SIU

August 28, 2015

Members of the Board Academic Matters Committee

> Shirley Portwood, Chair
> J. Phil Gilbert
> Donna Manering
> Dillon Santoni

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 10, 2015, at 9:00 a.m. in the Meridian Ballroom at the Delyte W. 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

Attachment

c: Roger Herrin   Randal Thomas
    Joel Sambursky   Randy J. Dunn
    Allen Shelton   Stephen Hansen
    Amy Sholar   Other Interested Parties

AGENDA

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

Thursday, September 10, 2015
9:00 a.m.

Meridian Ballroom, First Floor
Delyte W. Morris University Center
Southern Illinois University Edwardsville

1. Announcements

2. Approval of Minutes of the Meeting July 16, 2015

3. Information Report: Program Quality Assurance (enclosure)

4. Operating and Capital RAMP Guidelines and Executive Summary: Resource Allocation and Management Program (RAMP) Planning, Operations, and Capital Budget Requests, Fiscal Year 2017 (Joint Discussion with Finance Committee and Architecture and Design Committee) (Board Agenda Item K)

5. Presentation: Research Project: "*Narrating Disaster: Calibrating Causality and Responses to the 2015 Earthquakes in Nepal*"

    Presenter: Kristine Hildebrandt, Associate Professor of English Language and Literature, College of Arts and Sciences, SIUE

6. Other Business

7. Adjournment

BOARD OF TRUSTEES

SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

July 16, 2015

The Academic Matters Committee met at 9:02 a.m. on Thursday, July 16, 2015, in the Auditorium at the School of Medicine, 801 North Rutledge, Springfield, Illinois. Present were: Shirley Portwood, chair; J. Phil Gilbert; and Donna Manering. Other Board members present were: Rich Herrin, Joel Sambursky, Dillon Santoni, Allen Shelton, Amy Sholar, and Randal Thomas. Executive Officers present were: President Randy J. Dunn; Chancellor Julie Furst-Bowe, SIUE; Special Assistant to the President John Haller; and Senior Vice President Duane Stucky.

Announcements

Special Assistant to the President John Haller announced that, at the April 7, 2015, Illinois Board of Higher Education meeting, approval was granted for the establishment of a Neuroscience Institute within SIU's School of Medicine. At the June 2, 2015, Illinois Board of Higher Education meeting, approval was granted for the School of Medicine to establish a Department of Population Health Science and Southern Illinois University Edwardsville was approved to offer the Master of Arts and Master of Science in Integrative Studies.

Special Assistant to the President John Haller announced the Southern Illinois University System's Dashboard is online and active on the President's system website (http://www.siusystem.edu/data-reports/index.shtml). Information can be accessed at any time and will be updated continuously.

Approval of the Minutes of the May 14, 2015, Meeting

Motion was made by Trustee Donna Manering to approve the minutes of the May 14, 2015, meeting. The motion was duly seconded by Trustee J. Phil Gilbert and passed by the Committee.

Informational Report: Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2014 through June 30, 2015 (Board Agenda Item H)

Special Assistant to the President John Haller introduced the report and gave a brief overview of what it contains. He added that the new degrees came without new dollars and required reallocation and elimination of some programs. President Randy Dunn elaborated on the fact that Southern Illinois University is very active and faculty and departments are constantly reviewing programs to ensure that they are responsive to

the current needs to move forward and reflect changes in the various disciplines and professions.

Motion was made by Trustee J. Phil Gilbert to approve Agenda Item H. The motion was duly seconded by Trustee Donna Manering and passed by the Committee.

Presentation: *Training Tomorrow's Physicians at the Center for Family Medicine, SIU's Federally Qualified Health Center*

Special Assistant to the President John Haller introduced Janet Albers, Professor and Chair of the Department of Family and Community Medicine at the School of Medicine who introduced the program and other presenters—Careyana Brenham, Associate Professor and Director/Family Medicine Residency Program; Kelly Luciano, Family Medicine Resident (class 2012); Jennifer Punke, Family Medicine Resident (Class of 2015); and Iris Wesley, Chief Executive Officer of the Federally Qualified Health Center (attendance only).

Professor Albers gave a brief overview of the requirements for a federally qualified health center. FQHC requirements include: (1) section 330 grant funding (current grant - $650,000), (2) non-profit status, (3) governing board with at least 51% of the membership patients of the center, (4) on-going needs assessment, (5) location in a medically underserved area, (6) sliding-fee discount scale (available to uninsured 200% and below the federal poverty level), (7) comprehensive primary care services, (8) access to dental and behavioral health services (by referral agreement or onsite), (9) access to specialty services, (10) rigorous quality assurance program (data and markers reported on a national basis), (11) collaboration with other organizations within the community, and (12) fiscal responsibility.

Careyana Brenham gave a brief overview of the on-site and off-site services that the Federally Qualified Health Center (FQHC) provides the community as well as the educational experience and opportunities for medical residents.

Kelly Luciano gave a medical resident perspective of the experience she gained while a resident at FQHC.

Jennifer Punke shared her reason for choosing SIU School of Medicine and her experience as a first-year resident at FQHC.

There were no questions, but Trustee Thomas said he was impressed with the presentation to which other trustees and Board participants agreed.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:31 a.m.
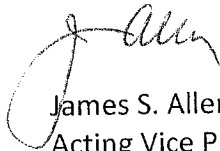
JSH/pm

August 28, 2015

Board of Trustees
c/o Misty Whittington, Board Secretary
Southern Illinois University System
1400 Douglas Drive
Stone Center — Mail Code 6801
Carbondale, IL 62901

Dear Board Members,

The enclosed *Program Quality Assurance Report* is an annual report on the most recent program reviews for Southern Illinois University Carbondale, Southern Illinois University Edwardsville, and School of Medicine. The report consists of three parts: (1) the accreditation report, (2) the program review report, and (3) the program review schedule.

This report will be sent to the Illinois Board of Higher Education upon your review and following the September 10, 2015 Board of Trustees' meeting.

Sincerely,

James S. Allen
Acting Vice President for Academic Affairs

/pm

Enclosure

c: Randy J. Dunn

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

Carbondale   •   Edwardsville   •   Springfield   •   Alton   •   E. St.Louis
Carbondale, Phone 618/536-3331, Fax: 618/536-3404   Edwardsville, Phone 618/650-2426, Fax: 618/650-3216

Program
Quality
Assurance

July 1, 2014 – June 30, 2015

Southern Illinois University System

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Introduction

For more than three decades, the Illinois Board of Higher Education (IBHE) has required all 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 program reviews. The *Report* includes:

- The schedule of reviews for those programs that are accredited by outside agencies along with their status.
- The results of both accredited and non-accredited programs.
- Identification of programs flagged for issues of quality, low degree productivity, sustainability, and high cost.
- Actions taken by each campus to the recommendations made in the reviews.

The results of these reports are compiled by the IBHE and shared annually with the Illinois General Assembly.

James S. Allen
Acting Vice President for Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2014-2015

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
PROVOST AND VICE CHANCELLOR				
American Camp Association (ACA)	2014	Accredited	2015	Touch of Nature Environmental Center, Camp Little Giant
VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2012	Accredited	2015	Laboratory Animal Program
VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2012	Accredited	2015	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)	2013	Certified	2015	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2013	Accredited	2015	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
COLLEGE OF AGRICULTURAL SCIENCES				
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2010	Accredited	2017	B.S. 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)	2010	Accredited	2015	B.S. in Human Nutrition and Dietetics, Dietetic Internship Program, Didactic Program in Dietetics

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
Society of American Foresters (SAF)	2010	Accredited	2020	B.S. in Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology

COLLEGE OF APPLIED SCIENCES AND ARTS

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
Aviation Accreditation Board International (AABI)	2015	Accredited	2019	A.A.S. in Aviation Flight (AABI Flight Education)
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2009	Accredited	2017	M.S. in Physician Assistant
American Board of Funeral Service Education (ABFSE)	2010	Accredited	2017	B.S. in Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2015	Pending Approval	----	B.S. in Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2008	Accredited	2017	A.A.S. in Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography	2015	Accredited	2020	B.S. in Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2020	B.S. in Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2010	Good Standing	2017	B.S. in Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2019 Indefinitely	A.A.S. in Aviation Flight B.S. in Aviation Technologies (Airframe and Power Plant Certification)
International Fire Service Accreditation Congress (IFSAC)	2011	Accredited	2016	B.S. in Fire Service Management
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2009 2012 2015 2015	Accredited Accredited Initial Accreditation Initial Accreditation	2017 2020 2018 2018	M.S. in Medical Dosimetry B.S. in Radiologic Sciences, Radiation Therapy option Magnetic Resonance Imaging Specialization; A.S. Radiography Program
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.S. in Interior Design
	2007	Good Standing	2017	B.S. in Fashion Design and Merchandising
National Automotive Technicians Education Foundation (NATEF)	2013	Certified	2018	B.S. in Automotive Technology

COLLEGE OF BUSINESS

AACSB International - The Association to Advance Collegiate Schools of Business	2010	Accredited	2015	B.S. in Accounting, B.S. in Business and Administration, B.S. in Business Economics, B.S. in Finance, B.S. in Management, B.S. in Marketing, Master of Accountancy, MBA, Ph.D. in Business Administration

COLLEGE OF EDUCATION AND HUMAN SERVICES

Association for Behavior Analysis International (ABAI)	2012	Accredited	2018	M.S. 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	M.S.Ed. in Educational Psychology, Community Counseling, School Counseling, Marital, Couple and Family Counseling programs, Ph.D. 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	2016	B.S. in Communication Disorders and Sciences, M.S. in Speech-Language Pathology
Council on Education for Public Health (CEPH)	2011	Accredited	2016	M.P.H. in Community Health
Council on Rehabilitation Education (CORE)	2010	Accredited	2017	M.S. in Rehabilitation Counseling
Council on Social Work Education (CSWE)	2010	Accredited	2018	B.S. in Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2013	Accredited	2015	M.S. 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)	2012/ 2015	Accredited	2020	Teacher Education Program

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
COLLEGE OF ENGINEERING				
Engineering Accreditation Commission of ABET	2007	Accredited	2015	B.S. in Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2014	Accredited	2020	B.S. in Engineering Technology (Specialization in Electrical Engineering Technology)
Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	2009	Accredited	2015	B.S. in Industrial Technology
SCHOOL OF LAW				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2008	Approved	2015	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Approved	2018	Legal education leading to JD degree
COLLEGE OF LIBERAL ARTS				
American Association of Museums (AAM)	2001	Accredited	2015	University Museum
American Bar Association (ABA) Standing Committee on Paralegals	2011	Approved	2016	B.S. in Paralegal Studies
American Psychological Association (APA), Committee on Accreditation	2012	Accredited	2019	Ph.D. in Clinical Psychology
	2014	Accredited	2021	Ph.D. in Counseling Psychology
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A., B.F.A., M.F.A. in Art; B.A., B.F.A. in Design; certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2020	B.A. in Music, B. Music, and Master of Music B.F.A. in Musical Theatre
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2008	Accredited	2015	Master of Public Administration
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	B.A. in Theatre, M.F.A. in Theatre, Ph.D. in Speech Communication (Theatre) B.F.A. in Musical Theater
University and College Intensive English Programs (UCIEP)	2011	Membership	2016	Center for English as a Second Language (CESL)
American Association of Intensive English Programs (AAIEP)	2014	Membership	2015	Center for English as a Second Language (CESL)
Commission on English Language Program Accreditation (CEA)	2014	Accredited	2015	Center for English as a Second Language (CESL)

