

August 26, 2016

Members of the Board Academic Matters Committee

Shirley Portwood, Chair  
J. Phil Gilbert  
Donna Manering  
Naomi Tolbert

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 8, 2016, immediately following the Executive Committee meeting in the Conference Center, second floor, of the Delyte Morris University Center at Southern Illinois University Edwardsville. The agenda is attached.

I look forward to seeing you at the meeting.

Sincerely,

James S. Allen  
Acting Vice President for Academic Affairs

/pm

Enclosure

c: Roger Herrin  
Ryan Johnson  
Joel Sambursky  
Amy Sholar  
Randal Thomas

Randy J. Dunn  
Bradley Colwell  
Randall Pembroke  
Other Interested Parties

## AGENDA

### MEETING OF THE SOUTHERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES ACADEMIC MATTERS COMMITTEE

Thursday, September 8, 2016  
Immediately following the Executive Committee Meeting

Conference Center, Second Floor  
Delyte W. Morris University Center  
Southern Illinois University Edwardsville

1. Announcements: IBHE low-performing program metrics
2. Approval of Minutes of the Meeting July 14, 2016
3. Information Report: Program Quality Assurance
4. Operating and Capital RAMP Guidelines and Executive Summary: Resource Allocation and Management Program (RAMP) Planning, Operations, and Capital Budget Requests, Fiscal Year 2018 (Joint Discussion with Finance Committee and Architecture and Design Committee) (Board Agenda Item K)
5. Presentation: Teaching Compassion Meditation to Detained Youth: The Intersection of Teaching, Research and Community Service  
  
Presenter: Dr. Jeremy Jewell, Professor; Licensed Clinical Psychologist; Certified School Psychologist  
  
Hannah Dahms, Junior, Psychology Major, Minor in Criminal Justice  
  
Marjorie Wilson, Senior, Psychology Major, Minor in Sociology
6. Other Business
7. Adjournment

## **BOARD OF TRUSTEES**

### **SOUTHERN ILLINOIS UNIVERSITY**

#### **Minutes of the Academic Matters Committee Meeting**

**July 14, 2016**

The Academic Matters Committee met at 9:04 a.m. on Thursday, July 14, 2016, in the Auditorium at the SIU School of Medicine. Present were: Shirley Portwood, J. Phil Gilbert, and Donna Manering. Other Board members present were: Roger Herrin, Ryan Johnson, Joel Sambursky, Amy Sholar, Randal Thomas and Naomi Tolbert. Executive Officers present were: President Randy J. Dunn; Acting Vice President for Academic Affairs James Allen; Senior Vice President Duane Stucky; Interim Chancellor Bradley Colwell, SIUC; Interim Chancellor Stephen Hansen, SIUE.

#### **Announcements**

Acting Vice President James Allen shared information from the Illinois Board of Higher Education's Academic Leadership Meeting that was held on June 10, 2016. Topics discussed were the Military Prior Learning Assessment (MPLA) Commission's recommendations & the New Associates of Science degree that was approved by the Illinois Community College Board.

The MPLA Commission established by the IBHE has been meeting regularly since its first convening in January. The military services provide college-level training in a number of technical fields for which universities can and do provide academic credit given appropriate documentation. The Community College of the Air Force has long provided one model and similarly the American Council on Education (ACE) has issued guidelines for expanding this model to four-year institutions. Drawing on these resources, along with the large scholarly literature on assessment of student learning, the Commission has drafted eleven recommendations for public universities' comment. The Academic Leadership, SIUC and SIUE are reviewing the preliminary recommendations to ensure that the post-secondary education of our active duty military and veterans is well served by a careful review of their occupational training and work experience. The University's input to the Commission is due in the last week of July. The Commission's work will be done by the end of the calendar year so the state's public universities can properly credit Military Prior Learning for the baccalaureate degree.

The second informational item from IBHE's Academic Leadership Meeting turned to the transferability of the new Associates of Science degree recently developed and approved by the Illinois Community College Board (ICCB) last winter. The community colleges are now offering a more rigorous Associates degree for students pursuing a baccalaureate degree in STEM fields—Science, Technology, Engineering, and Mathematics. In so doing, the community colleges are requiring six more credit hours in math and science while trimming the same number of hours in the social sciences,

humanities, and the fine arts from general education requirements. The expectation is that these latter requirements will be met at the public universities after students with the new Associates of Science degree have transferred. Because of the operational difficulties in reviewing the transcripts for each and every transfer student, four public universities—Northeastern, Northern, SIU Edwardsville, and SIU Carbondale—have decided to accept the new Associates of Science degree as having met their general education requirements.

IBHE will provide guidelines for the transferability of the Associates of Science degree that may require the SIU campuses to revisit their earlier decisions about its suitability to their baccalaureate degrees.

Also reviewed at the Academic Leadership meeting were recent legislation that relates to academic matters. Particularly Dr. Allen shared House Bill 5729, the Postsecondary and Workforce Readiness Act and Senate Bill 2824 that concerns the sale of liquor on the SIU Carbondale campus and includes a provision that directly affects the instruction of students in Carbondale's new Fermentation Science degree where students will now be able to sip the brew they make in the laboratory.

#### **Approval of the Minutes of the May 5, 2016, Meeting**

Motion was made by Trustee Gilbert to approve the minutes of the May 5, 2016, meeting. The motion was duly seconded by Trustee Mannering and passed by the Committee.

#### **Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2015 through June 30, 2016 (Board Agenda Item I)**

Acting Vice President James Allen provided a brief overview of the report. Trustee Gilbert asked why there were so many requests to rename programs/degrees. Dr. Allen informed the Board that during some accreditations, a name change is recommended/needed to provide a broader purview. President Dunn added that it may also allow for better marketability of our programs.

Acting Vice President Allen and President Dunn also added that our campuses report these changes to the IBHE. IBHE does not mandate the renaming of programs but they do meet and confer with academic leaders on these matters.

Motion was made by Trustee Gilbert to approve the report. The motion was duly seconded by Trustee Mannering and passed by the Committee.

**Presentation: *Preparing a Diverse Healthcare Workforce: The Physician Pipeline Preparatory Program (P<sup>4</sup>)***

Acting Vice President James Allen introduced Jerry Kruse, Dean and Provost of the SIU School of Medicine.

Dr. Kruse welcomed the Board to Springfield and provided brief remarks about the Physician Pipeline Preparatory Program (P<sup>4</sup>) and the important role it plays in the SIU School of Medicine's recruitment efforts. The Program is focused on continual medical education that involves high school, college, post-baccalaureate programs, medical school, residency, fellowship and continuance career development. It pays attention to career awareness on the part of students and potential students for the correct preparation, and it smooths the many steps students must take to become excellent physicians and healthcare professionals. SIU School of Medicine also focuses on programs that promote diversity—ethnic, cultural, gender, and socioeconomic—which is what the P<sup>4</sup> program is all about. Dr. Kruse introduced Wesley McNeese, Associate Dean for Diversity and Inclusion at the SIU School of Medicine.

Dr. McNeese played a video of high school students who shared their personal experiences with the program. After the video he provided a brief history of the program, the number of students who have been participants, and the partnerships between School of Medicine, School District 186 and the Sangamon County Medical Society. He turned the floor over to current and past medical students whom he referred to as the “drivers” of the program.

T. Newsome, Sofia Candel and Alicia Altheimer offered brief overviews of their involvement with the P<sup>4</sup> program. They all felt a sense of ownership of the program and credit their problem-based learning for it. They also shared how popular the program is and how it helps high school students grow in confidence and knowledge.

Before closing, Dr. McNeese recognized Carol Harms, Executive Director of Sangamon County Medical Society, Nalo Mitchell, School Community Relations in School District 186, and Joselyn who is a current Pipeline student. All of them were in the audience.

There were no questions.

**Other Business**

Having no further business before it, the Academic Matters Committee adjourned at 9:37 a.m.

JSA/pm

# Program Quality Assurance

July 1, 2015 – June 30, 2016

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Southern Illinois University System

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Submitted to the  
Illinois Board of Higher Education  
September 2016  
by the  
Office of Academic Affairs



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## Introduction

For more than three decades, the Illinois Board of Higher Education (IBHE) has required all approved units of instruction, public service, and research offered by the public universities to be evaluated on an eight- to ten-year cycle. Over time, the elements of evaluation have expanded from an initial list of indicators such as strengths, weaknesses, productivity and cost efficiency, to include assessment of student learning, stakeholder feedback, and continuous program improvement. For accredited programs, this review process has been in place long before the creation of the IBHE and involved on-site visits of representatives from the accrediting agency. For non-accredited programs, this became a new but important process intended to insure program quality and sustainability.

This *Program Quality Assurance Report* presents the results of the University's most recent accreditation and program reviews. The *Report* includes:

- Lists of programs that are accredited by outside agencies along with their status.
- The results of non-accredited programs reviews and the identification of programs flagged for various issues, including the IBHE's low producing metrics.
- The schedule of reviews for all programs, whether or not they are accredited, through Academic Year 2024.

The results of these reports from the state's public universities are compiled by the IBHE and shared annually with the Illinois General Assembly.

In addition to this Program Quality Assurance Report, the Office of the Vice President for Academic Affairs prepares other annual documents addressed to the SIU Board as well as to the IBHE. These include the Performance Report on the universities' progress towards achieving the goals of the IBHE's Public Agenda; the Minority, Women, Disabled Students, Faculty, and Staff, and Veterans Report on how well the universities are addressing the needs of under-represented groups; and the Center and Institutes Report on the IBHE's recognized research, instructional, and service centers and their work on each SIU campus. Finally, the Vice President for Academic Affairs assists with the compilation and updating of the Dashboard of data on the system and the universities.

James S. Allen  
Acting Vice President for Academic Affairs



**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATIONS/AFFILIATIONS  
2015-2016**

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<b><u>INSTITUTIONAL ACCREDITATION</u></b>				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
<b><u>PROVOST AND VICE CHANCELLOR</u></b>				
American Camp Association (ACA)	2015	Accredited	2018	Touch of Nature Environmental Center, Camp Little Giant
American Association of Museums (AAM)	2001	Accredited Reaccreditation pending	2015	University Museum
<b><u>VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL</u></b>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2015	Accredited	2018	Laboratory Animal Program
<b><u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u></b>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2015	Accredited	2018	Student Health Center
American Psychological Association (APA), Committee on Accreditation	2011	Accredited	2018	Pre-Doctoral Internship Program in Professional Psychology, Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2015	Certified	2017	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2015	Accredited	2017	Student Health Center Laboratory
International Association of Counseling Services (IACS)	2012	Accredited	2018	Counseling Center
National Association for the Education of Young Children (NAEYC)	2011	Accredited	2016	Rainbow's End Child Development Center
<b><u>COLLEGE OF AGRICULTURAL SCIENCES</u></b>				
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2010	Accredited	2017	BS in Hospitality and Tourism Administration, specializations in Food Service Management, Lodging Management, Tourism Management, and Event Planning and Management
Accreditation Council for Education in Nutrition and Dietetics (ASCEND)	2015	Accredited	2020	BS in Human Nutrition and Dietetics, Dietetic Internship Program, Didactic Program in Dietetics
Society of American Foresters (SAF)	2010	Accredited	2020	BS in Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<b><u>COLLEGE OF APPLIED SCIENCES AND ARTS</u></b>				
Aviation Accreditation Board International (AABI)	2015	Accredited	2019	AAS in Aviation Flight (AABI Flight Education)
American Board of Funeral Service Education (ABFSE)	2010	Accredited	2017	BS in Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2015	Certified	2018	BS in Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2008	Accredited	2017	AAS in Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRCEDMS)	2015	Accredited	2020	BS in Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2020	BS in Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2010	Good Standing	2017	BS in Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2019 Indef- intely	AAS in Aviation Flight BS in Aviation Technologies (Airframe and Power Plant Certification)
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	BS in Public Safety Management MS in Public Safety and Homeland Security Administration
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2009 2012	Accredited Accredited	2017 2020	MS in Medical Dosimetry BS in Radiologic Sciences, Radiation Therapy option Magnetic Resonance Imaging Specialization;
	2015	Initial Accreditation	2018	
	2015	Initial Accreditation	2018	AAS Radiography Program
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	BS in Interior Design
	2007	Good Standing	2017	BS in Fashion Design and Merchandising
National Automotive Technicians Education Foundation (NATEF)	2013	Certified	2018	BS in Automotive Technology
<b><u>COLLEGE OF BUSINESS</u></b>				
AACSB International - The Association to Advance Collegiate Schools of Business	2010	Accredited Reaccreditation pending	2015	BS in Accounting, BS in Business and Administration, BS in Business Economics, BS in Finance, BS in Management, BS in Marketing, Master of Accountancy, MBA, PhD in Business Administration

