a set of comprehensive strategies to increase their stature nationally. Second, we recommend that the Department work with the University and marketing experts to develop strategies for the targeted recruitment of Illinois residents and US nationals to both the Graduate Program and postdoctoral training. Third, the Department should modify a number of the structural elements of their training program to more fully take advantage of the potential for collaborative interactions and to build on the unique strengths of their faculty and graduate and postdoctoral students. Fourth, the Department should work with the appropriate people from the School of Medicine and from the Office of Assessment and Program Review to design and implement a specific set of strategies for the assessment of student learning outcomes. Overall, the External Review Team found the Graduate Program in Pharmacology and Neuroscience to be excellent and fully deserving of continued support.

## **BACKGROUND AND METHODOLOGY**

The external review team visited the Department of Pharmacology and Neurosciences at the SIUS medical campus in Springfield, Illinois on November 29<sup>th</sup> and 30<sup>th</sup>, 2010. Prior to the visit the review team was provided with the Program Review Self Study Document, dated September, 2010 and the Report of the Internal Review Team dated November 22, 2010. The Self Study document included in-depth information about the program and its faculty student placement after graduation from the program, current enrollment and copies of the previous program reviews conducted in 2001 and early 2002. At the time of the Site Visit, the Department supplied additional information requested about the academic qualifications of students admitted to the program since 2000 and the most recent University they attended plus the lecture topics for the courses: PHRM 550A and B, PHRM 555 and 574. The two members of the team met interviewees in the Pharmacology Conference Room, 801 Building, room 3313 or in 801 Building Atrium Conference Room where video conferences were held with Lindegren 310 on the Carbondale campus.

Interviewees included the Graduate Program Director, the internal review team (in person and by video conference), individual faculty of the program, the chair of the Department, the Associate Dean, Research and Faculty Affairs, the Dean and Provost together with the Assistant Provost for Institutional Planning of the SIU School of Medicine, the SIU Vice Chancellor for Research and Graduate Dean (by video conference), the SIUC Director for Assessment and Program review (by video conference), several Assistant Research Professors and Research Associates, selected predoctoral graduate students, and the Pharmacology staff. Exit visits were held with the Chair of the Department and the Internal Review team.

## **MAJOR FINDINGS**

### Program Strengths

#### Department Chairman

The Chairperson, Dr. Carl Faingold, continues to be one of the strengths of the Department as it was in the previous review in 2002. Dr. Faingold continues to lead by example and is active in research, teaching and service. Since the previous review he has been designated a Distinguished Professor by SIU-Carbondale which we understand is awarded to only one faculty member per year. This is an outstanding honor which reflects the esteem in which the University holds Dr. Faingold. As mentioned, Dr. Faingold leads by example. His research in the area of epilepsy is well respected nationally and internationally. He publishes regularly and has written numerous book chapters or review articles on epilepsy. Dr. Faingold is also active in teaching undergraduate, graduate and medical students. He has published several book chapters for Pharmacology textbooks and has presented at numerous national meetings on various aspects of pharmacology in the integrated medical curriculum. He has also organized and chaired investigator workshops in conjunction with the American Epilepsy Society. Dr. Faingold also provides outstanding service to Southern Illinois University by his participation in key committees and to numerous professional organizations such as the American Society for Experimental Pharmacology and Therapeutics; Society for Neuroscience; and American Epilepsy Society to name but a few. Dr. Faingold continues to be an active member and participates regularly in the annual meeting of the Association of Medical School Pharmacology Chairs and hence keeps his faculty abreast of major developments in pharmacology. Dr. Faingold has managed to both retain excellent senior faculty and to recruit some exceptional junior faculty with 4 being recruited during the period of 2005-2007.