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS				
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2014	Accredited	2020	B.S. in Journalism
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A. in Cinema and Photography
	2007	Good Standing	2017	M.F.A. in Mass Communication and Media Arts
SCHOOL OF MEDICINE				
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2015	Accredited	2023	Undergraduate medical education (leading to M.D. degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2012	Accredited	2015	Laboratory Animal Medicine
COLLEGE OF SCIENCE				
American Chemical Society (ACS)	2014	Approved	2015	B.S. and B.A. in Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2009	Accredited	2016	B.S. in Computer Science

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
ACCREDITATIONS/AFFILIATIONS
2014-2015

Accrediting Agency/Affiliation	Year of Review/Affiliation	Status	Next Review (Year)	Accredited/Affiliated Program/Unit
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission	2014	Open Pathways	2024-2025 (Next Assurance Review in 2018)	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
INSTITUTIONAL AFFILIATIONS				
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	
Center for International Programs				
National Association of Foreign Student Affairs		Membership	Renewable annually	
Enrollment Management				
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	
Institutional Diversity and Inclusion				
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	

COLLEGE OF ARTS AND SCIENCES

Accrediting Council on Education in Journalism and Mass Communications	2011	Reaccredited through 2017	2016	Baccalaureate program in Mass Communications
American Art Therapy Association	2011	Reaccredited through 2018	2018	Master's program in Art Therapy
American Chemical Society	2014	Reapproved through 2019	2018-2019	Baccalaureate program in Chemistry
Council on Social Work Education	2013	Reaccredited through 2020	2019	Baccalaureate program in Social Work
Council on Social Work Education	2013	Reaccredited through 2020	2019	Master's program in Social Work
National Association of Schools of Music	2010	Reaccredited through 2020	2019	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2012	Reaccredited through 2019	2018	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2012	Accredited through 2022	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2014	Accredited through	2021/2022	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art
St. John's Hospital, Springfield, Illinois	2014-2015	Affiliation agreement for three years	2017	Department of Biological Sciences

SCHOOL OF BUSINESS

Association to Advance Collegiate Schools of Business-International	2011	Reaccredited through 2017	2016	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International	2011	Reaccredited through 2017	2016	Bachelor of Science and Master of Science in Accountancy

SCHOOL OF DENTAL MEDICINE

American Dental Association Commission on Dental Accreditation	2012	Reaccredited through 2019	2018/19	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Reaccredited through 2019	2018/19	Advanced Education in General Dentistry (certificate program)

SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2011	Reaccredited through 2019	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	Unit Accreditation Pending Board Action;	2014	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation fo rthe Exercise Sciences	2014-2015	Initial Accreditation Sought		Exercise Science (undergraduate) and Exercise Physiology (graduate)

SCHOOL OF ENGINEERING

Accreditation Board for Engineering and Technology	2014	Reaccredited through 2015 (final decision is pending the July meeting of ABET)		Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering

Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2014	Reaccredited through 2014 (final decision is pending the July meeting of ABET)		Baccalaureate program in computer science
American Council for Construction Education	2012	Reaccredited through 2018	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
Public Responsibility in Medicine and Research (PRIM'R)		Membership	Renewable annually

SCHOOL OF NURSING

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

SCHOOL OF PHARMACY

Accreditation Council for Pharmacy Education	2014	Reaccredited through 2023	2022-2023	Doctor of Pharmacy

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.

NCATE/CAEP - Programs recognized until 2023 (Special Education decision pending August Meeting); Unit accredition is not formal or definite until the Board meets in August, 2015.

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

ABET decision awaits final approval.

PROGRAM REVIEW REPORT

1. **Reporting Institution**   Southern Illinois University Carbondale

2. **Program Reviewed**   BA, MA, & PhD in Anthropology

3. **Date**   July 2015

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:

    Between 2006 and 2013, the Department of Anthropology suffered a loss of 8 faculty members due to retirement or departure. Since that time, only two new faculty hires have been made. Despite the loss of staffing, the department has effectively sustained its quality instruction and research productivity in support of outstanding graduate and undergraduate programs.

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

    The review of the program was useful in identifying the strengths, challenges, and actions going forward. The department has an active faculty with a strong national reputation. Noted in the review is the impressive quality of the undergraduate and graduate programs, the research productivity of the faculty, and the promising areas mentioned below:

    1. Genuine four-field approach to anthropology that is rare in the U.S.
    2. Productive research faculty who are devoted to their fields
    3. Potential growth in forensic anthropology
    4. Potential strength in CAI, assuming a new director is hired as planned
    5. Well-trained students, many of whom are finishing their advanced degrees in a timely fashion
    6. Well-articulated student learning outcomes
    7. Increased undergraduate enrollment to target numbers
    8. Potential growth of practicing anthropology

For these reasons, the Department of Anthropology offers a strong set of undergraduate and graduate programs taught by a talented and well-trained faculty.

The programs' challenges are significant. This summary of concerns was detailed by in the following list:

1. Apparent lack of unity among subfields and lack of vision for the future
2. Insufficient clerical support
3. Excessive time to completion for graduate students
4. Decline of MA applications and increased graduate student attrition
5. Practice of giving .25 funding of graduate students rather than .50 and only one semester of funding given at a time, which leads to uncertainty/anxiety among students
6. Unequal dissertation and committee workloads among faculty
7. Lack of diversity among faculty and graduate student body
8. Insufficient research and teaching lab space
9. Insufficient faculty numbers in forensic anthropology and archeology to cover enrollment demands
10. Senior faculty unwillingness to take leadership roles.

The Department of Anthropology is indeed a very strong unit, yet 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 department has taken numerous actions to address the recommendations from the previous (2006) review:
1. Created CORE teaching resource archive
2. Created an online advising resource for undergraduate anthropology majors located in the D2L framework.
3. Developed a research course and reformulated another to serve as a capstone course.
4. Shortened time-to-degree for MA students
5. Created 32 new undergraduate courses since 2006, 20 of which can also be taken for graduate credit
6. Created four new graduate seminars.

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

The review has framed substantive recommendations worth consideration. Clearly the most important is to develop a departmental strategic plan for the next five and ten years that reflects a unified vision across subdisciplines. The department, with the assistance of the college, as appropriate, will begin to address most of the other recommendations:

1. Reconstitute an MA program according to contemporary needs of students in each subfield. This may include non-thesis options, certifications, or other approaches leading to practice rather than further academic training
2. Work with the Dean to convert half-time office manager to full time
3. Update undergraduate and graduate curricula to accommodate current faculty numbers and composition and enable more specialized advanced graduate courses, and provide more introductory courses that attract majors
4. Consider reducing the number of anthropology faculty required for graduate committees to reduce workload among faculty in small subdisciplines
5. Create a transparent mechanism to address workload issues, such as increasing teaching or service work if student committee membership is low
6. Develop a formal mentoring plan for tenure-track faculty as well as mid-rank professors
7. Propose support from the Vice Chancellor for Research for forensic anthropology research in taphonomy

The department will consider the valuable, more specific suggestions for strategic planning, budget, hiring, collaboration, students, and assessment where there are available resources. Those activities not requiring additional funding can and should be undertaken.

Once Anthropology has begun to balance the enrollments in the undergraduate and graduate programs across specialties, staffing will be discussed to meet a more sustainable student demand across all three degrees – pending the university's overall fiscal health. The department will develop a plan to 'stay the course' in terms of its current strengths while still considering new directions if there are no new hires in the foreseeable future.

6. **Outcome**

6.1 Decision:

   X   Program in Good Standing

       Program flagged for Priority Review

       Program Enrollment Suspended

6.2 Explanation

SIU Program Review Summary

PROGRAM: Anthropology - BA, MA, PhD

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	71	63
Master's	30	12
Doctoral	55	48
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:_____10_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:_____1_____

SCH PRODUCTION TOTAL	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	4987	4898
Master's	422	288
Doctoral	721	523

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	19	24
Master's	6	3
Doctoral	1	6

COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	116.78	192.35
Master's	663.29	407.67
Doctoral	620.27	245.93

PROGRAM REVIEW REPORT

1.	**Reporting Institution**	Southern Illinois University Carbondale
2.	**Program Reviewed**	Art History & Visual Culture - MA
3.	**Date**	July 2015
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 MA in Art History and Visual Culture was first offered during academic year 2013. In the past two years, the program's generous endowment has grown to more than $1 million and has provided welcome support in a period of severe fiscal constraint at SIU Carbondale. Due to circumstances beyond their control, the program's original faculty of 6 tenure/tenure track faculty has been reduced to just 2.35 T/TT and 2 NTT. With the reduction in faculty, the MA is no longer as well served as it was originally conceived to be. The program is significantly lacking in its capacities to sustain quality instruction and provide the array of courses offered from specialized expertise.

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

Among the staffing challenges faced by the program:

1. There is no clear curricular map, much less a handbook, to ensure that students and faculty alike know what the interdisciplinary options are in the program.
2. Academic advisement of the students is generally handled by studio artists rather than by art historians.
3. The nature and proportional percentage of the affiliated faculty's engagement with the program are unclear.
4. Without a formal art history-specific historiography and research methods courses, the path to thesis or final research project is not formalized.
5. Formal pathways/tracks toward distinct professional positions, job placement, or PhD programs for students to follow are not available.

6. The endowment has not yet been employed to its fullest potential.
7. The program generally does not meet NASAD requirements for graduate programs in Art History and Criticism.

The MA in Art History and Visual Culture faces difficult choices in how best to apply limited staffing to a wide range of needs. Without some careful and timely planning and support, the degree program will no longer be able to continue in its present form.

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

The MA in Art History and Visual Culture has been in operation only since 2012, so this is its very first review. Consequently, there are no actions to report from an earlier review, only the objectives of the original RME proposal to benchmark the program's achievements in the past three years.

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 address the need for strategic planning to address the program's many serious problems, certainly in the immediate and medium term to sustain staffing for the next few years. To outline the essential elements of the strategic plan:

> The short-term plan (by fall 2015) includes (1) hiring a 50% NTT to teach the graduate methodology course plus an additional course, as a replacement for an instructor who left in December; (2) establishing a compensated Graduate Coordinator by providing a current faculty member with a course release; and, (3) formalizing degree requirements and developing written program materials. Longer-term plans include highlighting and building upon the interdisciplinary nature of the program by collaborating with other campus units and adding affiliate faculty, and hiring two additional tenure-track faculty in joint positions with other units (such as Architecture, Anthropology, or Cinema and Photography). These plans would enhance the program's distinct identity and its ability to recruit graduate students.