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<b><u>COLLEGE OF EDUCATION AND HUMAN SERVICES</u></b>				
Association for Behavior Analysis International (ABAI)	2012	Accredited	2018	MS in Behavior Analysis and Therapy
Illinois Department of Human Services Division of Rehabilitation Services (DHS)	2015	Approved	2016	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2014	Accredited	2016	MSEd in Educational Psychology, Community Counseling, School Counseling, Marital, Couple and Family Counseling programs, PhD in Educational Psychology (Counselor Education)
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2009	Accredited	2017	BS in Communication Disorders and Sciences, MS in Speech-Language Pathology
Council on Education for Public Health (CEPH)	2011	Accredited	2016	MPH in Community Health
Council on Rehabilitation Education (CORE)	2010	Accredited	2018	MS in Rehabilitation Counseling
Council on Social Work Education (CSWE)	2010	Accredited	2018	BS in Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2015	Accredited	2017	MS in Rehabilitation Counseling
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	Art Education
Council for the Accreditation of Educator Preparation (CAEP)	2015	Accredited	2020	Teacher Education Program - Initial Programs
<b><u>COLLEGE OF ENGINEERING</u></b>				
Engineering Accreditation Commission of ABET	2015	Accredited	2021	BS in Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2014	Accredited	2020	BS in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMAE) (formerly NAIT)	2015	Accredited	2017	BS in Industrial Technology
<b><u>SCHOOL OF LAW</u></b>				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2008	Approved Pending	2016	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Approved	2018	Legal education leading to JD degree
<b><u>COLLEGE OF LIBERAL ARTS</u></b>				
American Bar Association (ABA) Standing Committee on Paralegals	2011	Approved	2016	BS in Paralegal Studies
American Psychological Association (APA), Committee on Accreditation	2012 2014	Accredited Accredited	2019 2021	PhD in Clinical Psychology PhD in Counseling Psychology

<b>Accrediting Agency/ <u>Affiliation</u></b>	<b>Last Review Year</b>	<b>Status</b>	<b>Next Review Year</b>	<b>Accredited/Affiliated Program/Unit</b>
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	BA, BFA, MFA in Art; BA, BFA in Design; certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2020	BA in Music, B in Music, and Master of Music BFA in Musical Theatre
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2015	Accredited	2022	Master of Public Administration
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	BA in Theatre, MFA in Theatre, PhD in Speech Communication (Theatre) BFA in Musical Theater
University and College Intensive English Programs (UCIEP)	2016	Membership	2017	Center for English as a Second Language (CESL)
American Association of Intensive English Programs (AAIEP)	2016	Membership	2017	Center for English as a Second Language (CESL)
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)

#### **COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS**

Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2014	Accredited	2020	BS in Journalism
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	BA in Cinema and Photography
	2007	Good Standing	2017	MFA in Mass Communication and Media Arts

#### **SCHOOL OF MEDICINE**

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2009	Accredited	2017	MS in Physician Assistant
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2015	Accredited	2023	Undergraduate medical education (leading to MD degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2015	Accredited	2018	Laboratory Animal Medicine

#### **COLLEGE OF SCIENCE**

American Chemical Society (ACS)	2015	Approved	Indefinite	BS and BA in Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2009	Accredited	2016	BS in Computer Science

**SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
ACCREDITATION/AFFILIATION  
2015-2016**

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<b><u>INSTITUTIONAL ACCREDITATION</u></b>				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2014	Accredited	2024-2025 (Next Assurance Review in 2018)	Undergraduate, graduate, and the doctoral programs in Dental Medicine and Pharmacy
<b><u>INSTITUTIONAL AFFILIATIONS</u></b>				
The Council for Undergraduate Research	2007	Institutional Membership	Renewable annually	
Network for Change and Continuous Innovation: Higher Education's Network for Change	2014	Institutional Membership	Renewable annually	
<b><u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u></b>				
Early Childhood Center	2014	Accredited	2018	
<b><u>PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS</u></b>				
<b><u>CENTER FOR INTERNATIONAL PROGRAMS</u></b>				
National Association of Foreign Student Affairs		Membership	Renewable annually	
<b><u>ENROLLMENT MANAGEMENT</u></b>				
American Association of Collegiate Records and Admissions Officers		Affiliation	N/A	
National Association for College Admission Counseling		Membership	Renewable annually	
Study Illinois International Education Consortium		Membership	Renewable annually	
<b><u>INSTITUTIONAL DIVERSITY AND INCLUSION</u></b>				
Diversifying Faculty in Illinois		Affiliation	N/A	
National Association of Diversity Officers in Higher Education		Membership	Renewable Annually	
Hispanic Association of Colleges and Universities		Membership	Renewable Annually	
<b><u>COLLEGE OF ARTS AND SCIENCES</u></b>				
Accrediting Council on Education in Journalism and Mass Communications	2011	Accredited	2016	Baccalaureate program in Mass Communications



American Art Therapy Association	2011	Accredited	2018	Master's program in Art Therapy
American Chemical Society	2014	Reapproved	2018-2019	Baccalaureate program in Chemistry
Council on Social Work Education	2013	Accredited	2019	Baccalaureate program in Social Work
Council on Social Work Education	2013	Accredited	2019	Master's program in Social Work
National Association of Schools of Music	2010	Accredited	2019	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2012	Accredited	2018	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2012	Accredited	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2014	Accredited	2021/2022	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art
<b><u>SCHOOL OF BUSINESS</u></b>				
Association to Advance Collegiate Schools of Business-International	2011	Accredited	2016	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International	2011	Accredited	2016	Bachelor of Science and Master of Science in Accountancy
<b><u>SCHOOL OF DENTAL MEDICINE</u></b>				
American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Advanced Education in General Dentistry (certificate program)
<b><u>SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR</u></b>				
Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2011	Accredited	2018	Graduate program in Speech Language Pathology
Illinois State Board of Education	2007 for the unit/all programs receive annual review	Continued approval	2015 for programs / 2016 unit report due	All teacher education programs
National Association of School Psychologists	2014	Reapproved through 2019	2018-2019	Specialist degree in School Psychology
National Council for Accreditation of Teacher Education	2014	Accredited	2020	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Commission on Accreditation of Allied Health Education Programs/Committee on Accreditation for the Exercise Sciences	2014-2015	Initial Accreditation Sought	2019	Exercise Science (undergraduate) and Exercise Physiology (graduate)

**SCHOOL OF ENGINEERING**

Accreditation Board for Engineering and Technology	2014	Accredited	2020	Baccalaureate programs in Civil, Computer, Electrical, Industrial, Manufacturing, and Mechanical Engineering
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2014	Accredited	2020	Baccalaureate program in Computer Science
American Council for Construction Education	2012	Accredited	2017	Baccalaureate program in Construction Management

**GRADUATE SCHOOL**

Community of Science (COS)		Membership	Renewable annually
Council of Graduate Schools		Membership	Renewable annually
Federal Demonstration Partnership		Membership	Renewable annually
Illinois Association of Graduate Schools		Membership	Renewable annually
Midwest Association of Graduate Schools		Membership	Renewable annually
National Council of University Research Administrators		Membership	Renewable annually

**GRADUATE SCHOOL (Continued)**

Public Responsibility in Medicine and Research (PRIMR)		Membership	Renewable annually
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**SCHOOL OF NURSING**

Commission on Collegiate Nursing Education	2009	Accredited	2019	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2010	Accredited	2020	Nurse Anesthesia
Commission on Collegiate Nursing Education	2013	Accredited	2018	Doctor of Nursing Practice

**SCHOOL OF PHARMACY**

Accreditation Council for Pharmacy Education	2014	Accredited	2022-2023	Doctor of Pharmacy
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**Notes:**

SIUE completed its Quality Checkup for the Higher Learning Commission in 2014.

A final review as part of the reaffirmation process occurred in 2014-2015 with reaffirmation in 2015.

SIUE transitioned from AQIP to Open Pathways.

Although we anticipate a positive decision for Exercise Science, final approval is pending.



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Program Reviewed** PSM in Advanced Fuels and Energy Management
3. **Date** July 2016
4. **Contact Person** Susan M. Ford
  - 4.1. **Telephone** (618)453-5744
  - 4.2. **E-mail** provost@siu.edu
  - 4.3. **Fax** (618)453-3340

### 5. Major Findings and Recommendations

#### 5.1 Description and assessment of any major changes in the program:

The PSM in Advanced Fuels and Energy Management was established in 2010. So this review is the first for the new program. Consequently, there are no actions to report from an earlier review, only the objectives of the original NUI proposal to benchmark the program's achievements in the past five years. To date, 27 students have graduated, 24 of which have entered the work force in the areas of research, public utilities, private energy services, local, state, and federal government, and academia.

#### 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The Advanced Energy and Fuels Management PSM is an innovative program that has the potential to meet an important and growing need for energy professionals. In particular, the wide array of technical, policy, and business skills developed by this program are well aligned with those needed for graduates to contribute to the revolution in energy playing out in the US and around the world. Reviewers noted the following strengths:

1. "The curriculum of the PSM program was developed in response to the industrial needs of personnel with combined technical and workforce skills"
2. "Consensus from students, alumni and participating faculty makes this is an academically strong program"
3. "Relevant job/career placement" is a positive factor
4. "Original advisory board is well constituted with expertise in many of the industries graduates of the programs would be interested in"

For these reasons, the PSM in Advanced Energy and Fuels Management provides students with a skill set that makes them highly qualified to work in the field. This view is supported by feedback from students, alumni and participating faculty in the program.

The program's challenges are significant. As noted by the reviewers, the PSM "faces an existential threat to its continued success stemming from the difficult transition following the expiration of the grant used to support the creation and launch of the program." This summary concern was detailed by the following list, which underlies the reviewers' analysis of the program:

1. "No practical plan in place for funding necessary support"
2. "Long-term program director with release time needed"
3. "Failure of the program to maintain a functional business advisory board"
4. "Lack of financial resources in the Graduate Dean's office."

So, while the PSM in Advanced Energy and Fuels Management has taken some strategic steps, it faces some difficult choices in how best to apply limited resources and staffing to a wide range of programmatic needs.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The program faculty have deepened its assessment of the internship process since the inception of the program. This includes more interaction between the director and the site coordinator for the internships, a more in-depth assessment of the intern's on-site work activities, and the creation of a standard internship evaluation form.

The program has also made curricular changes because of the lack of coordination between the program and the College of Business. The College discontinued a summer course, which was core to the degree. The program response was to restructure the curriculum, forcing it to adopt a different schedule than originally envisioned. The key concern has been the movement of the internship from the last semester of the program to the summer before the last semester.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

The program will begin to rethink its reporting line to the Provost and to develop plans for long-term success. The faculty will prepare a strategic plan to include SWOT analysis, due March 1, 2017, using the template provided on the Associate Provost for Academic Programs website. After developing a recruitment plan, the program will update its assessment plan, due 11/04/2016, to include learning outcomes for internships. The internship needs to be an on-line course, allowing the program to gain additional revenues to help support the salary for the director. Internship evaluation standardization (using a basic form) would make internships better with data from the different tracts. With a handbook and guidelines for the program, the faculty will continue to work on cost-recovery solution (65/35%) for AEFM courses. That money would be used to pay for travel, a database, and recruitment.

Finally, the program will develop a plan to reinvigorate the business advisory board, to incorporate online courses into course offerings, and to strengthen the recruitment of new students.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The PSM has declining enrollments and graduations, well below the IBHE thresholds of 10 and 5, respectively. The strategic, assessment, recruitment, and online planning needs to be completed in the coming academic year (2016-17), at which point the program will undergo a desktop review.