#### Faculty

There are currently 10 tenure track faculty consisting of 2 Distinguished Professors (Casparly and Faingold), 2 Professor (Premkumer, Toth) 3 Associate professors (Ramkumar,

Copello, Arai) and 3 Assistant Professors (Eible, Tischkau and Uteshev-Gaard). Overall this is a productive and scholarly group of scientist. Four of these faculty were recruited during the period 2005-2007. In 2010 this group has received 12 extramural awards for a total sum of \$2,287,808. This represents an increase of 7 awards from 2009 and an increase of \$1,000,000. Over the last 6 years, this group has generated 10.7 million in total dollars. This is an excellent accomplishment, especially in the current NIH environment and economic status of the country. The group is also consistently publishing the results of their research in peer reviewed journals with an average of 30 per year over the last 5 years. This represents about 3 peer reviewed papers per faculty per year. In addition there are regular contributions to book chapters, reviews and abstracts of meeting presentations.

The faculty represents an excellent balance between well established senior faculty and outstanding and enthusiastic young faculty. The faculty clearly represents a value added to the strength of the graduate program.

#### Students, Postdoctoral Fellows and Research Faculty

The students are an articulate, bright and collegial group. Their credentials are very good with an average GPA of 3.4 and verbal and quantitative GRE's of 520 and 689, respectively for a total V + Q of 1209. There appears to be outstanding leadership by some graduate students which has led to students meeting weekly in a pub setting to discuss journal articles. Strong teamwork is a feature of the student group. It appears that the students are in general very happy and satisfied with their training. Postdocs and Assistant Research faculty, although few in number, are enthusiastic and satisfied but feel a bit left out of the mainstream activities of the department. They serve an important role in mentoring graduate students in laboratory techniques.

#### Staff

The department continues to be fortunate in having such a fine staff of competent and collegial staff.

### Research Facilities

These are excellent and most conducive to carrying out the mission of the department. Students and faculty felt that they had all of the necessary equipment to be successful in their investigations. A tour of the facilities indicated adequate laboratory space and excellent equipment.

### Program Weaknesses

The External Review Team agrees with the Internal Review report that there are many strengths to the graduate program in Pharmacology and Neuroscience. We have also agreed that there are a number of areas that should be explored to further improve and strengthen the program. These are as follows:

#### Recruitment of U.S. Undergraduate Students

The External Review Team agrees with the Internal Review report that there have been difficulties in the past in attracting domestic students into the program. As mentioned, 70% of the students matriculating and graduating from the program since the last review have been non-US students. This is not entirely negative since the students entering the program have good credentials, have carried out strong research and have been placed in excellent postdoctoral positions. Nevertheless, as a State Institution, the program has an obligation to increase the pool of domestic graduates, especially those coming from Illinois and surrounding states. Several strategies are recommended below to help with this problem.

#### Weak Reputation of the Department and Deficiencies in Marketing the Program

A major problem and concern (which was also identified in previous reviews) is the lack of a national reputation for the Department and the graduate program. A major reason for this is the isolation of this highly competent but small department. The separation from other basic science facilities (e.g. Biochemistry, Physiology, Anatomy, etc), which are located in Carbondale, clearly contributes to the problem. In addition there is little evidence of trying to market the program and its strengths at national/international meetings. Many of the students

enter the graduate program because of some local connection, rather than the scientific reputation of the department and University. This is reflected in the recent National Academy of Sciences report rating the graduate program as weak.

#### Journal Club

There was unanimity of both faculty and students that there are problems with the structure of the Journal Club. This is well described in the report of the Internal Committee.

#### Student Stipends

The current stipend for the graduate students is \$19,824 per year. This is quite a bit lower than other Midwestern universities. Although this appeared satisfactory to the current graduate students, it is the opinion of the External Reviewers that this is too low and could impact the decisions of domestic students to seek their graduate education elsewhere.

#### Teaching Opportunities

As described in the report of the Internal Reviewers, both graduate students and postdoctoral fellows find the lack of opportunity to receive training and experience in teaching to be a weakness of the program and department. It is clear that providing such opportunities for gaining teaching experience will increase the attractiveness and competitiveness of the trainees for employment.

#### Prelim/Qualifying Exam

As mentioned in the 2002 review, the structure of the qualifying exam is too highly didactic and may not be the best indication of graduate student ability to perform original, high quality research.

#### Thesis Committee

Rule governing how often the thesis committees meet with the students lacks rigor and appeared to vary from committee to committee.