The program will consider the best use of the Art History endowment to support the students and the faculty. Similarly, the faculty will focus attention on enrollment, balanced against the commitment to service teaching in the School of Art and Design and the University Core Curriculum, to justify its future hires. And finally, the program will complete the development of its assessment plan and use the student learning outcome data to improve the curriculum.

The fallback option is a temporary suspension of future enrollment until the MA has the institutional support it needs to offer a more credible program.

Meanwhile, the faculty will continue to make substantive contributions to the University Core Curriculum, the BFA, and the MFA.

6.   **Outcome**

6.1   Decision:

         Program in Good Standing

   X   Program flagged for Priority Review

         Program Enrollment Suspended

6.2   Explanation

SIU Program Review Summary

PROGRAM: Art History & Visual Culture - MA

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate		
Master's	0	3
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:_____4_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:_____2_____

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate		
Master's		1
Doctoral Certificate		

COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate		
Master's	451.00	419.00
Doctoral		

STUDENT DEMOGRAPHICS	2010 Number	2010 Percent	2014 Number	2014 Percent
Hispanic Students			0	0
Black/Non-Hispanic Students			0 / 3	0 / 100

PROGRAM REVIEW REPORT

1.   **Reporting Institution**   Southern Illinois University Carbondale

2.   **Program Reviewed**   Center for Archaeological Investigations (CAI)

3.   **Date**   July 2015

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:

After a national search in spring 2015, the Center for Archeological Investigation's new permanent Director, Dr. Mark Wagner, has now been appointed. His position is shared 50/50 with the Department of Anthropology to offset the expense to the CAI, but also to help the Center generate instructional support from the university's general revenue fund. Otherwise, the Center's professional field and curatorial staff has been cut to the point where it has become difficult to maintain the Center's operations without substantial extra-mural funding. The Visiting Scholar program and the annual conference, resulting in a published proceedings volume, have been suspended for lack of funding.

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

The review of the Center highlighted a number of specific strengths:

1. Maintaining an ongoing program of high-quality archeological research in Illinois and adjoining states;
2. Being excellent stewards of a nationally important archeological collection from the American Midwest and Southwest;
3. Providing opportunities for students to get training in archeological and curatorial skills;
4. And until recently, hosting Visiting Scholars and annual conferences, whose published proceedings have brought international visibility to SIU.

5. CAI also has the advantage of a very talented and hard-working senior staff, who both have sterling reputations in their field.

For these reasons, the CAI is a major resource to the university and the discipline. Despite the loss of staffing and funding, the Center has worked hard to sustain its support for archeological research, curation, and instruction.

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

Budgets have been cut in ways that hamper CAI's ability to care for its collections and to provide training opportunities for students. Efforts to upgrade its research space have stalled; and the activities associated with Visiting Scholar program have been curtailed. The greatest challenge now facing the Center is to seek other sources of support to maintain the quality of its programs in the face of these cuts.

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

The Center will develop a strategic plan to address the many serious problems, certainly in the immediate term to sustain its operations at current staffing (including now a half-time Director) for the next few years. The planning process will include an Operating Paper, measures of accountability, and a review of the Director at least once every three years.

In preparing the strategic plan, the CAI will address additional recommendations to:

1. Broaden the Center's academic mission to include units other than Anthropology. Programs in cultural resource management (CRM) are critical to the Center's interdisciplinary support on campus so that the CAI can contribute more directly to the university's teaching mission.
2. Secure external funding for the Center's operations. A move towards greater self-sustainability, especially for field professionals and other staff, should be addressed in the strategic plan.
3. Maintain its collections, for which the Center has a legal and fiduciary responsibility. The Center must take the lead in securing funds for this essential activity.
4. Develop its structural independence, consistent with the Center's expanding academic mission, by offering new programs of interest across campus, not just to Anthropology. An advisory board with representatives from within and outside of the university will help make the Center more visible locally as well as nationally.

6.   Outcome

   6.1   Decision:

   _____Program in Good Standing

   ___X   Program flagged for Priority Review

   _____Program Enrollment Suspended

   6.2   Explanation

PROGRAM REVIEW REPORT

1. **Reporting Institution**   <u>Southern Illinois University Carbondale</u>

2. **Program Reviewed**   <u>Criminology and Criminal Justice – BA, MA, & PhD</u>

3. **Date**   <u>July 2015</u>

4. **Contact Person**   <u>Susan M. Ford</u>

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5. **Major Findings and Recommendations**

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

   The CCJ programs have endured a significant turnover and loss in instructional and research faculty, especially when the department added a new doctoral degree requiring advanced expertise in certain areas. Despite these changes to staffing, the department has effectively sustained its quality instruction and research productivity. Faculty morale is much improved with the hiring of younger colleagues to replace an older, more fractious cohort. The department has also maintained effective working relations with other disciplines in the College of Liberal Arts, leading to a shared position with the Department of Psychology.

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

   The review highlighted a number of specific strengths:

   1. Strong enrollment at the undergraduate level, which has been consistent despite enrollment declines elsewhere at SIUC
   2. Faculty that are young, research- grant-active, and productive
   3. Stable and progressive leadership
   4. Support and protection for junior faculty, and
   5. Good relationships with related disciplines beyond Psychology.

   The programs' challenges are significant largely owing to circumstances beyond the department's control. The department's resources and staffing to sustain quality degree programs, particularly at the doctoral level, are a cause for concern. The only immediately identifiable program weakness is the decline in

the number of full-time faculty members concurrent with an expansion of their programmatic responsibilities. The program faces difficult choices in how best to apply limited resources and staffing to a wide range of needs.

Substantive recommendations include the call for strategic planning to address the department's problems, certainly in the immediate term to sustain the department's operations at current staffing for the next few years.

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

The leadership of the chair has provided stability and overcome past dissention problems in the department. Together with the faculty, the departmental leadership is sound and forward thinking. The listing of journals in criminology and criminal justice has provided faculty with direction as to how their published research will be received, not only in terms of tenure and promotion at SIUC but within the discipline. The department has strong enrollment at the undergraduate level. The number of CCJ majors has held consistently at just over 400 while SIUC as a whole has lost 16 percent of its student body since 2004. The department has maintained exceptionally strong enrollment during tough budget times.

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

1. Restore the size of the Department of Criminology and Criminal Justice to 15 faculty members, subject to staffing resources available through the College of Liberal Arts. New hires must, however, be consistent with the department's documented needs: the size of the undergraduate program, the number of credit hours generated, as well as graduate program quality.
2. Continue support of junior faculty. Extending the benefits of the start-up support would give junior faculty an incentive to stay at SIU Carbondale. Even if no additional funds are provided, just giving faculty another year or two to spend start-up funds will help significantly.
3. Maintain productive relationships with related departments in the college. building on the joint appointment approach to faculty hiring. The department will work with the Department of Geography and Environmental Resources to restore an historical strength in GIS analysis of crime problems.
4. Sustain quality service to majors. The Undergraduate and Graduate Program Coordinators need improved access to student records, especially through the Student Success Collaborative database in which all academic advisors already have access.
5. Revise, develop, and implement plans to assess student learning outcomes. The department will complete the planning process and collect actionable data for the improvement of student learning.

The department will develop a plan to stay the course in terms of its current strengths while still considering new directions. Prioritizing areas of expertise, reviewing required fields for the PhD, and cross-listed coursework and cross-appointed faculty in other departments will be included in strategic planning.

6.   Outcome

6.1   Decision:

   X   Program in Good Standing

        Program flagged for Priority Review

        Program Enrollment Suspended

6.2   Explanation

SIU Program Review Summary

PROGRAM: Criminology and Criminal Justice - BA, MA, PhD

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	425	432
Master's	23	22
Doctoral	0	11
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:____10_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:_____4_____

SCH PRODUCTION TOTAL	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	7,940	6,965
Master's	375	230
Doctoral	42	120

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	425	122
Master's	23	2
Doctoral	0	0
COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	88.38	
Master's	783.13	
Doctoral	315.74	

PROGRAM REVIEW REPORT

1.   **Reporting Institution**   Southern Illinois University Carbondale

2.   **Program Reviewed**   PhD in Geosciences

3.   **Date**   July 2015

4.   **Contact Person**   Susan M. Ford

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5.   **Major Findings and Recommendations**

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

        This PhD. in Geosciences was established in 2011 to replace the PhD in Geology, which had been allowed to lapse. So this review is the first for the new program. No graduate students have had time enough to complete the dissertation research component of the degree. Consequently, there are no actions to report from an earlier review, only the objectives of the original RME proposal to benchmark the program's achievements in the past three years.

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

        The review highlighted a number of specific strengths, which are summarized:

        1. The research strength of the Geology faculty in grants awarded and in the quantity and quality of peer-review publications, supported by excellent lab facilities
        2. The high-quality faculty and students specifically in the Geosciences PhD program
        3. The high morale and degree of collaboration of the Department
        4. The generous start-up packages for new faculty, and
        5. The effective PhD assessment plan, which has been put to good use in revising the program's required coursework.

        For these reasons, the Department of Geology offers an exceptionally strong PhD program taught by a talented and well-trained faculty. Despite some loss of staffing, the department has effectively sustained its quality instruction and research productivity.

The program's challenges are significant and do not lend themselves to immediate resolution. These challenges are not unique to the PhD in Geosciences: the limited availability of PhD fellowships, the shortage of 500-level courses, humidity issues in the Parkinson Lab, and the limited specialty journal holdings in the library. These concerns are fundamentally byproducts of the fiscally challenging environment in higher education. There is little that can be done to eliminate these stresses at the current time.

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

Although this is the first review, the program has made an impact on the department and college. New faculty members have been attracted by the presence of the PhD in Geosciences. These junior faculty are highly productive and likely to continue their productivity. This is a major mechanism by which a doctoral program drives the research in an already productive department.

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

Some of the program's challenges are already being addressed: the humidity levels in Parkinson, recruitment efforts at regional professional meetings and abroad, fund-raising from Geology alumni, and the ongoing speaker program. The issue of faculty staffing, however, will take some more time to consider.

In the next two to three years, the college will hire in the field of economic geology with an emphasis in mineralogy. The college will proceed with an NTT replacement for a departing faculty member until the TT position is redefined. There are plans for cluster hires in science education, starting with one to start early next year, with generous support from the Provost office and the collaboration of the College of Education and Human Services. The College of Science expects to expand this collaboration into other cluster hires in science education over the next few years that will allow growth in the existing math and biology education programs and develop much-needed programs in chemistry and geoscience education.

6.   Outcome

6.1   Decision:

   X   Program in Good Standing

        Program flagged for Priority Review

        Program Enrollment Suspended

6.2   Explanation

SIU Program Review Summary

PROGRAM: Geosciences - PhD

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate		
Master's		
Doctoral	0	5
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:_____11_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:_____2_____

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

COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate		
Master's		
Doctoral	Not available	341.47

Minimum Credit Hour Requirements for the Program:_____48_____

PROGRAM REVIEW REPORT

1. **Reporting Institution**   Southern Illinois University Carbondale

2. **Program Reviewed**   BS in Health Care Management

3. **Date**   July 2015

4. **Contact Person**   Susan M. Ford

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5. **Major Findings and Recommendations**

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

   In 2012 the Health Care Management (HCM) program decided to allow its certification to lapse, even though it continued to meet standards necessary for recertification. Leadership, staffing, enrollments, and instructional coordination, however, continued to be a challenge whether or not the program was certified by the Association of University Programs in Health Administration (AUPHA). Despite the program's familiar challenges, it is very well positioned to seek re-certification this year.