## SIU Program Review Summary

**PROGRAM: PSM in Advanced Fuels and Energy Management**

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY11)	Academic Year 2015
PSM	10	6
Baccalaureate		
Master's		
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:   12  

Department or Program Number of Term/Non-Tenure Track FT Faculty:   1  

SCH PRODUCTION TOTAL	Five Years Ago (AY11)	Academic Year 2015
PSM		
Baccalaureate		
Master's		
Doctoral		

DEGREES AWARDED	Four Years Ago (AY12)	Academic Year 2014
PSM	2	4
Baccalaureate		
Master's		
Doctoral		

COST PER CREDIT HOUR	Five Years Ago (AY11)	Academic Year 2013
Baccalaureate		
Master's		
Doctoral		

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Program Reviewed** BS & MS in Geography and Environmental Resources
3. **Date** July 2016
4. **Contact Person** Susan M. Ford
  - 4.1. **Telephone** (618)453-5744
  - 4.2. **E-mail** provost@siu.edu
  - 4.3. **Fax** (618)453-3340

### 5. Major Findings and Recommendations

#### 5.2 Description and assessment of any major changes in the program:

The Department of Geography and Environmental Resources has made some strategic choices placing it in good condition. However, it faces some difficult choices in how best to apply limited resources and staffing to a wide range of programmatic needs. Retaining faculty has been an issue since the last review. Although faculty members have moved on to prestigious positions at other institutions, which reflects well on the Department, the programs struggle without better incentives as an offer to retain them.

#### 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The Department has exceptional strength for its size, engaged faculty with strong collegiality, and the promising areas mentioned below:

1. "A collegial departmental environment
2. "An engaged faculty comprised of 'committed and active scholars'
3. "Strength in the context of faculty size
4. "Synergistic relationship between the focus on interdisciplinary research and teaching
5. "Extraordinary productivity in research, spanning both funding and publications
6. "Faculty focus on interdisciplinarity resulting in strong connections with other programs on campus."

For these reasons, the Department of Geography and Environmental Resources offers a strong set of undergraduate and graduate programs. The faculty and staff are experienced, knowledgeable, effective, and highly complementary to the leadership. The Department has made excellent hires and effectively sustained its quality instruction and research productivity.



The programs' challenges are significant due to the relatively small size of the current faculty which places limits on the department. This summary concern is detailed in the analysis of the department below:

1. "Three BS degree specializations and many electives are not offered every year"
2. "Current teaching assignments do not reflect the number of majors in each specialization"
3. "GENV faculty are burdened as principal mentors for ER&P doctoral students"
4. "Lack of assessment metrics deter informed decisions regarding faculty hires, student services and matriculation, and recruitment and retention."

**5.5** Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

Recommendations from the last review were addressed with the hire of a faculty hire focused in GIS. However, due to loss of highly respected faculty to other institutions, efforts to retain promising faculty have led to large faculty turnover.

Space and facilities issues mentioned in the last review have been resolved through reorganization of the campus and recent upgrades to computer labs in 2015.

**5.6** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

The Department will conduct a full assessment of degree programs. In so doing, the department will begin to address most of the recommendations. The Department will conduct a faculty retreat and discussion of departmental foci, adaptability, strengths, and needs. The assessment of programs should motivate the discussion on the direction of the department. More faculty meetings will be scheduled to stimulate entire group conversations regarding routine departmental operations, courses, recruitment, achievements, and other appropriate topics. And a strategic plan will be completed to address the recommendations of the program review.

New approaches to student recruitment will be identified by the Department, including plan development to incorporate online courses into course offerings. Efforts will be made to correlate student enrollment, faculty FTE, and program specializations so that full utilization and viability are achieved. The programs will continue work to mentor new faculty and consider locating faculty and graduate assistant offices in closer proximity, while also creating another common area for students near GENV classrooms.

**6. Outcome**

**6.1** Decision:

- Program in Good Standing  
 Program flagged for Priority Review  
 Program Enrollment Suspended

**6.2** Explanation

## SIU Program Review Summary

**PROGRAM: BS & MS in Geography and Environmental Resources**

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate	63	37
Master's	30	20
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:   6  

Department or Program Number of Term/Non-Tenure Track FT Faculty:   4  

SCH PRODUCTION TOTAL	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate	6203	5746
Master's	871.4	727.5
Doctoral		

DEGREES AWARDED	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate	17	19
Master's	5	13
Doctoral		

COST PER CREDIT HOUR	Five Years Ago (AY11)	Academic Year 2013
Baccalaureate	108.38	129.33
Master's	366.46	201.46
Doctoral		



## PROGRAM REVIEW REPORT

- |           |                              |  |
|-----------|------------------------------|--|
| <b>1.</b> | <b>Reporting Institution</b> | <u>Southern Illinois University Carbondale</u> |
| <b>2.</b> | <b>Program Reviewed</b>      | <u>MS in Recreation</u>                        |
| <b>3.</b> | <b>Date</b>                  | <u>July 2016</u>                               |
| <b>4.</b> | <b>Contact Person</b>        | <u>Susan M. Ford</u>                           |
|           | <b>4.1. Telephone</b>        | <u>(618)453-5744</u>                           |
|           | <b>4.2. E-mail</b>           | <u>provost@siu.edu</u>                         |
|           | <b>4.3. Fax</b>              | <u>(618)453-3340</u>                           |

### **5. Major Findings and Recommendations**

#### **5.3** Description and assessment of any major changes in the program:

The Master's degree in Recreation was established in 1956. The program was last reviewed during the National Recreation and Park Association (NRPA) accreditation of the undergraduate program. Since that time, the undergraduate program was not reaccredited. The Department has been working to re-establish accreditation of the undergraduate program which will have a direct impact on the MS in Recreation.

#### **5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The Recreation graduate program accomplishes a great deal with limited resources and has several notable strengths. In particular, the leadership, faculty, and staff are enthusiastically dedicated to student success. Promising areas area mentioned below:

1. The Department chair is an outstanding role model while encouraging collaboration and respect among colleagues and students. He also provides the program a "strong sense of belonging."
2. The faculty have prepared graduate students in the program such that they have become tremendous student ambassadors, demonstrating their professional skills and attitudes while motivating others.
3. Community outreach and involvement are promoted in the curriculum, which is filled with experiential courses that participate in organizations such as the Boys and Girls Club.
4. The program has a wonderful resource in SIU's Touch of Nature. Created in the 1950s, "Camp Little Giant" utilizes the outdoor recreation facility. Through the Touch of Nature and in collaboration with the campus Recreation Center, the program is continuing to expand opportunities to the campus with outdoor pursuits.

For these reasons, the MS in Recreation provides students with “real life, hands-on, high-impact experiential education opportunities” that make them highly qualified to work in the field.

The program’s challenges are significant. As noted by the reviewers “the department is seriously understaffed,” resulting in the main difficulties facing the program. This concern is detailed by the following list, which underlies the reviewers’ analysis of the program:

1. With a faculty consisting of only two tenure-track, two non-tenure-track, and one term instructor, excessive course loads are required; and providing courses in a timely manner or a sufficient number of offerings is difficult.
2. The combined curricular needs of the master’s and bachelor’s programs resulted in the loss of accreditation in 2010 for the BS in Recreation, which may well have contributed to a decline in enrollment.
3. Due to fiscal uncertainty statewide, there are limited opportunities for professional development for faculty and students.
4. A reduction in graduate assistantships has also resulted from the unprecedented budget situation at Illinois public universities.
5. Research activities have been negatively impacted due to the limited staffing and reduction in graduate assistant opportunities.

**5.7** Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The Department has strengthened its assessment protocol in two substantial ways. The first was to identify student learning outcomes and make them a regular part of the assessment process. The second was the direct linking of student learning outcomes to individual courses and assignments with expected results/passage rates for students.

Despite the continued decline of tenured, tenure-track faculty, the program has made great strides in improving its recruitment practices. This evidenced by the number of students enrolling in the program; enrollment has remained relatively stable in the face of declining enrollment in the College of Education and Human Services.

**5.8** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

The Department will increase collaboration efforts between Recreation and academic programs at SIU such as Kinesiology and Food & Nutrition. The Department will create an alumni advisory board to increase participation of alumni and fundraising opportunities. The faculty will link assessment program goals to student learning outcomes to ensure that students are prepared for future career success. The faculty will also seek to increase the number of graduate assistantships and support for research. And a strategic plan will be completed to address the recommendations of the program review.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

## SIU Program Review Summary

**PROGRAM: MS in Recreation**

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate		
Master's	30	21
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:   9  

Department or Program Number of Term/Non-Tenure Track FT Faculty:   8  

SCH PRODUCTION TOTAL	Five Years Ago (AY11)	Academic Year 2015
Baccalaureate		
Master's	522.0	368.0
Doctoral		

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate		
Master's	15	19
Doctoral		

COST PER CREDIT HOUR	Five Years Ago (AY11)	Academic Year 2013
Baccalaureate		
Master's	317.65	283.41
Doctoral		

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Criminal Justice Studies
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The Criminal Justice program began in 2002 and has steadily grown in enrollment since that time. The program is currently operating with optimal enrollment. For students who find full time employment prior to finishing their degrees, the program has been able to help accommodate these students to degree completion through online courses and working with employers for internship opportunities.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

Recommendation #1: We believe the CJ program is in dire need of, at least, one new faculty line.

Recommendation #2: We believe the CJ program should do a thorough examination of their assessment methods.

Recommendation #3: The committee recommends that the faculty do a formal assessment of their current curriculum.

Recommendation #4: It is recommended that the goals of the Department be better communicated to the students.

Recommendation #5: The committee feels strongly that the current CJ/Department website needs to be redesigned and made more user friendly.

Recommendation #6: The committee recommends including some more hands-on experiences prior to the CJ 488 class.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

Two additional faculty have been hired and promoted to Associate Professor since the last review. The curriculum is continuously assessed and satisfactory results have been found in student learning outcomes. A peer review committee has been established within the department to improve evaluations of teaching.



**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program has been reviewing and working on their exit exam to better assess student's knowledge. The program is also working to revise the website.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of Faculty Senate commended the Department of Criminal Justice in their handling of recent and significant growth in the program. The program is encouraged to continue to work to improve the assessment measures in the program, including the exit exam, as well as to thoroughly support the rigor and continuous improvement of the program.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Geographical Studies
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Geographical Information Systems (GIS) knowledge is in high demand and the resources to run the program are expensive to keep up to date and in line with advances in technology. Student demand for the MS Geographical Studies program has overall been steady. The program at SIUE is the only master's program in the St. Louis area.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. The program should proceed with current status of recommendations from the previous program review. The program has made significant progress in achieving many of the recommendations from the previous program review. Some recommendations from the previous review still require ongoing effort. This should not be taken as a critique that the department has not attempted to address these concerns, merely a reflection of the fact that many of the recommendations are not something which involve a one-time solution. Efforts to ensure that graduate-level seminars, recruitment of outside students, and monitoring of student advisement are continuous efforts.

2. The maintenance of up-to-date technology in the computer labs is essential to quality instruction. The Department has been very successful in obtaining outside funding since the last program review. This effort should be supported by the university, if at all possible.

3. The program should evaluate the library resources that are necessary for students. Student concern that computers in labs outside the dedicated geography lab did not have geography software could be addressed.

4. There should be an evaluation of the elective courses available to graduate students. In interviews with graduate students there was concern expressed that many of the courses which could be taken for graduate credit were simply 400-level elective courses with an added assignment for the graduate students. There should be an effort made to ensure that graduate students are given the opportunity to take enough graduate-level courses to enhance their learning experience.