### Faculty Seminars

Opportunities for the students to hear seminars on “works in progress” by the Department faculty appear to be deficient. The External Reviewers agree with the assessment of the Internal Reviewers on this issue.

### Neuroscience and Other Course Offerings

Upon examination of the topics covered in PHRM 550 A and B and PHRM 574, it appears that there is good coverage of many neuroscience subjects. Some increase in further neuroscience offerings would probably be appropriate. However, it does not appear to be as serious a problem as reflected in the Internal Reviewers comments. Of greater concern is how the apparent deficiency in biochemistry and physiology background of some students can be remediated.

### Program Assessment

It appears that the Department does not have an adequate plan for assessing whether or not the objectives and missions of the Graduate Program are being met.

## **ACTIONS TAKEN SINCE THE LAST REVIEW**

The Internal Review summarized 9 changes that have been made or implemented that were recommended since the last review in 2001/2002. The External Reviewers agree that these are positive improvements in the graduate program. The following are recommendations made by the previous review that have still been unmet.

- Increase graduate level stipends and health benefits
- Require regular meetings of the Thesis Committee
- Provide teaching opportunities for graduate students and postdoctoral fellows
- Expand the Seminar Program to include presentations by faculty
- Provide or upgrade social or athletic facilities

## RECOMMENDATIONS OF EXTERNAL REVIEWERS

1. Address the following issues regarding graduate and postdoctoral training:
  - a. Have all trainees, graduate students and postdoctoral students, give oral presentations on an annual basis. In year one, students might give presentations based on a review of the literature in their intended area of research, thus providing an introduction for their thesis/papers. In subsequent years, presentations should preferably be based on their own research. A formal mechanism for critiques by the faculty of students' oral presentations should be implemented to provide positive and constructive feedback.
  - b. Student should be exposed on a structured and ongoing basis to faculty thinking/development of new research ideas/state-of-the-art techniques through informal presentations by faculty for students on an ongoing and structure basis.
  - c. Develop teaching opportunities for graduate and postdoctoral trainees. One suggestion might be to have them give min-courses to first and second year students of 4 weeks – 24 contact hours – on specialized topics. Another suggestion is that a program be developed with local undergraduate institutions.
  - d. All students should have formal biannual thesis committee meetings, including written reports on the research progress and a summary of the meeting itself. Sign-off by all committee members should be required and reports and cover sheets with signatures should be submitted to Department graduate officer, Department chair and to graduate school (SIUCarbondale).

2. Develop strategies to increase stature nationally. This could include using a common format for ppt slides/posters at national meetings, bringing in department chairs/society officers for seminars to 'show off' the department, etc.
3. Develop marketing strategies to increase recruitment of US nationals, with an emphasis on Illinois residents, into the graduate program. Need to have a point person to follow up on such strategies. Strategies might include having younger faculty and perhaps postdocs give seminars at undergraduate colleges in the region to publicize opportunities available in Pharmacology at SIUS. To attract more US nationals, student stipends should be increased to levels more comparable to those at other institutions in the region.

4. Student learning outcomes – Recommendation

We agree with the Report of the Internal Review Team that “representatives from the School of Medicine (e.g., Debra Klamen and/or Gary Giacomelli) and from the Office of Assessment and Program Review should be designated to work with the Department of Pharmacology and Neuroscience to design and implement a specific set of strategies for the assessment of student learning outcomes.”

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SIU School of Medicine

Pharmacology Graduate Program  
(M.S. and Ph.D. in Pharmacology and Neuroscience)

2011 Program Review – November 2011

Comments Section

SIU School of Medicine's Department of Pharmacology provides course work and research opportunities for students leading to the M.S. and Ph.D. degrees in pharmacology and neuroscience. The program consists of formal course work in pharmacology, neuroscience, and related fields; experiences in research and teaching; presentations at professional meetings and conferences; and publications and research. The department's graduate program is located on the Springfield clinical campus and has been in place since 1979. Sixty-five students have graduated from the program and twenty Ph.D. students are currently enrolled in it.