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

   The program review revealed several strengths worth mentioning:

   1. Program leadership and faculty. The reviewers praised the Program Director, the School Director, and the HCM faculty, alumni, and external advisory board.
   2. Curriculum. The program curriculum is comprehensive, based on the Health Leadership Alliance Competency Model, which should meet all of the content areas required for AUPHA re-certification. Alignment of master syllabi with goals, objectives, and outcomes; internships; and assessment of student learning outcomes were also noted.
   3. Support services, both on campus and at military bases. These include academic advisement, career placement, professional organizations, facilities, and linkages with other academic programs, such as the University Core Curriculum.

The review also identified three problem areas that need improvement:

1. Organizational structure. Extended Campus participates in the oversight of the program on the military bases, but its administrative roles and responsibilities were unclear to the reviewers, who urged the program to clarify and distinguish them from the academic functions of the HCM faculty. This is particularly true now that Extended Campus has a new Acting Director.
2. Program Director support. The reviewers did not consider the Program Director's course release, summer contract, and administrative staff adequate for the proper operations of the program.
3. Continuity and coordination of the three delivery formats (on-campus, online, offsite). The online format is new, so it will require additional attention. Moreover, the linkages between the base coordinators and the main campus academic advisors to assure consistency regarding the academic issues of all students need further development (similar to item 1 above).

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

Because the HCM Program was previously certified by the AUPHA until 2012, this is the program's first IBHE-mandated review. The staffing issues that have long plagued the program have been resolved. The program director has received more substantive support from her faculty colleagues, and the program is currently seeking re-certification. HCM should receive a decision from the accrediting body by the end of this year.

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

The review framed substantive recommendations and the department has planned to:

1. Re-evaluate the organizational structure of the military bases to strengthen the line accountability of base coordinators (working for Extended Campus) to the HCM Program and the School of Allied Health. The Director of the School of Allied Health needs to work with the Acting Director of Extended Campus to address the roles, responsibilities, and accountability of the base coordinators.
2. Assess the workload of the Program Director. This matter needs to be addressed in the context of the Program's needs, but also of the College of Applied Science's support requirements for all Program Directors, not just the one for HCM. The Program Director will discuss this recommendation given the fiscal constraints of HCM, the college, and the university.
3. Define more clearly the working relationship between the base coordinators and on-campus academic advisors to assure continuity and consistency in advisement and problem-solving in all three delivery formats. This relationship will also be discussed with Extended Campus.

4. Continue to pursue AUPHA re-certification. The process will take time, attention, and further expense.

6. Outcome

6.1 Decision:

__X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

SIU Program Review Summary

PROGRAM: Health Care Management - BS

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	332	270
Master's		
Doctoral		
Comment		

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

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

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	142	145
Master's		
Doctoral		

COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	155.64	158.38
Master's		
Doctoral		

Minimum Credit Hour Requirements for the Program:_____**120**_____

PROGRAM REVIEW REPORT

1. **Reporting Institution**   Southern Illinois University Carbondale

2. **Program Reviewed**   BA, BS, MA, & PhD. in History

3. **Date**   July 2015

4. **Contact Person**   Susan M. Ford

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5. **Major Findings and Recommendations**

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

    The program has suffered a significant loss of tenure/tenure-track faculty lines in recent years (33%) largely owing to circumstances beyond the department's control. The department has also seen a comparable percentage drop in its undergraduate and graduate enrollments. Despite the loss of staffing and students, however, the department has effectively sustained its quality instruction and research productivity.

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

    The review highlighted the following strengths of the department, faculty, and programs:

    1. Excellent department chair
    2. High level of collegiality and cooperation during difficult fiscal times
    3. Events (e.g., reception at start of year) create cohesion among students and faculty
    4. Fellowships and awards for undergraduate and graduate students
    5. History Fair for outreach to broader community
    6. *Legacy* journal for student scholarship

7. Responsive to student teaching needs
8. Highly productive research faculty (articles, books, extramural funding)
9. Dedication to University Core Curriculum
10. Favorable placement record of undergraduate and graduate alumni
11. Transnational orientation on the department is beneficial for both undergraduate and graduate level
12. New BA Honor's degree, UCOL 101 course, and improvements in scheduling
13. Reconfigured Masters degree to better prepare students for PhD programs
14. Positive attitude for responsibilities relative to both conventional history major (BA) and teacher preparation (BS)
15. Strong assessment program
16. Low costs (83% of state norm for FY 2012)

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

The department has made substantial progress on its goals from the last review in 2006, with the exception of staffing and enrollments. The department has maintained a sense of cohesion and morale in very difficult circumstances. The research productivity of the faculty, the excellent teaching of their courses, and the programs' innovative transnational curriculum remain impressive.

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

In the next year, the Department of History will prioritize the following specific recommendations, with the Dean's participation where resources are needed.

1. Re-establish two full-time civil servants and streamline work flow
2. Publicize success of undergraduates and placement of graduate students
3. Increase funding for graduate assistants
4. Increase outreach with alumni, community, and potential donors
5. Establish endowed chair in Civil War history
6. Hire faculty in Asian history and early American history
7. Work with College of Education and Human Services to staff history courses for teaching licensure
8. Increase travel funding and more rationally distribute funds
9. Establish optional research assignments…
10. Review and clarify BS programs with College of Education and Human Services
11. Enhance graduate enrollments and cooperation with SIU Edwardsville
12. Offer advanced PhD students to teach courses
13. Strengthen involvement with interdisciplinary programs across campus

Pending the university's overall fiscal health, if there are no new hires in the foreseeable future, History will develop a short-term plan to cover the current

and projected gaps in expertise within the department, such as through expanded use of NTT faculty.

6.   **Outcome**

    6.1   Decision:

          __X__Program in Good Standing

          _____Program flagged for Priority Review

          _____Program Enrollment Suspended

    6.2   Explanation

SIU Program Review Summary

PROGRAM: History - BA, BS, MA, PhD

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	213	136
Master's	27	11
Doctoral	31	N/A
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:____13_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:_____2_____

SCH PRODUCTION TOTAL	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	11,666	8,535
Master's	472	287
Doctoral	330	296

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	68	43
Master's	6	0
Doctoral	3	0

COST PER CREDIT HOUR	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	155.39	
Master's	397.50	
Doctoral	328.61	

PROGRAM REVIEW REPORT

1.   **Reporting Institution**   Southern Illinois University Carbondale

2.   **Program Reviewed**   BA, MA, MPA, & PhD in Political Science

3.   **Date**   July 2015

4.   **Contact Person**   Susan M. Ford

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5.   **Major Findings and Recommendations**

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

        The department hired a new chair in August of 2014 after the position was intermittently assumed by a number of interims since the 2011 retirement of the previous chair. During the same time period, faculty appointments dwindled from 21 members to 14.5 members, and the administrative staff was cut in half by 2015. Despite the loss of staffing, the department has effectively sustained its quality instruction and research productivity. After a very positive accreditation review, its MPA program is expected to be re-accredited by NASPPAA later this year.

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

        The review of the programs was useful in identifying the strengths, challenges, and actions going forward. As the review noted, the department "at SIU is a vital part of the academic experience at both the undergraduate and graduate level." Impressive strengths of the department include the faculty's "wide range of expertise," award-winning, research-active faculty, dedicated staff members, serious and appreciative students, and thoughtful and attentive instruction.

        Among other strengths are the high-quality students, passionate faculty members, an honors program, and strong internship experience at the undergraduate level. Also noted at the graduate level are strengths consisting of the excellent students, rigorous curriculum, a good placement record, faculty accessibility, opportunities to work with faculty on their research projects, and the professionalization of the students.

For these reasons, the Department of Political Science offers a strong set of undergraduate and graduate programs taught by a talented and well-trained faculty.

The programs' challenges are significant and concern remains regarding the department's lack of ethnic and gender diversity, the number of faculty and graduate assistants, administrative staff support, and faculty expertise in International Relations and Public Law. Among these challenges are those at the undergraduate level:

1. Declining enrollment of majors and in POLS 214, the program's entry course
2. The loss of the department advisor
3. Uncertainty and instability in the curriculum
4. Not enough faculty to teach the specialization courses

As for the graduate programs, the challenges are the following:

1. The department could do more to systematically document student learning outcomes
2. The department has no clear goals in regard to its production of MA degrees, i.e., whether or not to require this degree of all PhD students
3. The faculty recently opted to reduce the methods requirement to two courses from the previously required four courses
4. The current size and configuration of the faculty cannot support the large number of examination fields offered

The Department of Political Science 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:

In some years, the Director of Undergraduate Studies, select faculty, and undergraduate Ambassadors made phone calls to incoming first-year students who were interested in politics, welcome them to SIUC, explain opportunities in the major, and answer any questions. From 2012-2013 the Ambassadors have reached out to connect with all-incoming freshman and transfer students to help ease the transition and, most importantly, navigate the bureaucratic structures that students find so difficult.

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

The Political Science review framed substantive recommendations. The department needs to work on a common vision derived from a strategic plan. In so doing, the department will begin to address concerns and the reviewers' following recommendations:

1. The department will build on existing strengths using current resources, starting with a number of steps to build undergraduate enrollments, an expanded Ambassadors program, strengthened ties with the Paul Simon Public Policy Institute, growing internship opportunities in Washington, DC, and recruiting students in the local high schools.
2. The department will provide more stable undergraduate advisement in the department, develop a closer working relationship with the college advisement office, rethink the curriculum, and showcase the best teaching in the core curriculum course.
3. The faculty will decide what role MA degrees should play in the graduate program. Faculty members collectively must consider the alternatives and reach a definitive conclusion.
4. At the graduate level, the department will reconsider the required methods courses, reduce the number of examination fields and incorporate International Relations and Public Law in combination with other fields, introduce a multi-field research project, reconfigure some course offerings, and reach out to other programs for cross-listed coursework.
5. The MPA program will remain within the POLS program. Misunderstandings within and without the program need to be addressed by the department faculty.
6. Staffing and faculty lines in the MPA program must be in compliance with the accreditation requirements of the NASPPAA.
7. The following elements identified during the review process will be pursued: teacher training for teaching assistants, a more predictable set of core courses, enhanced faculty/student communication, for undergraduate and graduate students, and more assistance for graduate students to participate in conferences and professional associations.
8. The staff available to assist the faculty and students will be increased to 2013 levels, as civil service positions become available in the college.
9. Efforts will be made to correlate student enrollment, faculty FTE, and program specializations so that full utilization and viability are achieved by all. This will mean some re-arrangement of subfields to meet budget exigencies.