5. There are 9 different emphasis areas available to graduate students. Are there enough faculty to support all of these different emphasis areas? The program should evaluate

participation from students and expertise of current faculty to determine if all of these emphasis areas are in enough demand to continue offering.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

In the last program review (2005), four areas of recommendations were made. The first recommendation was to continue to work to incorporate assessment of student research and spatial analysis skills into the comprehensive exam. The faculty have added a paper to assess these skills alongside the exam and have found that this is working well. The second recommendation was to hire faculty with GIS expertise, to review the curriculum to avoid redundancies, and to increase equipment for the laboratories. The program hired 3 faculty with GIS expertise and now have a required sequence for graduate students to take. Additionally, they have been able to secure new equipment. The third recommendation was to build library resources, improve computer labs, improve advising to help students graduate in 2 years, and to hire additional faculty. The program has been able to increase library resources, has worked to allow students to obtain programs with GIS capabilities outside of computer labs, has improved advising and course sequencing, and has filled all of their faculty lines. Finally, the program was encouraged to offer additional seminars so that there would be no delay to graduation. The program revised the requirements and has made sure that seminars are offered in both fall and spring terms.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program agreed with the recommendations in the program review report related to ongoing efforts from the previous program review, maintaining up-to-date technology in the computer labs, reevaluation of electives for graduate students, and reevaluating communication of program focus areas. The Department has already begun responding to these areas by reviewing assessment strategies, electives and faculty focus areas. The program will meet with enrollment management to discuss targeting communications with potential feeder programs. Communication was encouraged between the department and ITS regarding technology issues. The Department was unsure how to respond to a comment regarding library resources. The Department feels that communications with the library have been good and resources have been adequate.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Graduate Council and Programs Committee commended the Geographical Studies graduate program on their collegiality, competitiveness in the market, and supportive relationship between faculty and students. The program should continue to work to meet the recommendations outlined above.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Geography
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Enrollment in Geography has been growing steadily. There is an increased demand for college graduates with skills in geospatial technologies that has attracted a number of students to the program.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program review team made the following recommendations:

1. The assessment process should be expanded to include multiple stages of data collection.
2. Expansion of coordination between Geography and other departments in respect to teaching of GIS classes.
3. The maintenance of up-to-date technology in the computer labs is essential to quality instruction.
4. The program should evaluate the library resources that are necessary for students.
5. The Department should consider increasing the opportunities for field experiences.
6. The Department should enhance their efforts to recruit first year students.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The review team noted that the Geography Department met and exceeded, in many cases, an appropriate response to recommendations. The Department worked to increase recruitment and retention by first analyzing why and how students chose their majors and then targeted information to help students make decisions about a geography major. The survey also incorporated a needs assessment of students in the Geography major. To assist with retention, the senior assignment was revised to have more clear expectations and the Department worked closely with advising and have a faculty member assigned to mentor majors. The Department has reviewed the course offerings to offer courses in faculty specialty areas and

include upper-level courses with larger capacity as requested in the needs analysis. More interactive learning opportunities have been incorporated into the curriculum as well.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program agreed with the recommendations in the program review report related to revising the assessment plan, maintaining up-to-date technology in the computer labs, and enhancing recruitment of first-year students. Progress is already being made related to the assessment plan and partnering with Edwardsville High School to enhance recruitment of students earlier. The Department was unsure how to respond to recommendations related to coordination of GIS courses between Geography and other departments, increasing field experiences, and related to library resources. The department communicated that any majors may take GIS courses if students are interested. The program offers internship courses for students. The response to the library recommendation is the same as in the graduate recommendation. The Department was encouraged to meet with enrollment management, work with Marketing and Communications to revise the website, and utilize residence hall forums to target earlier enrollment of students.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of Faculty Senate noted that the Geography program provides an invaluable service to the university and should be commended for its efforts. The Council noted strong leadership in the Department, a sense of collegiality and the excellent work of the GIS and LASA programs. The Department is encouraged to seek assistance from Enrollment Management to assist with maintaining adequate recruitment and retention of students.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MA History
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Enrollment and graduation rates in the program have been stable over the past 5 years. Employment opportunities have decreased for students with Masters degrees in History; however, students in the SIUE program have been able to expand their employment opportunities by enrolling in electives in the Museum Studies Certificate.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1) The Department should be given more funded graduate assistantship positions and the stipend for these positions should be increased as appropriate in order to attract the best and brightest graduate students to the Program. The biggest problem the Department has at the moment is low enrollment. This is not a reflection on the quality of the Department but rather points to economic and cultural conditions at large.

2) The Department needs to achieve a decisive outcome with regard to its ongoing discussion about reformulating the foreign language requirement for the MA.

3) The admissions process for the MA program needs to become a more streamlined, online process, in order to facilitate ease of application.

4) The Department needs to work on continuously improving its mentoring procedures. There are no major problems in this area, but room for improvement exists.

5) The Department needs to address dissatisfaction in the faculty corps with the way teaching loads are determined and courses assigned.

6) The Department needs to be given a dedicated lab space or central work place in order to enhance the options for digital history, alternative theses and public history.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

In the previous program review, the Department was advised to make some curricular changes, improve communications with students, and work to attract a more diverse student

body. In response to recommendations related to curricular changes, the program has begun to offer additional 500-level courses each semester and they have revised the HIST 555 and 556 courses to make them more consistent and cohesive. The Department has worked to improve communication with students by sending regular email communications and have encouraged increased faculty communication with students and the program director. The program has not been able to increase the diversity of the student body yet, but has been working with the Office of Graduate Admissions to try to work toward this goal.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The Department will begin discussions regarding the foreign language requirement and application process. The program director will contact Enrollment Management to work on ways to increase recruitment.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Graduate Council and Programs Committee found the graduate History program to be a strong, quality program. The committees urged the program to review the foreign language requirement, review the application process, and reexamine how teaching assignments are made. Recruitment and retention should be monitored closely.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS History
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The number of History Education students has decreased due to decreased job opportunities in the State of Illinois. Previously 1 in 3 history majors pursued History Education and this is now at 1 in 5 majors.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. The program should assess its current communication structure among the faculty and the relative equity in course scheduling, assignment of graduate teaching assistants, and tenure and promotion evaluation. If the program feels that this is a problem and a reason for relatively low faculty morale, immediate steps should be taken to ensure that there is open communication and equity in its procedures.
2. The program should assess the structure of the World History courses, paying special attention the decreased faculty-student interaction and the use of graduate assistants in these courses. If the program finds that many faculty and/or students are dissatisfied with the nature of this course, they should make steps to revise the course structure.
3. The program should assess whether the lower-level laboratory courses are being taught in a consistent manner. If the program finds that there is inconsistency, they should strive to develop a model that would help alleviate the issue.
4. The program should assess whether HIST 301 and 401 are being taught in a consistent manner and whether this creates unequal preparedness of students leaving HIST 301. If the program finds that there is inconsistency, they should strive to develop a model that would help alleviate the issue.
5. The program should consider adding additional assessment procedures or revising current procedures to ensure that students are achieving the goals of the degree in a consistent manner.
6. The program should ensure that in the 400-level courses, the undergraduate and graduate student dynamic is not disrupting classroom learning. If it is deemed that it is, the program should reconsider the structure of the 400-level courses.
7. The program should ensure that students are clear on the foreign language



curriculum requirements. In addition, the value of foreign language learning should be clarified and emphasized for those students seeking postgraduate work in history.

8. The program should ensure that advising/mentoring is adequate for the transfer students. If it is not, the program should develop a clear and structured system for these students.
9. Despite the current University budgetary issues, the program should still continue to seek needed resources (including space, faculty lines, etc.).
10. The program should closely monitor enrollment numbers in the major and take more steps to increase recruitment into the major, including (but not limited to) increasing student-faculty research collaboration, promoting the use of an applied senior assignment, and increasing efforts in the lower-level courses.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

In the last program review, the program was encouraged to restructure the curriculum and to strengthen advising. The program revised the curriculum for the secondary teaching program and achieved national NCATE certification and recertification until 2023. A new assessment plan for the undergraduate program was developed and has resulted in data that is routinely being used to make changes to the program. Examples of some changes have been creating a new course that meets the criteria for a laboratory experience definition and adding a 200-level core course. In 2012 the program worked to connect history majors with a faculty mentor in the student's area of interest.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program agreed with many of the recommendations in the program review report and is already making progress related to working to ensure laboratory courses are taught similarly, consistency between HIST 301 and 401, revising the assessment procedures, and clarification for advising for the foreign language requirement and for transfer students. The Department will be contacting faculty to collect more information in order to adequately respond to recommendations related to communication among faculty, the structure of World History courses, and graduate students in 400-level courses. The Department stated that they still have a need for space for students and faculty to work on digital history projects. The space required would be equivalent to a small classroom or seminar room. The Department would also like assistance with taking steps to increase recruitment into the major.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of Faculty Senate commended the Undergraduate History Program on their forward thinking concerning strategic planning. The Curriculum Council encouraged the program to follow all of the recommendations from the internal

review, but especially to closely monitor recruitment and retention and to increase faculty research collaborations with students.



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BLS Liberal Studies
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

One of the challenges that this program faces is letting students who could benefit from the program know about it. Additionally, the University also has a BS in Integrative Studies program that has significant overlap with the BLS in students who would likely enroll and would benefit from the program.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program review committee made the following recommendations:

1. Increase the amount of information and guidance provided to mentors.
2. Add more diagnostic data points (interim assessments/benchmark requirements).
3. Identify Advisory Committee members earlier in the semester and provide them with information about the project prior to the final presentation.
4. Continue efforts to increase awareness of the BLS program among faculty and students.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The BLS program has completely revamped the program since the last program review. Additionally, the program has modified benchmarks of student learning outcomes as a result of assessments. The program has also worked with BLS mentors to help them help students better. Students meet with the BLS Director and the faculty mentor throughout the program.

- 5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The Bachelor of Liberal Studies advisory board is working to review the degree requirements and determine how the degree may be distinguished from the Bachelor in Integrative Studies degree. Program changes have been submitted for review.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of Faculty Senate rated the program as “flagged for priority review” because of the significant overlap with the Bachelor of Integrative Studies degree. The Council recognized that the program does not operate at any cost to the University because it is housed throughout multiple disciplines. The program advisory board is strongly encouraged to work to differentiate the BLS from the Bachelor of Integrative Studies and to clarify these differences to faculty, advisors, and students. The advisory board should also work to weigh the benefits and limitations of having both of these degrees at the University.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Post-Baccalaureate Certificate in Museum Studies
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

**5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Many of the students that participate in this program attend SIUE as undergraduates. They tend to have various degree backgrounds.

**5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program review team made the following recommendations:

1. Institutional support is needed from the College of Arts and Sciences Dean's Office to facilitate future growth.
2. The steering committee should convene at least once every semester to discuss program status, goals, assessment, etc.
3. The program should revisit the curriculum as a whole to discuss the appropriateness of curriculum, including electives.
4. The program should discuss making technological skills a priority by enhancing the digital skill base and placing a heavier emphasis on digital skills in general.
5. The University Museum is in need of appropriate attention.
6. The program should examine how it is addressing diversity.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

This is the first full review of this program. The program has worked to develop relationships with multiple departments on campus, to create strong assessments of student learning and to create experiential learning opportunities for students. The Museum Studies program is also now a curricular option in the Master of Integrative Studies Cultural Resources Management/Cultural Heritage Management program.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program has director has worked to reform the Steering Committee and has them meet at least once a semester. The program with the Steering Committee is working to revise the curriculum. An increase in digital media opportunities have been sought for students.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Programs Committee and Graduate Council commended the program on its interdisciplinary nature and ability to work with many departments and faculty. All levels of review suggest that the program would benefit from reviewing and assessing the curriculum continuously and comparing the program to others across the country. The program is encouraged to continue to work with and leverage the Steering Committee for curriculum review and assessment discussions.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BS Nursing
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The Institute of Medicine has suggested that hospitals increase the proportion of nurses with bachelors degrees compared to registered nurses. In response, the School of Nursing has developed an online RN to BS program and has created corporate partnerships with several health systems. The School has been achieving record enrollment recently.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

Recommendation 1: Increase emphasis on training and resources for School of Nursing undergraduate advising.

Recommendation 2: Implement a more robust system for communication, feedback and evaluation with students in all programs.

Recommendation 3: Increase the efficiency and efficacy of teleconferenced classes.

Recommendation 4: To allow the SRA to align with faculty experience, expertise and scholarship efforts, consider making changes to the Senior Assignment procedure.

Recommendation 5: Support for the new RN/BS Program must be a priority for the University.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The School of Nursing has grown enrollment significantly and has struggled with space and technology to meet the growth. Some classrooms have been converted to allow for both face-to-face and online courses and a Laboratory Annex was developed for students to be able to practice skills with simulation equipment. Classrooms have been renovated to allow for better wifi connection and tables with power outlets for students to be able to use laptops. The program revised the senior assignment to make the project more streamlined and have more clear expectations as was recommended during last program review. Students have been encouraged to participate in important School committees and have been surveyed for



feedback about the program more frequently. As a result of student feedback, changes to multiple courses have been made.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The internal program review team made five overall recommendations. Two of the recommendations have already been responded to. The program review team suggested that the school institute a better communication system with students and increase the efficiency and efficacy of teleconferenced classes. The School of Nursing created a Blackboard Shell with all policies and schedules and have heard from students that they are more familiar with where to go to find information now. The School has discontinued the use of teleconferencing with Carbondale and feel that the new system is working much better. The School was unsure how to respond to recommendation 4, to align senior assignment with faculty experience. The School had just implemented a new system of senior assignment mentors during program review and feels that this change has improved the mentoring of senior assignment projects. They will continue to monitor this. The final two recommendations refer to an increased need for resources. The program review team recognized the large growth in the School and noted that resources including advisors, space, and technology support have not grown proportionally. The representatives from the School stated this is a significant problem and is growing.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of the Faculty Senate commended the School of Nursing on how they are handling the recent significant growth of the program. The School should continue to work to improve undergraduate advising and communication with students especially with the continued growth of the program.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Doctor of Pharmacy (PharmD)
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The opening of three new schools or colleges of pharmacy and an expansion of a fourth college of pharmacy in the state of Illinois in recent years has resulted in a decline in the number of applications received on an annual basis for admission to the SOP. Additionally, the recent economic slowdown coupled with a marked increase in the number of schools and colleges of pharmacy graduating students has resulted in a sudden and dramatic reduction in the demand for new graduates. Our 2013 graduates all gained successful employment in the field of pharmacy and that can be largely attributed to the fact that our enrollment is well matched with the regional market. Graduates from other areas including Chicago have reported significant delays in employment and/or the need to relocate to other parts of the country and this was even before two of the five pharmacy programs in Chicago have even graduated their first class.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. Current teaching and research facilities and equipment are largely adequate; however, there is a need to replace or update these resources in the near future and additional spaces or modified spaces are important for discipline-specific training and interprofessional education.
2. Size of the PharmD program is constrained by infrastructure in numerous ways, but its smaller size is a strength and relates to its high quality. While current program size is appropriate, reduced applications and a changing job market are factors that could affect future enrollment and/or student quality. The SOP is already proactively addressing this situation with the implementation of the Conditional Entry Program and consideration of other possible recruitment initiatives.
3. The PharmD program is a rigorous program that prepares students to work in the field. There are potential opportunities for improvement as well as changes to the curricula necessitated by external accreditation; the SOP is already undertaking curricular review and revision. Other curricular opportunities for the future include specialized supplementary programs that make use of existing resources and curricula, and may

involve collaborations with other units (e.g., the joint MBA program), as well as development of a master's program.