Synopsis: The pharmacology and neuroscience graduate program continues to perform well in its educational mission. The program has numerous strengths including strong leadership of the department chair; committed and effective faculty and staff; engaged, bright, and collegial students; well-equipped research laboratories; and the department's strong commitment to teaching. As identified by the peer review teams, opportunities for improvement include specific refinements of the program's curriculum and course offerings; student application system and process; teaching opportunities, examinations, and thesis committee scheduling; and student learning assessment. The program continues to struggle with the recruitment of U.S. domestic students and achievement of appropriate visibility for the department's research activity. The recommendations arising from this program review address these findings (see below). On balance, the Pharmacology graduate program performs well in fulfilling its mission to train scientists and educators.

Current Status: In response to the recommendations of the peer review teams, the Department of Pharmacology chair and faculty developed a specific set of action plans. These were reviewed and approved by the medical school's dean and provost in June 2011. The following summarizes progress on these plans since that date.

Recommendation	Actions Taken or In Progress Since June 2011
R#1: Increase Recruitment of Domestic Students	The graduate program is developing working relationships with colleges and universities in downstate Illinois in efforts to recruit graduate students. An undergraduate summer internship program, designed to recruit promising students from the area to the department's research labs, has begun. Faculty, graduate students, and postdoctoral fellows from the department will also travel to regional colleges and universities to present seminars to biology/chemistry and psychology students to increase the visibility of the graduate program and research opportunities at SIU. These efforts will improve awareness of the pharmacology program among prospective students.
R#2: Develop Teaching Opportunities for Students and Postdoctoral Trainees	Teaching options for trainees at local colleges and universities are being explored by first establishing connections with appropriate faculty at these campuses (see above), including contacting the pharmacy and nursing schools on the SIU Edwardsville campus to explore the possibility of pharmacology graduate students' participation in their programs. The department is also exploring options for teaching at local high schools. As a start, pharmacology graduate students have presented an educational outreach program to local

Recommendation	Actions Taken or In Progress Since June 2011
	middle school students as part of Brain Awareness week, a major national activity of the Society for Neuroscience. The graduate students are developing lectures for a new blended online version of an existing pharmacology course at the 400 level.
R#3: Change the Approach to Student Presentations	The program continues to adjust the seminar presentation requirements. In accordance with the recommendations of the review teams, a new approach is being developed. Student presentations focusing on their own research are an important part of this approach. The current method of evaluation and feedback is being assessed and updated. Postdoctoral fellows are also being required to give an annual presentation of their research as a part of the trainee seminar program.
R#4: Increase Student Exposure to Development of Research Ideas through Faculty Research Presentations	A formal faculty seminar series has begun, which will help students and faculty share research ideas and begin collaborations to enhance the students' education.
R#5: Design and implement Strategies for Assessment of Student Learning Outcomes	As suggested by the reviews, the department is seeking feedback, at least bi-annually, from employers (potential and actual) and alumni to identify program strengths and areas needed for curricular development. The department is utilizing online surveying methods to assure anonymity for course evaluations and program objective assessments. The department is also seeking input from the School's Office of Education and Curriculum, as well as from the SIUC Office of Assessment and Program Review, to assist the department in building knowledge in this area, as suggested by the internal review.
R#6: Develop Marketing Strategies to Increase Program Stature Nationally	An increased effort to bring in prominent seminar speakers has been initiated. The faculty is also encouraging pharmacology's graduate students to apply for travel awards from the professional meetings to the Society for Neuroscience and Experimental Biology (American Society of Pharmacology and Experimental Therapeutics). These actions will increase the department's visibility nationally.
R#7: Institute Biannual Thesis Committee Meetings for Ph.D. Students	The guidelines regarding committee meetings are being re-evaluated and formalized. The graduate catalog is being updated to reflect this change. Students are being required to hold bi-annual meetings with their committee. One meeting will be arranged to coincide with the research seminar for the student.
R#8: Student Lounge Facilities	The department has developed a lounge facility to meet this need.
Recommendations from the Internal and External Review Teams. Recommendations R#1 – R#5 were common to both teams; Recommendations R#6 and R#7, from External Review Team only; R#8, from Internal Review Team only.	