The review generated valuable suggestions for strategic planning, budget, hiring, collaboration, students, and assessment that the department will consider, where there are available resources. Those activities not requiring additional funding can and will be undertaken.

Once Political Science has begun to balance the enrollments in the undergraduate and graduate programs across specialties, staffing to meet a more sustainable student demand across all three degrees will be addressed – pending the university's overall fiscal health. The department will develop a plan to stay the course in terms of its current strengths while still considering new directions in the event there is a delay in adding new staff. Prioritizing areas of expertise, reviewing required fields for the PhD, and cross-listing coursework and cross-appointed faculty in other departments are all options. Continued attention to undergraduate and graduate enrollment is crucial to maintain the justification for hires as positions become available.

6.   **Outcome**

6.1   Decision:

  X   Program in Good Standing

        Program flagged for Priority Review

        Program Enrollment Suspended

6.2   Explanation

SIU Program Review Summary

PROGRAM: Political Science - BA, MA, MPA, PhD

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	189	109
Master's	12	7
Doctoral	26	26
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:_____14_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:____1_____

SCH PRODUCTION TOTAL	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	6,656	4,679
Master's	333	212
Doctoral	353	321

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	50	47
Master's	1	2
Doctoral	2	
COST PER CREDIT HOUR	**Five Years Ago (AY10)**	**Academic Year 2014**
Baccalaureate	100.12	
Master's	498.70	
Doctoral	520.85	

Minimum Credit Hour Requirements for the Program: BA – 33, MA – 30, MPA – 81, PhD - 27

PROGRAM REVIEW REPORT

1. **Reporting Institution**   Southern Illinois University Carbondale

2. **Program Reviewed**   BA, MA, PhD. in Sociology

3. **Date**   July 2015

4. **Contact Person**   Susan M. Ford

    4.1. **Telephone**   (618)453-5744

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5. **Major Findings and Recommendations**

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

    In 2014, the Department of Sociology hired a new chair, who has contributed much to boosting faculty, staff, and student morale and optimism in the unit. Prior to the new hire, there had been high faculty turnover, and lines were not always filled by T/TT faculty members. The department has therefore had to rely on a smaller, less research-oriented, albeit dedicated and talented, group of faculty who staff courses, chair and sit on thesis and dissertation committees, and run their departmental committees, while simultaneously remaining engaged in their research and service to the profession regionally and nationally. Meanwhile, undergraduate enrollments have softened.

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

    These identified strengths provide an excellent basis for the department to move forward:

    1. The commitment of the faculty to undergraduate and graduate education
    2. Faculty [who are] also very serious about their research, despite their heavy service load
    3. The collegiality and high level of morale in the department

    For these reasons, the Department of Sociology offers a strong set of undergraduate and graduate programs taught by a talented and well-trained faculty. Despite the loss of staffing, the department has effectively sustained its quality instruction and research productivity.

The programs' challenges are significant. While some progress has been made on the recommendations of the previous review, there are aspects that remain incomplete, largely owing to circumstances beyond the department's control. Most of all, however, there is concern about the department's resources and staffing to carry out its mission, especially given the external constraints of inadequate university budgets, changing administrative leadership, centralized undergraduate advisement, office staff attrition, and undergraduate enrollment losses.

The number of faculty has remained flat since the last external review in 2005, with 2 full professors, 2 associate professors, and 4 assistant professors. The pending departure of one assistant professor poses a real problem, just as the faculty turnover in the department has been for some time. Only one senior faculty member is still in the department since the last review. The Department of Sociology faces 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 review noted specific improvements in the department since the last review. The department appointed a new chair whom was recognized for steady and collaborative leadership. The faculty's research productivity has improved and its teaching has become more effective, which has impressed those who have enrolled in the department's new "Teaching Sociology" professional development course.

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

The review framed substantive recommendations. Clearly the most important is the call for strategic planning to address the department's many serious problems, certainly in the immediate term to sustain the department's operations at current staffing for the next few years. In so doing, the department will begin to address the other recommendations:

1. Develop a long-term hiring plan to replace lost faculty lines in the next 3-8 years, focusing on specialty areas that build on the department's current strengths and students' interests.
2. Explore the possibility of cluster hires that would allow programs to share faculty expertise with the department.
3. Streamline the graduate program by, for example, reducing the required number of Sociology faculty on dissertation committees from four to three; developing a 4+1 combined BA/MA; and sharing courses, such as research methods and statistics, with other departments, including Anthropology, Political Science, and Educational Psychology.
4. Increase the visibility of the department, particularly among academic advisors, to attract more majors. Develop brochures, web-based materials

and events that inform students (and their parents) about the value of majoring in Sociology and careers for Sociology graduates.

5. Offer internships and experiential learning opportunities for majors, which will further contribute to their success on the job market. Provide undergraduate students with opportunities to collaborate with faculty on research.

One additional recommendation concerns the assessment of student learning outcomes. As the department undertakes curriculum revisions, it will engage in assessment data collection more regularly and share the data with the full faculty each semester.

The department will also work towards resolving the more specific suggestions regarding faculty size and workload, program structure, and student recruitment, where there are available resources. Those activities not requiring additional funding will be undertaken, such as short- and long-term planning (for staffing), curricular changes (in accelerated masters and doctoral degrees), and enrollment management (in the undergraduate major).

Once enrollments are balanced in the undergraduate and graduate programs across specialties, staffing will be addressed to meet a more sustainable student demand across all three degrees. Prioritizing areas of expertise, reviewing required fields for the PhD, and cross-listed coursework and cross-appointed faculty in other departments are all options. Continued attention to undergraduate and graduate enrollment in the department, balanced against the commitment to service teaching in the University Core Curriculum, will be crucial to maintain the justification for hires as positions in the college become available.

6. **Outcome**

6.1 Decision:

   X   Program in Good Standing

_____Program flagged for Priority Review

_____Program Enrollment Suspended

6.2 Explanation

SIU Program Review Summary

PROGRAM: Sociology - BA, MA, PhD

ENROLLMENT – MAJOR HEADCOUNT	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	74	31
Master's	10	5
Doctoral	27	20
Comment		

Department or Program Number of Tenured/Tenure Track Faculty:____87_____

Department or Program Number of Term/Non-Tenure Track FT Faculty:_____1_____

SCH PRODUCTION TOTAL	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	9,219	6,656
Master's	285	191
Doctoral	446	268

DEGREES AWARDED	Five Years Ago (AY10)	Academic Year 2014
Baccalaureate	31	24
Master's	4	6
Doctoral	3	3
COST PER CREDIT HOUR	**Five Years Ago (AY10)**	**Academic Year 2014**
Baccalaureate	70.69	
Master's	467.12	
Doctoral	377.19	

PROGRAM REVIEW REPORT

1. **Reporting Institution:**   Southern Illinois University School of Medicine

2. **Program Reviewed:**   Certificate of Training in Histotechnology

3. **Date:**   July 2015

4. **Contact Person:**   Gary J. Giacomelli

    4.1   **Telephone:**   (217) 545-1495

    4.2   **E-mail:**   ggiacomelli@siumed.edu

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5. Major Findings and Recommendations

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

   Histotechnology is the science and practice of biological tissue preparation, processing, staining, and archiving for microscopic and related imaging and analysis. Histotechnologists are in demand in medical and research fields. Prior to 2012, the Department of Anatomy, SIU School of Medicine in Carbondale, provided informal, on-the-job training opportunities in histotechnology for a small number of undergraduate and graduate students working in its histology center (a support unit providing histology services to research faculty). In 2012, the department requested and received Illinois Board of Higher Education approval for the Certificate of Training in Histotechology (CTH) program.   The CTH program provides histotechnology-related instruction, training, and practical experiences to two-to-four students per year enrolled in other life science degree programs at SIUC. The CTH program prepares its students for employment in histotechnology-related fields and makes them eligible to pursue formal certification as a histotechnologist by the American Society of Clinical Pathology (ASCP).

   The American Society of Clinical Pathology requires that the program be administered by an ASCP-certified instructor. In May 2014, the ASCP-certified CTH director retired from the university. Recruitment efforts to employ an ASCP-certified replacement have been unsuccessful. As a result of this unexpected retirement, no new students were enrolled in the CTH program for Academic Year 2015. Of the three students remaining in the program in AY2015, one completed the program in the Spring 2015

semester. The other two students are on medical leaves and expected to return and complete the program in AY2016.

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

Prior to the loss of the ASCP-certified CTH director, the Certificate of Training in Histotechnology program made progress towards achieving its program objectives. This program is one of a small number in the United States. Students prepared by it are in high demand. At least twelve students prepared in the Anatomy department's previous informal histotechnology training experience have continued into careers in histotechnology and many others are pursuing careers in research or graduate school. Since formal recognition by the IBHE, seven students have entered the CTH program, with one completing the program, two still continuing and four leaving before completion to pursue employment in the field or enrollment in graduate school.

The unexpected retirement of the program director in May 2014 and the inability to find a suitably credentialed replacement is of concern. While the CTH program has promise – particularly when one considers the success of the informal training effort that preceded establishment of the certificate program – the loss of the fully qualified director has stifled the program.

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

This is the inaugural three-year program review for the Certificate of Training in Histotechnology. No previous review was performed.

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

Due to difficulties in recruiting and retaining an ASCP-certified program director, enrollment in the CTH program will be suspended immediately. Additionally, all mention of this program will be removed from any SIU School of Medicine or Department of Anatomy web pages until enrollment is reinstated. A resumption of enrollment will be considered when and if an appropriately credentialed individual is recruited to the department or is trained from among its current faculty or staff.

6.   Outcome

6.1   Decision

              Program in Good Standing

              Program Flagged for Priority Review

   X   Program Enrollment Suspended

6.2   Explanation:

Current students in the CTH program will be allowed to complete the program, if they wish. Arrangements will be made to complete the training of the two remaining students, consistent with SIUC's requirements for "teaching out" suspended programs and reflecting the CTH program's catalog description at the time of the students' matriculation into the program. The students remaining in the program will be notified of these teach-out provisions and their options for completing the program.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____ _____

2.   **Program Reviewed:** _Chemistry (UG)_____ _____

3.   **Date:** _____2013-2014_____

4.   **Contact Person**: __P. Denise Cobb_____

      4.1.   **Telephone:** _(618) 650-5609_____

      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 Department has traditionally made available a very diverse set of research offerings, consistent with the need to demonstrate to students the richness of the discipline. In the near future, it is anticipated that demand for upper level course offerings such as biophysical chemistry, and bioinorganic chemistry will drive requests for faculty members with expertise in these areas. The need for increased offerings has grown with SIUE's continued expansion in the Health Sciences.

      At the time of writing, SIUE's facilities have undergone a vast amount of improvement. We are firmly ensconced in the top two floors of Science Building West. The program offers a traditional undergraduate program with hands-on experiences. The program's strengths are rooted in the faculty and diversity of interests and people. There is strong support for student research. Facilities and current equipment are at their peak and would be considered excellent among peers. The demand for Chemistry degrees has increased according to data from the American Chemical Society. Likewise, there is increased support from alumni and corporations, particularly through the Probst lecture. The research needs of students as we move into the future are tied to the available specialties among our faculty. The specific subdisciplines of future faculty hires will be determined by programmatic needs as driven by the need for specialties to teach specific classes to keep our programs competitive.