4. The budget model for the SoOP is unlike any other academic unit on campus, and places unusual fiscal burdens on it. The current situation is not sustainable long term. It is funded through a separate state appropriation, which provides less stability than funding as part of an integrated system-wide appropriation. It pays directly for many facilities and services (e.g., some IT services, rent as well as building renovation costs, landscaping). Although it has its own tuition model, it does not receive tuition pass-through. The SOP has been able to deal with budgetary pressures to this point, including cuts across the university, because of its success in attracting students, and support from external sources. However, the school is entering novel territory as it matures, with needs to replace and update equipment, and adapt to a changing environment in pharmacy (e.g., new accreditation standards, shifting job markets). In terms of institutional support, ensuring the school can employ and retain quality faculty, and has access to equipment and other resources necessary to allow for meaningful experiential components, is critical.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The Doctor of Pharmacy (Pharm.D.) program in the SIUE School of Pharmacy enrolled the first students in fall 2005. An initial program review was submitted through the SIUE Graduate School in fall 2009. The program has not undergone an internal program review until now. The School has been reviewed and monitored extensively by the Accreditation Council for Pharmacy Education (ACPE), the accrediting body for Schools of Pharmacy in the United States. The School received full Accredited Status by ACPE in June 2009 when it first became eligible upon graduating the first class of students and again in 2015.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

1. The School received some end of year funding to renovate space for a clinical skills training area in order to better meet accreditation standards.
2. The School is actively monitoring the Conditional Entry Program and has moved to rolling admissions to remain competitive in enrolling quality students.
3. The program is continuing to work toward revising the curriculum and the MS in Pharmaceutical Sciences has recently been approved.
4. The School is closely monitoring tuition against competitors and is actively searching for ways to increase revenue.

**6. Outcome**

**6.1 Decision**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Graduate Council and Programs Committee viewed this as a strong program with a collaborative culture between faculty and students and faculty committed and responsive to continuous improvement. The enrollment and degree completion in the program have been steady. The Graduate Council concluded that this is a strong, quality professional program.



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Political Science
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Interest in political science tends to be cyclical with spikes in enrollment occurring during notable political events. The Bureau of Labor Statistics projects that employment of political scientists will grow 21 percent between 2012 and 2022; however, competition for jobs is also likely to be high as there will likely be more candidates than jobs even with this growth. Student enrollment in political science introductory courses has decreased with the implementation of the Lincoln Plan.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The major findings from the program review include:

1. Revise the senior assignment.
2. Expand recruitment efforts.
3. Increase support for student groups.
4. Increase diversity in the program.
5. Improve coordination of the internship program.
6. Expand the study abroad (and in the US) opportunities.
7. Consider initiating an industry/alumni advisory council.
8. Review the program curriculum to determine if there are ways to address a number of issues identified by both faculty and students.
9. Consider developing a graduate program.
10. Investigate ways to decrease the amount of service required by faculty members and increase the opportunities for research.
11. Work to develop faculty and staff communication and collaboration.
12. Improve the department's relationship with the administration of the CAS.
13. The administration needs to find ways to improve its relationship with the program.
14. The program and administration need to continue to investigate how to improve general advising for students.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The program has been able to hire two additional faculty members and this has allowed for additional sections and additional courses to be offered in the program. Introduction to Political Analysis became a required course for all students majoring in political science. The department believes that this will improve quantitative literacy in the department and will provide the basis of greater interest in upper-level methods courses. Additionally, a new 200-level course was developed to broaden the programs introductory course offerings. The program decided against developing a new subfield in the Politics of Difference within the program. The Senior Assignment is currently being revamped. The proposal for changes has been submitted. The revised Senior Assignment will be an independent research project resulting in a paper and presentation. Ongoing analysis of course offerings is continuing. The department has been working to respond to teaching and course concerns by encouraging faculty participation in development activities and developing clear information for students about issues such as plagiarism.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The department has begun working on actions related to the recommendations. Regarding course and curriculum changes: the senior assignment has been revised and is constantly assessed; two new 200-level courses have been approved to enhance the introductory course offerings in political science; and the Department is working to develop 2 + 2 programs with local community colleges to enhance recruitment. Program faculty have increased communication with students through the implementation of a Facebook page, Twitter, and LinkedIn. The Department works to enhance diversity by inviting diverse speakers to campus. Finally, two additional travel study programs should be launched within the next year.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

**6.2 Explanation**

The Curriculum Council of Faculty Senate commended the Political Science program on being well-developed with strong Student-Faculty relationships. The program was encouraged to focus on recruitment and retention efforts including promoting the program to students earlier in their undergraduate general education courses.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MSW Social Work
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

While enrollment in the program is robust, the program is working on additional ways to maintain enrollment. Faculty are working to increase the visibility of the program in the community and to undergraduate “feeder” programs and is moving the admission deadline earlier so that they can make decisions earlier to not miss out on potential students. Demand for the program has been strong with 71 to 91 applications for roughly 40 admission slots.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program review team suggested three primary recommendations. The first is for the program to develop a clear vision for the program. The second recommendation relates to improving the amount and clarity of communication between program, applicants, and students. Finally, the program was encouraged to continuously revisit the curriculum.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The MSW program has made some major changes since their last review in 2006. The program underwent a major curriculum revision to incorporate a greater emphasis on skills and practice and now routinely incorporates formal conversations about the curriculum into faculty meetings. With the revisions to the curriculum, the program worked to improve the integrated project by providing information about the project beginning in orientation, providing students with schema showing how the assignments throughout the program are connected to each other and to the integrated project, and by planning information sessions to help students as they prepare to work on their projects. The program was encouraged to have a part-time program for students that were unable to complete the full-time program. The program has a part time program in place for both new and returning students. Finally, the program previously suffered from low faculty morale due to constant understaffing and turnover. The program has hired 3 new tenure track faculty to replace some of the faculty who left or retired and has stabilized key leadership positions.



**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is working first to revise the assessment instruments to align with their accrediting body goals. Additionally, they are working to again revise the curriculum to take advantage of other elective opportunities on campus and to allow students to test out of courses if they meet certain requirements. The program is also looking to incorporate more realistic practice for students as they move through the program.

**6. Outcome**

**6.1 Decision:**

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

**6.2 Explanation**

The Graduate Council and the Programs Committee found the Social Work program to be a strong program, with dedicated faculty and devoted students. The committees reiterated the recommendation for the program to work to review and revise the current curriculum and to work to improve communication. Enrollment has been steady in this program.

## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MA Sociology
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
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  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

A report from the American Sociological Association confirmed what the SIUE Sociology Graduate Program has also seen. Fewer than half of the students enrolled in a master's Sociology program completed the program. Greater than 30% of students stopped working toward the degree because of finding full-time positions. The SIUE Sociology Graduate program has also noticed that many students accept full-time positions in fields related to Sociology and then never complete their degree. The program is working to try to find ways to help the students complete the program while working.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

Finding 1. Assessment of student learning and continuous program improvement should be improved.

Recommendation 1. The program should consult the Commission on the Accreditation of Programs in Applied and Clinical Sociology, Standards for the Master's Level found at <http://www.sociologycommission.org/documents.shtml> specifically Section 4.2 that outlines developing a matrix that shows where learning outcomes are met in the program and a timeline that shows which outcomes are assessed each year.

Finding 2. Reallocation or redistribution of Department and/or program monies should be considered if program director role is not supported with University funding.

Recommendation 2. The program should consider reducing a GA position to provide course release to program director for program leadership.

Finding 3. Mentoring and advising of students should be improved.

Recommendation 3. The program should address the concerns about advising raised in the student survey data.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The last program review team suggested 8 recommendations for the program. These recommendations centered around working to move students toward graduation in a timely manner, a need for increased space and resources, and better communications with students. Many students working toward their graduate degree in sociology do not complete the program because they find gainful employment utilizing their sociology knowledge. The faculty are investigating a final exam option to try to encourage students to complete the program. No additional space has been allocated to the sociology program; however, additional computer laboratories have been available recently. The program faculty have worked to improve communication with students through increased use of Twitter, LinkedIn, and Facebook. The program also improved the website and have been publishing newsletters for the students as well.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

Finding 1: Assessment

The program is revisiting its mission and assessment strategies. The program routinely meets to discuss assessment data on an annual basis. Additional completion data will be collected to keep better track of students as they enter and leave the program.

Finding 2: Reallocation of Department money

The program is receiving money similar to usual college practice. The program is exploring splitting responsibilities among faculty to provide some relief to the program director.

Finding 3: Mentoring and advising

The program director meets with the students for lunch to mentor the students. Additionally, she sends a weekly or biweekly email to all students to let them know about upcoming requirements and events. The program has submitted paperwork to add a required course for professional development of students as an orientation to the program. This course would then be used to identify students' interests and would help to align mentoring and advising needs. To address completion rate declines, the program is exploring moving to a comprehensive exam option to help students finish the program.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

## **6.2 Explanation**

The Graduate Council and Programs Committee overall viewed this as a strong, quality professional graduate program. The Program has several strengths including small class sizes, providing graduate degree options to underserved populations and harmonious relationships between faculty and students. It was noted that the program should enhance assessment of the program. While enrollment in the program is steady, student completion is extremely low. As indicated in item 5.1, this is a problem that all Sociology Masters Programs face. The program is strongly encouraged to work to increase completion rates.



## PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Sociology
3. **Date** 2014-2015
4. **Contact Person** P. Denise Cobb
  - 4.1. **Telephone** (618) 650-3779
  - 4.2. **E-mail** pcobb@siue.edu
  - 4.3. **Fax** (618) 650-3633

### 5. Major Findings and Recommendations

- 5.1** Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Since the last program review, the program has kept up with advances in both pedagogy and technology. The program has begun to offer more online and blended classes that are not only pedagogically and technologically efficient, but that also meet the ever-growing demands on students' schedules. The program has also made a number of curricular developments that reflect the direction of the discipline and students' interests. First, the program continued to focus on Applied Sociology as a significant approach to the discipline. Second, the program established a greater focus on Sustainability in the courses. Also, by hiring two new faculty members, the program is seeking to develop an area in Sexualities. Moreover, Dr. Spurgas's specialization in Medical Sociology will allow the program to add more courses that could potentially be beneficial to students who are pursuing degrees in Allied Health.

- 5.2** Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

**Finding 1: Recruitment and Retention**

While program faculty have worked to increase enrollment and retention rates, efforts in this area could be bolstered.

**Finding 2: Assessment**

Students find that there is a lack of consistency among faculty with regard to how their progress in the program is measured.

**Finding 3: Advising and Mentoring**

Students would benefit from more cohesive advising and mentoring. Students in both the Self-Study survey and in focus groups have expressed dissatisfaction with the amount and types of advising and mentoring.

**Finding 4: Institutional Support and Leadership**

The Undergraduate Program in the Sociology Department needs more program support; the IRT finds that it suffers from lack of formal mechanisms in place for leadership and program

development. Course release for the program director is essential for the development of more consistent and sustained strategies of recruitment and retention, assessment, advising and mentoring mentioned above. The creation of formal space and time to clear up these inconsistencies could help to solve this issue.

**5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The committee that reviewed the undergraduate Sociology program (Fall 2005) offered eleven recommendations. The recommendations included: hire an additional faculty member, clarify the sequencing of courses, enhance the assessment of the curriculum, enhance advising, improve evaluations of teaching, decrease course caps, increase space, increase GAs, increase office support and separate the department so that Sociology is separate from Criminal Justice. Most of the recommendations have been adequately addressed: a new faculty member has been hired, the curriculum has been clarified, a pre/post survey has been included in core courses to better assess the curriculum, advising has been moved to centralized advising, university-wide student evaluations of teaching have been implemented, course caps have been lowered where appropriate, and computer lab space for courses has been available as needed. Some of the recommendations have been unable to be realized due to budget constraints. These include: increasing GAs, increasing space, increasing office support and separating the department.

**5.4** Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

1. Recruitment and Retention: The program has met with enrollment management and marketing to work to increase recruitment. They are also working to utilizing the introductory courses to build interest. The program was encouraged to seek degree completion and 2 + 2 agreement opportunities. The program is additionally working to collect and assess student retention data.
2. Assessment: The faculty plan to better communicate about assessment data.
3. Advising and Mentoring: Each student is assigned a faculty mentor. Career counseling is planned to be included as a part of the senior assignment course rather than creating a seminar course.
4. Institutional Support: The program faculty will meet on a more frequent basis. Due to the current budget, splitting the department is not feasible at this time.

**6. Outcome**

**6.1 Decision:**

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

## **6.2 Explanation**

The Curriculum Council of SIUE's Faculty Senate unanimously voted to rate the Sociology Undergraduate Program as "in Good Standing." The internal review team rated the program as "Satisfactory." The Curriculum Council noted that the program provides invaluable service to the University. The program adequately addressed the recommendations from the previous program review. The faculty in the Sociology program have created a new Diversity and Social Justice specialization to help attract students to the major. The program is encouraged to continue to work with Enrollment Management and Marketing to maintain enrollment and is urged to closely monitor retention and completion rates for students moving forward.





**Program Review Schedule  
Southern Illinois University Carbondale  
July 1, 2016**

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
52.0201	BS 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 MBA	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				1
52.0201	MBA	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0201	PhD in Business Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	BS in Accounting	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	M.Acc. Master of Accountancy	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0601	BS in Business Economics	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	BS in Finance	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9

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52.1301	BS in Management	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	BS in Marketing	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
22.0302	BS in Paralegal Studies	COLA	2011	2015-16		x	American Bar Association (ABA) Standing Committee on Paralegals			3/8/2004 1/11/2005	9
11.0701	BS in Computer Science	COS	2010	2015-16		x	Accreditation Board for Engineering and Technology (ABET)				9
22.0101	Doctor of Jurisprudence	LAW	2008	2015-16		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
01.0699	Laboratory Animal Program	SOM	2012	2015-16		x	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999	9
	BS in Horticulture	COAG	2012-13	2016-17	x					7/6/2013	9
01.1201	BS in Crop, Soil and Environmental Management	COAG	2012-13	2016-17	x					7/6/2013	9
13.1101	MSEd in Counselor Education	COEHS	2014-15	2016-17		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)			Jul-2014 name chang	9
51.0201	BS in Communication Disorders and Sciences	COEHS	2009	2016-17		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9

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51.0201	MS in Communication Disorders and Sciences	COEHS	2009	2016-17		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.2208	MPH Master of Public Health in Community Health Education	COEHS	2011	2016-17		x	Council on Education for Public Health (CEPH)	6/8/2004			9
51.2310	MS in Rehabilitation Counseling	COEHS	2010	2016-17		x	Council on Rehabilitation Education (CORE); Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)				9,10
16.0101	International Studies; French, East Asian Language and Culture, German, Spanish, Foreign Language and International Trade, African and Middle East Studies, Asia and	COLA		2016-17	x			10/31/2013			9
16.0101	MA in Foreign Languages and Literatures	COLA	2011-12	2016-17	x					2/14/2002 5/31/2006	9
12.0301	BS in Mortuary Science and Funeral Service	CASA	2010	2017-18		x	American Board of Funeral Service Education (ABFSE)				9
19.0901	BS in Fashion Design and Merchandising	CASA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			10/4/2001	9
50.0408	BS in Interior Design	CASA	2010	2017-18		x	Council for Interior Design Accreditation (Formerly FIDER); National Association of Schools of Art and Design (NASAD)				9
51.0806	AAS in Physical Therapist Assistant	CASA	2008	2017-18		x	Commission on Accreditation in Physical Therapy Education (CAPTE)				9
51.0907	MS in Medical Dosimetry	CASA	2009	2017-18		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007*		3/3/2009	5, 10

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51.0912	MS in Physician Assistant Studies	SOM	2009	2017-18		x	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006			9
14.0101	PhD in Engineering Science	COE	2009-10	2017-18	x			10/11/2006		12/2/2004	9
14.0801	MS in Civil Engineering	COE	2013-14	2017-18	x						5,9
14.0899	ME in Civil & Environmental Engineering	COE	2013-14	2017-18	x			4/7/2009			9
14.1001	MS in Electrical and Computer Engineering	COE	2009-10	2017-18	x					8/4/2004	9
14.1001	PhD in Electrical and Computer Engineering	COE	2009-10	2017-18	x					10/11/2006	9
14.1901	MS in Mechanical Engineering	COE	2009-10	2017-18	x						9
14.2101	MS in Mining Engineering	COE	2013-14	2017-18	x						9
15.0613	MS in Manufacturing Systems	COE	2009-10	2017-18	x						9
51.2399	BS in Behavior Analysis and Therapy	COEHS		2017-18	x			10/7/2014			2
50.0401	BA in Design	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/1/2006	9
50.0701	BA and BS in Art	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/25/2006	9
50.0702	BFA in Art	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	MFA in Art	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)				9
40.0501	BA and BS in Chemistry	COS	2009-10	2017-18	x		National Association of Schools of Art and Design (NASAD)				9
40.0501	MS in Chemistry	COS	2009-10	2017-18	x		American Chemical Society (Membership)				9
40.0501	PhD in Chemistry	COS	2009-10	2017-18	x						9
40.0601	BA and BS in Geology	COS	2009-10	2017-18	x						9

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40.0601	MA and MS in Geology	COS	2009-10	2017-18	x					5/29/2001	9
40.0801	BS in Physics	COS	2009-10	2017-18	x					5/17/2002	9
40.0801	MS in Physics	COS	2009-10	2017-18	x						9
40.0801	PhD in Applied Physics	COS	2009-10	2017-18	x			2/1/2005			9
09.0102	MFA in Mass Communication and Media Arts	MCMA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/27/2005	9
50.0602	BA in Cinema and Photography	MCMA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			2/28/2001 8/21/2006	9
15.0803	BS in Automotive Technology	CASA	2012	2018-19		x	National Automotive Technicians Education Foundation			4/7/2009	9
49.0102	AAS in Aviation Flight	CASA	2014-15	2018-19		x	Aviation Accreditation Board International (AABI) & Flight Standards District Office				9
51.0701	BS in Health Care Management	CASA	2014-15	2018-19		x	Association of University Programs in Health Administration (AUPHA)				1,9
51.0907	AAS Radiological Sciences	CASA	2015-16	2018-19		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Reinstated Aug 2011			9
13.0406	MSEd in Higher Education	COEHS	2010-11	2018-19	x		(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)				9
13.1001	MSEd in Special Education	COEHS	2010-11	2018-19	x		(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)				9
13.1001	PhD in Education (Special Education)	COEHS		2018-19	x		(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)				9
13.1307	BS in Health Education	COEHS	2010-11	2018-19		x	(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)				9

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13.1307	PhD in Education (Health Education)	COEHS	2010-11	2018-19	x		(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)				9
13.1320	BS in Workforce Education and Development	COEHS	2010-11	2018-19	x		(NCATE)/American Association for Health Education (AAHE)			8/15/03 3/9/2005	1, 8, 9
13.1320	MSEd in Workforce Education and Development	COEHS	2010-11	2018-19	x		(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)			1/10/2003	9
13.1320	PhD in Education (Workforce Education and Development)	COEHS	2010-11	2018-19	x		(CAEP) formerly (NCATE)/American Association for Health Education (AAHE)				9
31.0505	MSEd. in Kinesiology	COEHS	2010-11	2018-19	x					8/23/2006	9
44.0701	BS in Social Work	COEHS	2010	2018-19		x	Council on Social Work Education (CSWE)				9
44.0701	MSW Master of Social Work	COEHS	2010	2018-19		x	Council on Social Work Education (CSWE)				9
45.0102	PhD in Education (Quantitative Methods)	COEHS		2018-19	x					Mar-2014 name change	9
51.0704	MS in Rehabilitation Administration and Services	COEHS	2010-11	2018-19	x						5,9
51.2399	MS in Behavior Analysis and Therapy	COEHS	2013	2018-19		x	Association for Behavior Analysis International (ABAI)				9
51.2399	PhD in Rehabilitation	COEHS	2010-11	2018-19	x					2/1/2005	9
9.0101	BS in Communication Studies	COLA	2010-11	2018-19	x						9
9.0101	MA in Communication Studies	COLA	2010-11	2018-19	x					6/2/2009	9
9.0101	PhD in Communication Studies	COLA	2010-11	2018-19	x						9
23.0101	BA and BS in English	COLA	2010-11	2018-19	x						9
23.0101	MA in English	COLA	2010-11	2018-19	x						9
23.0101	PhD in English	COLA	2010-11	2018-19	x						9
23.0501	MFA in Creative Writing	COLA	2010-11	2018-19	x						9
23.1001	PhD In Communication Studies (Theatre)	COLA	2010-11	2018-19		x	National Association of Schools of Theatre (NAST)				9
24.0101	BA and BS in University Studies	COLA	2010-11	2018-19	x						9
45.0601	BA in Economics	COLA	2010-11	2018-19	x					1/16/2003	9

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45.0601	MA and MS in Economics	COLA	2010-11	2018-19	x						9
45.0601	PhD in Economics	COLA	2010-11	2018-19	x						9
26.0205	MS in Molecular Biology, Microbiology & Biochemistry	COS	2010-11	2018-19	x					5/11/2004	9
26.0205	PhD in Molecular Biology, Microbiology & Biochemistry	COS	2010-11	2018-19	x						9
26.0301	BA and BS in Plant Biology	COS	2010-11	2018-19	x					4/10/2001	9
26.0301	MS in Plant Biology	COS	2010-11	2018-19	x					3/16/2007	9
26.0301	PhD in Plant Biology	COS	2010-11	2018-19	x						9
26.0502	BS in Microbiology	COS	2010-11	2018-19	x					9/29/2003	9
26.0701	BA and BS in Zoology	COS	2011-12	2018-19	x						9
26.0701	MS in Zoology	COS	2011-12	2018-19	x						9
26.0701	PhD in Zoology	COS	2011-12	2018-19	x						9
26.1001	MS & MA in Pharmacology & Neuroscience	COS	2010-11	2018-19	x						9
26.1001	PhD in Pharmacology & Neuroscience	COS	2010-11	2018-19	x					6/2/2009	9
27.0101	BA and BS in Mathematics	COS	2011-12	2018-19	x					6/2/2009	9
27.0101	MA and MS in Mathematics	COS	2011-12	2018-19	x						9
27.0101	PhD in Mathematics	COS	2011-12	2018-19	x						9
26.0901	BS in Physiology	SOM	2010-11	2018-19	x					9/29/2003	9
26.0902	MS in Molecular, Cellular, and Systemic Physiology	SOM	2010-11	2018-19	x						9
26.0902	PhD in Molecular, Cellular, and Systemic Physiology	SOM	2010-11	2018-19	x						9
11.0103	BS in Information Systems Technologies	CASA	2010-11	2019-20	x			5/28/2015		9/22/1999	9
51.0602	BS in Dental Hygiene	CASA	2014-15	2019-20	x		Commission on Dental Accreditation (CODA) of the American Dental Association				9
01.0000	BS in Agricultural Systems and Education; Agricultural Syst. Tech.-Spec.	COAG	2010-11	2019-20	x		American Society of Agricultural and Biological Engineers (ASABE)_DROPPED 2012			11/5/2003 3/3/2011	9
01.0000	PhD in Agricultural Sciences	COAG	2011-12	2019-20	x			12/4/2007			9
01.0103	BS in Agribusiness Economics	COAG	2010-11	2019-20	x						9
01.0103	MS in Agribusiness Economics	COAG	2010-11	2019-20	x						9
19.0501	MS in Food and Nutrition	COAG	2011-12	2019-20	x					8/4/2004	9
52.0999	Administration	COAG	2010-11	2019-20		x	Programs in Hospitality			4/11/2007	9