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

The previous program review included the following suggestions:

Recommendation 1: A dedicated budget needs to be provided for new equipment, instrumentation, and maintenance in addition to the maintenance contract budget already in place. Out-dated equipment/instrumentation needs to be replaced in order to stay current with industry.

Recommendation 2: The chemistry department offers many service courses to the university. Enrollment numbers have jumped over the past five years to all-time highs. If this trend continues, a new faculty member will be needed to relieve the strain.

Recommendation 3: Although faculty sees the cost advantage for students to rent textbooks, they are dismayed that students don't have a basic library for home reference. The committee suggests that the department provide students who are declared chemistry majors with used reference books, which can be purchased from textbook services or an online service for a nominal amount.

Recommendation 4: The department curriculum committee needs to review the prerequisites and sequencing of courses. Students have problems with accessibility when courses are offered one time per year. The department is urged to investigate summer and evening courses as well as "trailer" sections of core courses so students can complete their program in a timely fashion.

Recommendation 5: Calculus content knowledge seems to be a concern for many students. The department might consider increasing the prerequisite to include Calculus III or changing the chemistry content of courses to avoid this problem. The department might also offer on-line tutorials for calculus.

Recommendation 6: The chemistry program encompasses many strands, like biochemistry, chemistry education, pre-professional chemistry, etc. Through the addition of a specialized course in Forensics Chemistry and another in Pharmaceutical Chemistry, the program will also be able to prepare chemists in these two areas.

Recommendation 7: Although the method of sharing core courses gives students a strong foundation of knowledge, perhaps some courses need lab sections dedicated to chemistry majors.

Recommendation 8: The department currently participates in the "Transferability Program" for orientation of transfer students. Newly declared students and transfer students are sometimes slow to enter into undergraduate research opportunities with their professors. Holding a separate orientation for these students could help in many ways.

Recommendation 9: It is recommended that the department maintain a relationship with their graduates through keeping a database of information, engaging in mentoring internships, and asking graduates to participate in such events as the Probst Lecture.

Recommendation 10: The Senior Assignment, upon which so much assessment is placed, needs to be reexamined. Developing an assessment matrix that truly measures what the department wants to know would be helpful. The planned

implementation of an exit survey for the seniors will provide other, potentially useful, data.

Recommendation 11: Continue aggressive grant writing.

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

Response to Recommendations from Previous Program Review:

Recommendation 1: Faculty have been active in grant activity to support new equipment.

Recommendation 2: Since the last program review, 2 new faculty (Dr. Navarre and Dr. Jones), and a replacement (Dr. Luesse) due to a retirement have been added.

Recommendation 3: The need for textbooks for home references was addressed soon after the program review, and we provided each chemistry major with a labcoat (generously provided by Sigma-Aldrich Corporation) and a general chemistry textbook for two years.

Recommendation 4: Since the last program review, the program implemented summer sections of Chem 361A, Chem 365A, and Chem 451A (Physical Chemistry Course, Lab, and Biochemistry I, respectively) that address the issue of accessibility.

Recommendation 5: The department agrees that students who have done well in Calculus III are very well prepared to cover the material in Chemistry 361A/B, which is where this concern would originate.

Recommendation 6: The department added a B.A. Forensics and B.S. Forensics option.

Recommendation 7: The department now routinely offers sections of Chem 241a, Chem 241B, and Chem 451A which are for chemistry-majors only.

Recommendation 8: The department is working on a separate orientation for transfer students.

Recommendation 9: Contact information for graduates is collected, but keeping a database up-to-date is proving difficult.

Recommendation 10: The senior assignment assessment procedures have been revised and have undergone major changes since the last program review.

Recommendation 11: Chemistry faculty have been active at writing and submitting grant proposals

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

Based on the 2013-2014, the program has been addressing the following recommendations and will continue to do so:

Recommendation 1: Calculus content knowledge seems to be a concern for many students. The program might consider increasing the prerequisites to include Calculus III or changing the chemistry content of courses to avoid this

problem. Students are still concerned with the calculus content knowledge. It might be helpful to review this issue again and ask students/graduates/faculty for their input on this issue.

Recommendation 2: It is recommended that the program continue to develop a more formal relationship with their graduates and industry. Emphasis should be placed on maintaining a database of information on graduates and involving graduates more in mentoring internships as well as participating in such events such as the Probst Lecture. Although the program has made some attempts at improving industry contacts since the last review, this issue was brought up during a number of interviews as an area that could use some attention. There appears to be some one-on-one industry contacts within the faculty and some industry participation. Increasing industry involvement with the program could result in increased internship and research opportunities for students, opportunities for collaboration and funding for the program and equipment, and new ideas for enhancing the program as well as ways to address assessment data.

Recommendation 3: Re-evaluate the rigor of lab experiments, the lab courses, lab equipment, and teaching assistant training. After the move to the new science building has been completed and faculty are more familiar with the spaces, it might be helpful to review the entire program to see if there might now be even more efficient ways to conduct the many lab courses that are provided to both majors and non-majors. Safety procedures may need to be adjusted as well as training for lab assistants. A plan for maintaining equipment and future equipment acquisition might be helpful for the program.

Recommendation 4: Continue to develop program assessment data and develop a plan on how the assessment data will be used to evaluate and adjust the program. Assessment data is being collected, but at this point it does not appear that it is being fully used by the program and/or is representative. The Office of Assessment may be a source for assistance in this area.

Recommendation 5: Pursue a plan that will ensure that CAS advisors provide students with correct information on required courses. Also, ensure students understand what the requirements are for the program degree so they can be responsible for their own schedule planning. Currently faculty members are providing advising services to students, but this does take time and could be more efficiently done by CAS advising if students felt confident in the guidance.

Recommendation 6: The program should continue to address the needs of faculty members and plan for the future. The program should investigate ways to allow faculty more time to pursue research work. New faculty have a heavy teaching load and increasing demands for service that limits the time for research and grant writing. Funding, graduate students and facilities for research appear adequate. Developing a plan for addressing future retirements, new hires and potential increases in undergraduate enrollment may help to ease the transition when these events do occur.

6. **Outcome**

6.1 Decision:

    __ X __ Program in Good Standing

    _____ Program flagged for Priority Review

    _____ Program Enrollment Suspended

6.2 **Explanation**

The program received a rating from the internal review team of "Notable Merit: Well developed with positive outcomes or traits in many areas". The Council rated the current enrollment as sustainable, but recommends monitoring the load due the potential for growth once the program moves into the new Science Building. Likewise, the Council considered the retention and completion rates to be acceptable. Based on these discussions, the progress since the last review, and the notable evidence of improvement on the current recommendations, the Curriculum Council voted the program as In Good Standing.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____

2.   **Program Reviewed:** Chemistry (G)

3.   **Date:** _____2013-2014_____

4.   **Contact Person**: __P. Denise Cobb_____

    4.1.   **Telephone:** (618) 650-5609 _____

    4.2.   **E-mail**:____pcobb@siue.edu_____

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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 graduate program has doubled in size since 2002. This growth is attributed to greater enrollment of undergraduates, the availability of assistantships and research opportunities, and increased recruitment efforts domestically and internationally. The program benefits from an excellent faculty and new facilities in SIUE's new Science Building.

        The graduate program is research based that prepares students well for future jobs or PhD programs. Faculty members in the department have a broad knowledge of the discipline and research interests who are willing to work with students on research and help them in their career goals. Some faculty members consider the Nursing Chemistry and the Biochemistry programs as strengths. Since the graduate students are funded, it allows the program to attract higher caliber students from all around the world. Many faculty members believe that the new facilities and equipment has further strengthened the program. Also, the personal contacts the faculty members have with industry leaders and the quality of the education have translated into students obtaining employment in the field (usually within three months of graduation) or admittance to high quality PhD programs.

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

        In the previous program review, the major recommendations included:

Recommendation 1: Access to equipment and laboratory space

Recommendation 2: Consistency between the formal and informal curriculum

Recommendation 3: Developing written communication skills

Recommendation 4: Developing program assessment rubrics

Recommendation 5: Tracking graduates after they graduation

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

Recommendation 1: This is the area the department made the most significant improvements in the five areas identified in the previous program review. The arrival of the Science Lab West building, significantly improved the student accesses to the lab equipment, which is essential for the chemistry majors to learn the processes of laboratory tasks expected in their career after their graduation from SIUE in supervised and hands-on manners in the chemistry programs. Access to equipment has significantly improved over the past few years. The order of topics in Chem 445 was revised so as to allow more hands-on time for students to have supervised practice on the NMR spectrometer, which is the instrument alluded to in the recommendation. As a result, many more students, especially international students, have had access to the spectrometer.

Recommendation 2:   The assessment instruments have been revised in accordance with the recommendations of the Graduate Assessment Committee, which functions under the direction of the Programs Committee of the Graduate Council.   Apparently, only minor changes were requested and these were implemented.   The request to follow-up with graduates is repeated in recommendation #4. We regularly communicate with graduates informally at events such as the annual Probst lecture, informal visits, news updates from graduates, and with a fairly new Facebook page. The overwhelming theme of these communications is that graduates value their experiences in our program and do not recommend major changes.

Recommendation 3: Students have the opportunity to take any graduate level course as an elective, including ENGL 491. Students work first with the Chemistry graduate advisor, then with their individual research advisor to create and monitor with a plan of study that satisfies both the program requirements and the students' future goals. The recommendation is puzzling because the only place where writing skills are criticized is in the recommendation, and the contention is not discussed or supported by evidence. We note that writing assignments are the norm in several core classes such as Chem 511, and 531 in which students receive preparation for their thesis experience through technical writing in the field.

Recommendation 4: The faculty have established updated rubrics for seminars and thesis. Performance in the core curriculum and in electives are monitored through grades, as shown in the annual reports which have been submitted for several years. A rubric for research makes no sense because the demands of each type of research are very different throughout the program. Individual faculty are expected to mentor their students through the research process, and usually

have significant daily contact with students. The commonalities are already assessed by the student's committee during Seminar and the thesis defense. Progress through the research program is gauged by performance at the two seminars, by informal contacts with the students' committees, and through the professional judgment of the research advisor. Significant problems in research progress are solved in conjunction with the Chemistry Graduate Committee.

Recommendation 5: The Department of Chemistry is accredited by the American Chemical Society (ACS), the largest scientific organization in the world with 165,000 members. For trends in the discipline, the department rely on the ACS Committee on Professional Training (ACS-CPT) which undertakes nationwide surveys annually, rather than on the limited perspective of a small number of recent alumni.