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14.0501	MS & Master of Engineering in Biomedical Engineering	COE	2011-12	2019-20	x			8/14/2007			9
15.0303	BS in Electrical Engineering Technology	COE	2014-2015	2019-20		x	Engineering and Technology			name change	9
15.0399	BS in Electronics Systems Technologies	COE	2010-11	2019-20	x						1, 9
30.9999	MS Supply Chain Management and Engineering	COE / COB	-	2019-20	x			2/5/2015			9
13.0301	MS Ed in Curriculum and Instruction	COEHS	2014-15	2019-20			(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
13.0301	PhD in Education (Curriculum and Instruction)	COEHS	2014-15	2019-20			(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
13.0401	MSED in Educational Administration, Principals and Superintendency programs	COEHS	2014-15	2019-20			(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)			8/15/2003	9
13.0401	PhD in Education (Educational Administration)	COEHS	2014-15	2019-20			(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
13.1001	BS in Special Education	COEHS	2012	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9

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13.1001	PhD in Education (Counselor Education)	COEHS	2011-12	2019-20	x	x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
13.1202	BS in Elementary Education	COEHS	2012	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Association for Childhood Education, International (ACEI)/National Council for Teachers of Mathematics (NCTM)				1,9
13.1206	Master of Arts in Teaching (M.A.T.)	COEHS	2012	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)	8/14/2003			9
13.1210	BS in Early Childhood	COEHS	2012	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children (NAEYC)				9
13.1314	BS in Physical Education Teacher Education	COEHS	2012	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NASPE)			11/20/2007	9
31.0505	BS in Exercise Science	COEHS	2011-12	2019-20	x					11/20/2007	9
45.0101	BS in Social Science	COEHS	2011-12	2019-20		x	(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)			3/8/2004	9
51.2399	BS in Rehabilitation Services	COEHS	2011-12	2019-20	x						9
26.0101	BS in Biological Sciences	COLA	2011-12	2019-20	x					9/29/2003	9
26.0101	MS in Biological Sciences	COLA	2011-12	2019-20	x						9

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42.0101	PhD in Psychology, Clinical	COLA	2012	2019-20		x	American Psychological Association (APA), Committee on Accreditation				9
50.0501	BA in Theater	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)				9
50.0501	MFA in Theater	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)				9
50.0599	BFA in Musical Theater	COLA	2010	2019-20		x	National Association of Schools of Music (NASM)	5/23/2008			9
50.0599	BFA in Musical Theater	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)	5/23/2008			9
11.0701	BA in Computer Science	COS	2011-12	2019-20	x						9
11.0701	MS in Computer Science	COS	2011-12	2019-20	x						9
11.0701	PhD in Computer Science	COS	2011-12	2019-20	x			12/5/2006			9
13.1399	MS in Mathematics and Science Education	COS	2014-15	2019-20				1/22/2009			9
03.0201	PhD in Environmental Resources and Policy	GRAD	2011-12	2019-20	x						9
09.0401	BS in Journalism	MCSA	2014-15	2019-20		x	Accrediting Council on Education in Journalism and Mass Communications			8/21/2006	9
30.1901	BS in Human Nutrition and Dietetics	COAG	2010	20-19-20		x	Accreditation Council for Education in Nutrition and Dietetics (ACEND) formerly (CADE) of the American Dietetic Association (ADA)			4/11/2007	9
04.0201	BS in Architectural Studies	CASA	2013	2020-21		x	National Architectural Accrediting Board (NAAB)				9
04.0201	Master of Architecture	CASA	2013	2020-21		x	National Architectural Accrediting Board (NAAB)	10/10/2006			9
30.9999	BS in Technical Resource Management	CASA	2012-13	2020-21	x					10/27/2005	9
43.0202	BS in Public Safety Management	CASA	2015-16	2020-21		x	International Fire Service Accreditation Congress (IFSAC)			1/13/2006	1,3,6,8,9, 10

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43.0202	MS in Public Safety and Homeland Security Administration	CASA	2015-16	2020-21	x			2011			3,9
49.0104	BS in Aviation Management	CASA	2012-13	2020-21	x			12/1/2015		7/15/1999	9,10
51.0701	Master of Health Administration	CASA		2020-21				12/1/2015			
51.0706	Master of Health Informatics	CASA		2020-21				12/1/2015			
51.0907	BS in Radiologic Sciences (Diagnostic Medical Sonography)	CASA	2014-15	2020-21		x	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography				9
51.0907	BS in Radiologic Sciences (Radiation Therapy)	CASA	2012	2020-21		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.0907	MS in Radiologic Sciences	CASA		2020-21	x			10/7/2015			9
01.0901	BS in Animal Science	COAG	2012-13	2020-21	x						9
01.0901	MS in Animal Science	COAG	2012-13	2020-21	x						9
01.1101	MS in Plant, Soil and Agricultural Systems	COAG	2012-13	2020-21	x					1/8/2009	9
03.0501	BS in Forestry	COAG	2010	2020-21		x	Society of American Foresters (SAF)			8/4/2004	9
03.0501	MS in Forestry	COAG	2012-13	2020-21	x						9
14.0801	BS in Civil Engineering	COE	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	BS in Computer Engineering	COE	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9
14.1001	BS in Electrical Engineering	COE	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)				9
14.1901	BS in Mechanical Engineering	COE	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)				9
14.2101	BS in Mining Engineering	COE	2014-15	2020-21		x	Accreditation Board for Engineering and Technology (ABET)				9

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15.0612	BS in Industrial Management and Applied Engineering	COE	2015-16	2020-21		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	10/18/2007		5/31/2001	1, 5, 6, 7, 8, 9
05.0201	BA in Africana Studies	COLA	2012-13	2020-21	x						9
13.1401	MA in Teaching English to Speakers of Other Languages	COLA	2012-13	2020-21	x						9
16.0102	BA in Linguistics	COLA	2012-13	2020-21	x					10/26/2005	9
16.0102	MA in Applied Linguistics	COLA	2012-13	2020-21	x						9
38.0101	BA in Philosophy	COLA	2012-13	2020-21	x						9
38.0101	MA in Philosophy	COLA	2012-13	2020-21	x						9
38.0101	PhD in Philosophy	COLA	2012-13	2020-21	x						9
42.0101	BA in Psychology	COLA	2012-13	2020-21	x						9
42.0101	MA and MS in Psychology	COLA	2012-13	2020-21	x						9
42.0101	MA and MS in Psychology, Clinical & Counseling	COLA	2012-13	2020-21	x						9
42.0101	PhD in Psychology	COLA	2012-13	2020-21	x						9
50.0901	BA in Music and B.Mus.	COLA	2010	2020-21		x	National Association of Schools of Music (NASM)				9
50.0901	Master of Music	COLA	2010	2020-21		x	National Association of Schools of Music (NASM)			6/13/2003	9
09.0102	MA in Media Theory and Research	MCMA	2012-13	2020-21	x					9/12/2005	9
09.0102	PhD in Mass Communication and Media Arts	MCMA	2012-13	2020-21	x						9
09.0199	MS in Professional Media and Media Management Studies	MCMA	2012-13	2020-21	x					9/12/2005	9
09.0701	BA in Radio, Television & Digital Media	MCMA	2012-13	2020-21	x					8/21/2006; 12/5/2012	9
1.1.099	Fermentation Science	PVC		2020-21	x			3/9/2016			9
42.0101	PhD in Psychology, Counseling	COLA	2014-15	2021-22		x	American Psychological Association (APA), Committee on Accreditation				9
44.0401	MPA Master of Public Administration	COLA	2014-15	2021-22		x	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9

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31.0101	BS in Recreation	COEHS	2014-15	2022-23	x		National Recreation and Park Association, NRPA/AAAPAR Council on Accreditation				9
31.0504	BS in Sport Administration	COEHS	2014-15	2022-23	x		DROPPED 2012				9
43.0103	BA in Criminology & Criminal Justice	COLA	2014-15	2022-23	x					6/2/2009	9
43.0103	MA in Criminology & Criminal Justice	COLA	2014-15	2022-23	x					6/2/2009	9
45.0201	BA in Anthropology	COLA	2014-15	2022-23	x						9
45.0201	MA in Anthropology	COLA	2014-15	2022-23	x						9
45.0201	PhD in Anthropology	COLA	2014-15	2022-23	x						9
45.0401	PhD in Criminology and Criminal Justice	COLA	2014-15	2022-23	x			6/7/2011			9
45.1001	BA in Political Science	COLA	2014-15	2022-23	x					5/1/2000	9
45.1001	MA in Political Science	COLA	2014-15	2022-23	x						9
45.1001	PhD in Political Science	COLA	2014-15	2022-23	x						9
45.1101	BA in Sociology	COLA	2014-15	2022-23	x						9
45.1101	M.A. in Sociology	COLA	2014-15	2022-23	x						9
45.1101	PhD in Sociology	COLA	2014-15	2022-23	x						9
50.0703	MA in Art History and Visual Culture	COLA	2014-15	2022-23	x			6/7/2011			9
54.0101	BA and BS in History	COLA	2014-15	2022-23	x						9
54.0101	MA in History	COLA	2014-15	2022-23	x						9
54.0101	PhD in Historical Studies	COLA	2014-15	2022-23	x						9
40.0601	PhD in Geosciences	COS	2014-15	2022-23	x			10/12/2010		2/9/2011	9
90.0907	Radio Station WSIU	MCMA	2014-15	2022-23	x						9
90.0907	Television Station WSIU	MCMA	2014-15	2022-23	x						9
90.0907	Television Station WSIU (Olney)	MCMA	2014-15	2022-23	x						9
51.1201	Doctor of Medicine	SOM	2015-16	2022-23		x	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9
30.0601	PSM in Advanced Energy and Fuels Management	VCR	2015-16	2023-224	x			6/2/2009			
31.0101	MSEd in Recreation	COEHS	2015-16	2023-24	x						9
45.0701	BA and BS in Geography and Environmental Resources	COLA	2015-16	2023-24	x					8/4/2004	9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
45.0701	MS in Geography and Environmental Resources	COLA	2015-16	2023-24	x					7/11/2002 8/4/2004	9
47.0609	BS in Aviation Technologies	CASA	2011	At FAA Discretion		x	Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999	8,9
15.0000	BS in Electrical Engineering Technology, Elect. Eng. Tech specialization	COE	2014-2015	x		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
13.1307	MSEd in Health Education	COEHS	2010-11	x	x				6/2/2016		9
16.0501	BA and BS in German Studies	COLA	2012	x	x				6/9/2014		9
16.0901	BA and BS in French	COLA	2012	x	x				10/31/2013	1/18/2002	9
16.0905	BA and BS in Spanish	COLA	2012	x	x				10/31/2013		9
16.1200	BA in Classics	COLA	2012	x	x				10/31/2013		9
16.9999	BA in Foreign Language and International Trade	COLA	2011-12	x	x				10/31/2013		9
30.2001	BA in International Studies	COLA		x	x			10/5/2010	10/31/2013		9
22.0201	Master of Laws (L.L.M.)	LAW		x	x			8/14/2003	5/12/2016		5, 9
22.0203	Master of Legal Studies (M.L.S.)	LAW		x	x			8/14/2003	5/12/2016		5, 9

**SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE**

**PROGRAM REVIEW SCHEDULE**

**JUNE 2016**

<b>REPORT YEAR<sup>1</sup></b>	<b>INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)</b>	<b>ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)<sup>2</sup></b>
2016	None	None
2017	None	Medical Education Programs: <ul style="list-style-type: none"> <li>• Physician Assistant Program</li> </ul>
2018	None	Medical Education Programs: <ul style="list-style-type: none"> <li>• Continuing Medical Education</li> </ul>
2019	Health Professions/Related Sciences: <ul style="list-style-type: none"> <li>• Molecular Biology, Microbiology, and Biochemistry – Graduate<sup>4</sup></li> <li>• Pharmacology – Graduate<sup>5</sup></li> <li>• Physiology – Graduate<sup>4</sup></li> <li>• Anatomy – Post-Baccalaureate Certificate<sup>6</sup></li> </ul> Organized Public Service/Research Centers: <ul style="list-style-type: none"> <li>• SIU Center for Alzheimer's Disease and Related Disorders (incl. Parkinson Disease Center)</li> <li>• Simmons Cancer Institute at SIU</li> <li>• Neuroscience Institute<sup>3</sup></li> </ul>	None
2020	Health Professions/Related Sciences: <ul style="list-style-type: none"> <li>• Anatomy – Histotechnology Certificate<sup>7</sup></li> </ul> Organized Public Service/Research Centers: <ul style="list-style-type: none"> <li>• SIU Center for Rural Health and Social Service Development</li> </ul>	None
2021	None	None
2022	None	None
2023	None	Medical Education Programs: <ul style="list-style-type: none"> <li>• Undergraduate Medical Education</li> </ul>

**Notes:**

- 1) Fiscal Year date in which the program review will conclude and be summarized in the university's program quality assurance report. (Program reviews begin in the previous year.)
- 2) Accrediting agencies may alter program review schedules in the future.
- 3) Progress report only; not full program review.
- 4) Molecular biology, microbiology, and biochemistry (MBMB) and physiology programs are cooperative programs with SIU Carbondale; program reviews are performed jointly by the two campuses. Reviews of undergraduate programs in microbiology and physiology are performed simultaneously with these reviews.
- 5) Pharmacology MA program was approved in 2016. A progress report on this program will be completed when the other Pharmacology graduate programs are reviewed in 2019.
- 6) Anatomy – Post-Baccalaureate Certificate program is reviewed and reported within the Physiology program review.
- 7) Subsequent to its program review in 2015, the Histotechnology Certificate program was put on suspended enrollment status. The program's 2020 review may be rescheduled or canceled later, due to changes in this suspension status.

All dates are subject to change.





# Program Review Schedule Southern Illinois University Edwardsville July 1, 2016

## Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
<b>Arts &amp; Sciences</b>									
Applied Communication Studies (formerly Speech Communication)	2009-10	In good standing	2000-01	2013-14	2017-18	2020-21			
Art	2009-10	In good standing	2003	2013-14	2017-18	2020-21			
Art Therapy Counseling	2009-10	In good standing	2003	2013-14	2016-17	2020-21			
Biological Sciences	2008-09	In good standing	2000-01	2012-13	2016-17	2019-20			
Biotechnology Management	2012-13	Suspend Enrollment	2008-09	Fall 2006	2016-17	2019-20		6/30/2015	
Chemistry	2013-2014	In good standing	2008-09		2018-19	No interim reviews because of short accrediting agency cycle			
English	2009-10	In good standing	2000-01	2013-14	2017-18	2020-21			2 to be reviewed
Environmental Sciences	2008-09	In good standing	2000-01	2012-13	2016-17	2019-20			
Environmental Science Management	2012-2013	Flagged for priority review	2008-09	2012-13	2016-17	2019-20			
Geographical Studies	2014-2015	In good standing	2005-06	2010-11	2021-22	2018-19			
History	2014-2015	In good standing	2004-05	2010-11	2021-22	2018-19			1 to be reviewed
Mass Communications	2011-12	In good standing	1998-99	2014-15	2019-20	2022-23			1 to be reviewed
Mathematics	2008-09	In good standing	1993-94	2012-13	2016-17	2019-20			
Music	2009-10	In good standing	1998-99	2013-14	2017-18	2020-21			2 to be reviewed

Physics	2006-07	Program Suspended 2009	1999-00	2001-02				6/30/2015	
Public Administration	2012-13	In good standing	2003-04	2003-04	2019-20	2022-23			
Social Work	2014-2015	In good standing	2005-06	2010-11	2021-22	2018-19			
Sociology	2014-2015	Flagged for priority review	2005-06	2010-11	2017-18	2020-21		6/30/2015	

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
Business	2012-13	In good standing	2005-06	2008	2017-18	2020-21			
Accountancy	2012-13	In good standing	2005-06	2008	2017-18	2020-21			
Business Administration	2012-13	In good standing	2005-06	2008	2017-18	2020-21			
CMIS	2012-13	In good standing	2005-06	2008	2017-18	2020-21			
Economics and Finance	2012-13	In good standing	2005-06	2008	2017-18	2020-21			
Marketing Research	2012-13	In good standing	2005-06	2008	2017-18	2020-21			

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
Education, Health and Human Behavior	2015-16	In good standing	2011-12	2006-07	2022-23	2018-19			
Educational Administration (including the PM)	2015-16	In good standing		new	2022-23	2018-19			
Education Doctorate Degree	2015-16	In good standing	2003-04	2013-14	2022-23	2018-19			
Elementary Education	2015-16	In good standing		new 2014	2019-20	2022-23	2016-17		
College Student Personnel Admin	2010-11	In good standing	2003-04	2013-14	2017-18	2020-21			1 to be reviewed
Instructional Technology	2011-12	Flagged for priority review		2006-07	2016-17	2019-20			
Kinesiology									

Learning, Culture, & Society	2011-12	In good standing	2011-12	2014-15	2019-20	2022-23	2008-09	6/30/2015	
Literacy Education	2011-12	In good standing	2011-12	2007	2019-20	2022-23	2008-09		
Psychology (including School Psychology)	2010-11	In good standing	2003-04	2013-14	2018-19	2021-22			
Secondary Education	2003-04	In good standing	1992-93	2010-11	2015-16	2018-19			
Special Education (including the PM)	2015-16	In good standing	2003-04	2010-11	2015-16	2018-19			
Speech-Language Pathology	2010-11	In good standing	2001-02	2013-14	2018-19	2021-22			
Teaching	2011-12	In good standing	2011-12	2006-07	2019-20	on internal moratorium	2008-09		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
Engineering									
Civil Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2016-17			
Computer Science	2013-14	In good standing	2006-07	2009-10	2019-20	2016-17			
Electrical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2016-17			
Industrial Engineering				2014-15	2017-18	2020-21	2012-13		
Mechanical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2016-17			

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review / Progress Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
Nursing	2010-11	In good standing	2002-03	2014-15	2018-19	2021-22			
Nurse Educator	2010-11	In good standing	2002-03	2014-15	2018-19	2021-22			
Family Nurse Practitioner	2010-11	In good standing	2002-03	2014-15	2018-19	2021-22			
Health Care & Nursing Administration	2010-11	In good standing	2002-03	2014-15	2018-19	2021-22			
Nurse Anesthesia	2010-11	In good standing	2002-03	2014-15	2018-19	2021-22			
Doctor of Nursing Practice					2018-19	2021-22	2014-15		

*\*All graduate programs go through in one cycle for Nursing*

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
<b>Pharmacy</b> All Pharmacy Programs	2014-15	In good standing	2009		2022-23	2017-18	2009-10		
<b>Other</b> Health Care Informatics					Scheduled or Proposed Next Review 2019-20	Proposed Interim Review/ Report 2022-23	Initial Report (New Programs Only) 2016-17	Low Performing Program Report to IBHE	Post-Baccalaureate Certificate Associated
Masters of Integrative Studies					2020-21	2023-24	2017-18		

All Post-Baccalaureate Certificates will be reviewed at the same time as the Masters Program in the academic home

**To Be Reviewed Along with**

- Post-Baccalaureate Certificates
- Teaching English as a Second Language
- Teaching of Writing
- Museum Studies
- Media Literacy
- Piano Pedagogy

**Undergraduate**

<b>Arts &amp; Sciences</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>	<b>Low Performing Program Report to IBHE</b>
Anthropology	2011-12	In Good Standing	2004	2019-20	2022-23		
Art & Design	2009-10	In Good Standing	2002-03	2017-18	2020-21		
Biological Sciences	2008-09	In Good Standing	2000-01	2016-17	2019-20		
					No interim reviews because of short ACS cycle		
Chemistry	2014-15	In Good Standing	2008-09	2018-19			
Criminal Justice Studies	2014-15	In Good Standing	2005-06	2021-22	2018-19		
Economics	2012-13	In Good Standing	2005-06	2017-18	2020-21		
English	2009-10	In Good Standing	2000-01	2017-18	2020-21		
Foreign Languages	2011-12	In Good Standing	2007-08	2022-23	2018-19		
Geography	2014-15	In Good Standing	2004-05	2021-22	2018-19		
History	2014-15	In Good Standing	2004-05	2021-22	2018-19		
International Studies		In Good Standing new 2015		2020-21	2023-24	2018-19	
Liberal Studies	2014-15	Flagged for Priority Review	2006-07	2018-19	2021-22		6/30/2015
Mass Communications	2011-12	In Good Standing	1999	2019-20	2022-23		
Mathematics & Statistics	2008-09	In Good Standing	2002-03	2016-17	2019-20		
Music	2009-10	In Good Standing	1998-99	2017-18	2020-21		
Philosophy	2013-14	In Good Standing	2006-07	2020-21	2016-17		
Physics (includes Earth Space & Science)	2013-14	In Good Standing	2006-07	2020-21	2016-17		6/30/2015
Political Science	2014-15	In Good Standing	2005-06	2021-22	2018-19		
Social Work	2009-10	In Good Standing	1997-98	2017-18	2021-22		
Sociology	2014-15	In Good Standing	2005-06	2021-22	2024-25		
Applied Communication Studies (formerly Speech Communication)	2009-10	In Good Standing	2000-01	2017-18	2020-21		
Theater & Dance	2010-11	In Good Standing	2002-03	2018-19	2021-22		
Integrative Studies				2019-20	2022-23	2017-18	

<b>Business</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>	<b>Low Performing Program Report to IBHE</b>
Accountancy	2012-13	In Good Standing	2005-06	2017-18	2020-21		
Business Administration	2012-13	Flagged for Priority Review	2005-06	2017-18	2020-21		
Business Economics/Finance	2012-13	In Good Standing	2005-06	2017-18	2020-21		
CMIS	2012-13	In Good Standing		2017-18	2020-21		

<b>Education, Health and Human Behavior</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>	<b>Low Performing Program Report to IBHE</b>
Curriculum and Instruction: Early Childhood Education	2015-16	In Good Standing	2003-04	2022-23	2018-19		
Curriculum and Instruction: Elementary Education	2015-16	In Good Standing	2003-04	2022-23	2018-19		
Curriculum and Instruction: Middle Level Education			new 2015	2019-20	2022-23	2016-17	
Exercise and Wellness & Community Health	2003-04 (Under Kinesiology review)	In Good Standing	1994-95			Note program changed from Exercise and Wellness to Exercise Science in 2011	
Health Education	2011-12	In Good Standing	2003-04	2019-20	2014-15		
Kinesiology	see specific programs	In Good Standing	2011-12				
Physical Education & Teacher Education	2011-12	In Good Standing	1994-95			Program applied for elimination	6/30/2015
Psychology	2010-11	In Good Standing	2003-04	2018-19	2021-22		
Special Education	2015-16	In Good Standing	2003-04	2022-23	2018-19		

Speech Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2018-19	2021-22		
Exercise Science	2013-14	In Good Standing	2003-04	2020-21	2016-17		
Nutrition				2019-20	2022-23	2016-17	

Engineering	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE
Civil Engineering	2013-2014	In Good Standing	2006-07	2019-20	2016-17		
Computer Science	2013-2014	In Good Standing	2006-07	2019-20	2016-17		
Construction	2012-13	In Good Standing	2004-05	2018-19	2016-17		
Electrical and Computer Engineering	2013-2014	In Good Standing	2006-07	2019-20	2016-17		
Industrial & Manufacturing Engineering (Note: Manufacturing Engineering has been approved for elimination.)	2013-14	In Good Standing	2006-07	2019-20	2016-17		Manufacturing (6/30/15)
Mechanical Engineering	2013-14	In Good Standing	2006-07	2019-20	2016-17		
Mechatronics and Robotics Engineering		new 2015		2019-20	2022-23	2016-17	

Nursing	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Low Performing Program Report to IBHE
All Undergraduate Nursing Programs	2014-15	In Good Standing	2006-08	2021-22	2017-18		



<b>Centers, Institutes, and Public Service Units</b>	<b>New Annual Review</b>	<b>Full Review</b>
Center for Advancement of Management and Productivity	2016-17	2017-18
Center for STEM Research, Education, and Outreach	2016-17	2016-17
Cuban and Caribbean Center	2016-17	2016-17
Environmental Resources Training Center	2016-17	2017-18
Radio Station WSIE-FM	2016-17	2017-18
The University Museum	2016-17	2018-19
University Services to East St. Louis	2016-17	2018-19
Illinois Education Research Council	2016-17	2016-17
Institute for Urban Research	2016-17	2016-17
National Corn to Ethanol Research	2016-17	2016-17