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

In the 2013-2014 review, the following strengths and improvements were noted:

Strengths:
(a) Strong collaboration between faculty and graduate students
(b) Good matching with what the graduate program provides for student learning and the students' career development
(c) Excellent mentoring through close mentoring that covers both fundamentals and the advanced learning
(d) Lab equipment
(e) High student satisfaction

Possible improvements
(i) Assessment rubrics for non-research courses (Recommendation 1)
(ii) A plan for utilizing the outcomes from assessment rubrics on non-research issues (Recommendation 2)
(iii) Contingency plans for the expected departures of the senior faculty members (Recommendation 3)
(iv) Collaboration with general academic advisors
(v) Definition of the duties by the lab manager

The department has begun working on these recommendations by addressing the following:

- The program has established detailed assessment rubrics for seminars and theses. The review team recommends developing the assessment rubrics for non-research courses. Currently the non-research courses are assessed by using GPA. Development of detailed assessment tools for non-research courses will be helpful to maintain a good balance between the research-related courses and the general requirement courses. The Department is exploring developing an improved assessment rubric using existing assessment tools found in courses or a circulative exam style assessment.

- The Chemistry Graduate Committee has taken the charge for identifying ways to better use assessment data.
- The College of Arts and Sciences has an established procedure for replacing faculty members. This procedure cannot initiate until the retiring faculty member signs paperwork with H.R. and SURs which indicates they are committed to retiring. This procedure has worked very well in the past for other departments, and also for cases where the unexpected death of a relatively young faculty member has occurred.
- The Chair meets with the CAS advisors regularly, and communicates with individual advisors several times per semester. The SIUE general advisors deal only with undeclared undergraduates. The CAS advisors deal with undergraduate chemistry majors, but not with graduate students. Prospective graduate students and [3+2] students are advised to meet with faculty in the Department regarding graduate study.
- The lab manager is a civil service position which has a pdq (position description questionnaire) associated with it. The lab manager's defined duties are very broad and the move and program expansion may have contributed to this finding. However, we agree that a review of the lab manager's activities is appropriate, and that it can be incorporated into his annual review, a process which already carries with it a review of the pdq.

6. **Outcome**

6.1   Decision:

___X___ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

According to the Graduate Programs Committee, the Chemistry graduate program is a strong program comprised of faculty committed and responsive to continuous improvement. The Programs Committee commends the Chemistry faculty for their dedication to the program.

The internal review team noted several strengths in the Chemistry graduate program such as strong research activity and collaboration between faculty and students. The graduate program provides a good foundation for the students and as a result, students are competitive in the job market. The Department recently moved to a new science building, which enables faculty and students to have adequate lab space and provides them easy access to the lab equipment. The review team also noted that students rated their Chemistry graduate program highly and they valued the research support from the Department.

A previous recommendation was to help the students develop written communication skills. The fact that most graduate students select and complete the thesis option indicates an improvement of this aspect. The review team also noted that the Chemistry graduate program has been making significant progress with their research related courses such as developing the assessment rubrics for seminar and thesis.

The Department is making an effort on recruitment of domestic students by attending American Chemical Society events in Chicago and San Francisco. As a result of constant efforts on recruitment, the enrollment has been in a constant increasing trend.

Current enrollment in the program is 38 students and the enrollment over past years has been in a growing trend. Based on the enrollment data, the enrollment in 2011 and 2010 were 34 and 35, respectively. The committee agreed that enrollment is appropriate for the Chemistry graduate program. The Programs Committee noted that most graduate students in Chemistry finish in two years.

PROGRAM REVIEW REPORT

1. **Reporting Institution:** __Southern Illinois University Edwardsville_____

2. **Program Reviewed:** __Civil Engineering (UG)_____

3. **Date:** _____2013-2014_____

4. **Contact Person**: __P. Denise Cobb_____

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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].

          Civil Engineering (CE) expects steady growth in the years to come because of a
          strengthening economy. The program has added faculty in Transportation and
          Geotechnical Engineering. Civil Engineers continue to have robust employment
          opportunities. Although enrollments have stabilized after their peak in 2011
          with 210 majors, the program remains healthy at 180 undergraduate majors and
          supports many students in a high-demand discipline.

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

          The previous program review recommended the following:

          1) Offer courses more frequently so that full-time students can earn their
             degrees within two years and still be able to take more courses within their
             specialty area.
          2) Provide more opportunities for students to do research with faculty.
          3) Hire more faculty members and provide more courses in Transportation to
             meet student demand as well as reported demand in the field.

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

To accommodate the increased enrollment, CE has offered additional sections in multiple courses (e.g. CE 204, 207L, 240, 242, 330L, 354L, 415L) to limit class sizes for effective student learning.

Faculty involvement in Senior Assignment has increased and technical support for the various efforts has been enhanced. Student support and supervision have been improved by bringing half of the faculty into direct instruction.

The program has hired two faculty members to address the increased interest in transportation.

Graduate Assistants and teaching assistants are matched to courses and assignments based on their skills. The department has actively worked to increase training, hold routine interactions, and increase exposure to faculty supervisors. The department has also begun to rely more heavily on doctoral students.

The office space issue was addressed by the addition of the Engineering building.

Appropriate funding for equipment and repairs is vital to the sustainability and growth of research in the programs. Differential tuition and communication with the Office of the Provost allow the dean to address these needs.

Civil engineering faculty are active in applying for and mentoring undergraduate researchers and faculty members have engaged students in their grant funded research.

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

Recommendation 1: Students indicated many difficulties with the professional advising process currently in place. Problems reported ranged from lack of knowledge from the professional advisor to students feeling frustrated that they had to enroll themselves in classes.
Action: The School of Engineering advisor's case load is increasing due to recent jumps in enrollment over the last few years. This level of load brought challenges. A reasonable load for an advisor is expected to be about 300 students. The School recently received permission to hire one more advisor, which will help alleviate some of the students' concerns. The department chair is interacting with the advisement office to give updates about curriculum and other changes.
Recommendation 2: Students indicated that they would like access to software off campus. They reported difficulty in finishing assignments due to lack of access to specific software. Faculty supported this concern. The review team was

told that SIUE informed the program that it was not possible to provide VPN access to students in order to have access to specific software off campus.

Action: The department contacted SIUE Information Technology Services. The technical support at ITS confirmed that VPN can't be established for students because students are not assigned to dedicated SIUE computers, and there is no plan in the near future that SIUE will provide VPN to students. Because providing VPN to students is not an issue that the CE Department can resolve, and because specialized software is critical to the student learning, we plan to explore the possibility to extend computer lab hours so students are provided with increased access to the software on SIUE computers.

Recommendation 3: As with many programs, limited space seemed to be an issue for the CE Program. At the time of the review, the Engineering Annex had not yet opened. The review team encourages the CE Program to reconsider space allocations after the Engineering Annex has been opened. It is possible that this expansion will meet the space needs present during our review.

Action: The issue of housing the large research equipment have been resolved. The equipment is now housed in the transportation lab of the new Engineering Annex. As the CE program continues to develop, the Department will continue to monitor, review, and adjust space allocation as needed. When the new Student Design Center opens, the School expects that CE department will have a chance to address any space need it might have at that time.

6. **Outcome**

6.1 **Decision:**

   X   Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 **Explanation**

The ABET accredited program received a rating from the internal review team of "Notable Merit". The Curriculum Council commended the department on how they are handling the strong enrollment growth and appreciated their efforts toward improving their advising processes. The committee recommended that attention be paid to finding stable funding for ongoing equipment. Dean Sevim concurred.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____ _____

2.   **Program Reviewed:** _Civil Engineering (G)_____

3.   **Date:** _____2013-2014_____

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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].

          Although overall enrollment has declined, the field is still healthy. The program
          is responsive to its advisory board and analysis of employment trends. Shifts in
          focal areas have brought about changes in the program including increased
          attention to transportation and geotechnical engineering. SIUE faculty have been
          advertising their program in the electronic newsletter of the St. Louis Chapter of
          the American Society of Civil Engineers and created a brochure about one of the
          developing emphasis areas. The economy in the St. Louis region significantly
          impacts the number of students in our graduate program. Many of our students
          are working professionals completing their degree during the evenings and with
          the support of their employers. Note that the geotechnical engineering emphasis
          area was recently added to our graduate program in fall 2012. It is expected that
          this area will be under optimal enrollment for the near future. It is likely that
          enrollment will at least remain constant if not begin to increase over the next five
          years. It appears that the engineering community is going to make the Master's
          degree the first professional degree for engineering, which will increase the
          demand for the program. In addition, recruiting efforts at the University level are
          expected to improve international enrollment, in particular diversifying the
          applicant pool. The faculty have taken steps to continue recruiting our
          undergraduate students into the 3+2 program.

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

The Graduate Program in Civil Engineering has an excellent faculty, marked by a strong commitment to both research and teaching. Faculty members in CE take their advising and mentoring duties very seriously and students express gratitude for this demonstration of solicitous professionalism. The program is quite comprehensive, offering four different tracks of specialization. All indications point to an atmosphere of productive collegiality among the faculty and between the faculty and graduate students as well. The Department has a strong assessment plan in place, involving final papers/theses and a final presentation. The graduate program in CE demonstrates admirable self-reflection as indicated by materials gathered in the self-study. Certain issues involving space for offices and laboratories, while not eliminated, have been alleviated by the Engineering Annex. Student satisfaction among those who complete the program, based on the evidence of student surveys and interviews, is high.

Major recommendations from the previous review:

i. Offer courses more frequently so that full-time students can earn their degrees within two years and still be able to take more courses within their specialty area.
ii. Provide more opportunities for graduate students to do research with faculty.
iii. Hire more faculty and provide more courses in transportation to meet student demand as well as the reported demand in the field

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

i. The frequency of course offerings remains constrained by resources. Although recent call staff numbers have been adequate, it is unclear how long this support will remain available.
ii. The amount of funded research (internally and externally) has grown over the past six years. These projects have provided numerous opportunities for students to conduct research with faculty members.
iii. Two new faculty members started in fall 2008 in the transportation engineering area. The faculty have been able to expand the number of courses offered in this specialization to meet student and industry demand. The new courses include CE 473 –Travel Demand Forecasting, CE 474 - Computer Simulation in Traffic Engineering, CE 574 - Transportation Security, CE 578 - Intelligent Transportation Systems, and CE 579 - Transportation Safety Systems.

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

Recommendation: With regard to enrollment and retention, the only real area that needs active improvement lies with the discontinuation rate among part-time students. The Department is well aware of this issue and can be trusted to address it. Enrollment should improve based on the improving economy, the growth of the Geotechnical Engineering emphasis, University support for increased international student recruiting, and trends within the Engineering profession favoring acquisition of the master's degree. Space and technical issues should already be showing improvement based upon completion of the Engineering Annex. "Support for professional development" is a definite area that provides an opportunity for improvement, but it is one that must emanate from the upper administration. Serving on doctoral committees in joint programs with SIUC should be included in such support.

Action: The Civil Engineering Department is working on starting to review the list of graduate students in the Civil Engineering program at the annual graduate assessment meeting. This review can help to identify students who have not enrolled recently so their advisors can follow-up with them to encourage their degree completion. Because many of our part-time graduate students decide to discontinue due to family issues, work demands, change of their career goals, or relocation, the effectiveness of such efforts by the Department remains to be evaluated.

6.   **Outcome**

6.1   **Decision:**

___X___ 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 high quality program for both students with work experience and without. While enrollment is healthy and recruitment efforts are on-going, the program was encouraged to continue to help moving students toward timely graduation. The internal review team noted that the Civil Engineering program has an excellent faculty, marked by a strong commitment to both research and teaching. The program adequately addressed the recommendations from the previous program review. Two new faculty members in Transportation were hired to meet student and industry demand. The program has encouraged students to choose the thesis option and involved them in research activities funded by faculty's research grants. The Department is making an effort to offer more graduate courses so that students

can complete their study in two years. The review team's report states that students in the Civil Engineering program show high satisfaction over the mentoring they receive. Student survey feedback and interview results confirm that active scholarly dialogue occurs between faculty and students. According to program's self-study, it has well-equipped laboratories for practical research in most specializations. Computers and software are up-to-date and ready to be used by students. In addition, with the completion of the Annex Engineering building, the Civil Engineering faculty seem to consider the research and educational facilities to be sufficient. The students wish to gain access to a VPN (Virtual Private Network) so they may have access to software on campus computers from off campus locations. According to the faculty, I.T. has said it is not possible but the review team recommends further investigation. The review team stated that the Civil Engineering program employs two major assessment tools, a final research paper and a final presentation. The assessment rubric has been revised so that it indicates the qualitative and quantitative measurements. The Programs Committee suggests seeking continuous improvement on assessment tools.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:**   Southern Illinois University Edwardsville

2.   **Program Reviewed:**   Computer Science (UG)

3.   **Date:**   2013-2014

4.   **Contact Person**:   P. Denise Cobb

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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].

             Computer Science offers accredited undergraduate programs at SIUE. Students have significant success in achieving employment, and the department works with an advisory board to keep the curriculum and offerings timely and relevant. In fact, many students find employment in the field prior to graduation. Like other STEM disciplines, there is increasing need for students well-versed in the discipline. For Computer Science, the department focuses on theory, modeling, applications, and software systems.

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

             The program was considered strong in its previous review. The program maintains accreditation with ABET as well.

             Recommendation 1: The department should continue to have an open dialogue amongst the CS faculty as it relates to the new metric-driven assessments as part of the switch to the new accreditation standard.
             Recommendation 2: If possible, the department should consider allocating resources for installing a dedicated Computer Science academic advisor in lieu of the general School of Engineering advising, as well as consider offering greater flexibility in the scheduling of core and elective courses.
             Recommendation 3: Moving forward, in order to be able to continue to provide the best instruction and applied experiences as possible for a growing

undergraduate CS student population, an additional faculty line will undoubtedly be necessary.

Recommendation 4: As part of the overall culture shift to the new accreditation standard which provides more objective, metric-driven assessment procedures, the CS department as a whole should consider how to implement a similar, data-driven assessment as it relates to evaluating the performance of the faculty in terms of teaching, research, and service.

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

The department has, and will, continue efforts to hire qualified female and/or minority faculty members. The department has actively recruited female student workers from among the students in the major programs.

The general education program revision was actively monitored through its many phases. The BA and BS programs have been modified to include a new required course, CS 234, in which database design and usage is taught.

All engineering students, including Computer Science students, are currently advised by professional advisors.

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

Recommendation 1: The department spends time in department meetings and the annual department retreats discussing rubrics and the data collected based on the rubrics.

Recommendation 2: The school continues to supporting professional advising. The department has no resources to dedicate to a specialized advisor. The chair is in communication with Engineering Student Services to provide the best information to advisors. The chair is always available to students who need advising and the department coordinates with Engineering Student Services to periodically hold information sessions for all majors.

Recommendation 3: A new instructor position is requested to teach introductory level large courses. The Engineering extension provided new lab space for the department. The program expects further improvements on the space issue once the new Engineering Design Center is completed.

Recommendation 4: This is an ongoing project. The department made noteworthy revisions in its assessment plan after the ABET visit in October 2014. The idea of collecting similar data and integrating some of these new ideas in faculty evaluation is being discussed in the department.

6.   Outcome

6.1   Decision:

____**X**____ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The program received a rating from the internal review team of "Notable Merit" and "In Good Standing" from the Curriculum Council. The Curriculum Council commended the department on how they are handling the strong enrollment growth, and appreciated their efforts toward improving their advising processes. The Council recommended that the administration continue to monitor enrollment due to ongoing high growth levels and to assure that proper supports are in place.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____

2.   **Program Reviewed:** _Computer Science (G)_____

3.   **Date:** _____2013-2014_____

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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].

        Computer Science offers accredited undergraduate programs at SIUE. Students have significant success in achieving employment, and the department works with an advisory board to keep the curriculum and offerings timely and relevant. Like other STEM disciplines, there is increasing need for students well-versed in computer science, modeling, applications, and software systems.

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

        Faculty members were focused on the quality and rigor of the program. All faculty members expressed enthusiasm for the program, students, and achieving the goals and mission of the program.
- The program has made fact-based improvements in the admission standards and curriculum to maintain the standards of the program, improve student retention, and help improve students' learning outcomes.
- The program is very focused on improving the opportunities for and outcomes from more collaborative research with students.
- The students find the program to be of high quality and the faculty members very supportive.
- The students think the program prepares them very well for the job market.
- Companies (the 'job market') actively and frequently solicit the CS students for

employment. So, not only do students think that the program prepares them well for the job market, but the businesses also think highly of the program and its graduates.

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

The program further strengthen these areas with a number of notable improvement: (a) improved teaching quality (supported by finding in student and peer evaluation) and research productivity (supported by increase external and internal funding and publication), (b) enhanced curriculum with the design and implementation of new courses that are offered in evening or online and change in Exit Exam requirement, (c) revised assessment plan that helps us better identify the strength and weakness of program.

To better prepare students, the program created a new programming enhancement class during 2007-2008 academic year. A new course, CS501 – Intensive Computer Science Fundamentals, was created at the end 2007-2008 academic year, as a pre-requisite course for students who do not have bachelor's degrees in Computer Science from an ABET-accredited institution.

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

In 2013-2014, the following recommendations emerged:

Recommendation 1: The department should implement a clear process to analyze assessment data and use these data to evaluate the effectiveness of curriculum changes (for example CS 501) and monitor and revise the program continuously. The Graduate Program Assessment Committee could be more active.
Action: The department made significant changes in the assessment data collection and analysis after the ABET review. An interim report to ABET is summited in May 2015 about the preliminary data collection and analysis for the revised assessment plan.
 Recommendation 2: As part of the analysis of the assessment data, the department should evaluate the effectiveness of its current assessment plan, including the ways to use other course deliverables beyond quizzes and examinations to assess student learning.
Action: The other adjustments in the department assessment plan was made to bring it better aligned with ABET continuous improvement process The interim report summited in May 2015 also included information on how the outcomes of the assessment study will impact various forms of student learning.
 Recommendation 3: The department should review the list of electives
Action: This is going on and will continue.
 Recommendation 4: The department should consider having a strategic dialogue to evaluate the efficacy of the current program that considers

consistency in rigor and expectation and consistency in programming languages as stepping blocks to elective courses.

Action: This is an ongoing project and will continue.

Recommendation 5: The department and the school should engage in clear resource planning (faculty lines) with time lines and goals in the light of the growth goals (enrollment of 40, with about a quarter of the students engage in the thesis option) for the Graduate Program and the current growth rate for the Undergraduate Program.

Action: The department agreed with the recommendation. An instructor position request to relieve the faculty teaching load at the undergraduate level was made to the Provost's office.

Recommendation 6: The department and the school should engage in a dialogue so the department's need for a dedicated lab space is discussed strategically in relationship to the program needs for growth in terms of rigor, research, and number of students.

Action: The department has now a dedicated larger lab space. Classroom space in the old EB is converted CS lab space with the EB West expansion. The upcoming Engineering Student Design Center will further address the CS lab space concerns.

Recommendation 7: The program should consider developing mechanisms to better and more consistently communicate program, course, and elective requirements; one such mechanism could be a student handbook for the program that provides possible schedules for the length of the program.

Action: A CS student handbook is in development.

Recommendation 8: The program should consider redesigning CS 500 to add elements to enable students to develop research questions and proposals that could lead to projects or thesis ideas.

Action: Completed.

Recommendation 9: The program should continue to monitor the impact of its improved admission standards on the quality of its admitted students, while also continuing its efforts for international admissions.

Action: This is an ongoing project.

6. Outcome

6.1 Decision:

__X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Program's Committee of the Graduate Council rated the program as In Good Standing. They noted the program as rigorous and well-developed. Although the department has experienced some faculty turn-over, the program has

remained strong. The curriculum focuses on algorithms, operating systems, computer architecture and research. The Committee encouraged the program to secure additional lab space to support student work and encourage additional faculty. The new annex for the School of Engineering will help mitigate the space needs. The department is encouraged to continue working on improving the assessment plan and to use the data for program improvement. The department could grow enrollment, but that has been challenging as the undergraduate program has grown. In spite of some challenges, the program faculty were lauded for their work with students and their commitment to continuous improvement.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____

2.   **Program Reviewed:** _Electrical & Computer Engineering (UG)_____

3.   **Date:** _____2013-2014_____

4.   **Contact Person**: _P. Denise Cobb_____

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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].

            In 2010, the Bureau of Labor Statistics reported increasing demand for students
            in this area. Computer Engineering degrees are of great demand and students
            have had significant success in finding excellent employment. Nevertheless, the
            overall demand for electrical engineering may have slowed from its peak.
            Regardless, excellent employment data and earnings potential for the degree as a
            whole, as well as a variety of professional options, make this degree path viable.
            The faculty is very aware of fluctuations in interest and external demands. These
            cycles in various engineering tracks (e.g. Power Systems), keep the faculty
            grounded, attuned to their advisory board, and at the forefront of the academic
            field.

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

            Expansion of resources

            Through advance planning and knowledge of equipment needs, the lab manager
            is able to obtain necessary equipment on short notice – at times, in less than 48
            hours and from remote locations. Given the state budget issues, further
            expansion is likely unattainable at this time. The program may wish to consider
            seeking grant funds/external funding.

Promotion of student retention

Given the hiring of faculty in the area of Power Systems, it is likely that this will also assist the engineering program in retaining more students.

New faculty

The ECE program has hired a new faculty member in the area of Power Systems that started in the fall of 2013. Power Systems happens to be a field in which many students, particularly those in the graduate program, have expressed an interest in having more instruction available. The program does appear to be at maximum capacity with respect to the faculty-student ratio.

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

Since the last review the department was able to purchase lab equipment largely through the use of end-of-fiscal-year funding.

It is recommended that concerted efforts be made to secure support in the form of tutoring for students throughout the program, but especially in the lower-level courses.

The School of Engineering had implemented a tutoring program for one specific course (ECE 210) which did not succeed in improving retention, since students who needed help did not always seek help. Faculty do offer additional assistance to students; however, this is often at the expense of other obligations and students appear to only pursue this in relation to an upcoming exam. Faculty have reported that students, overall, appear less proficient in the math and science area upon graduating from high school. The ECE program should consider increased collaboration with the Admissions department and/or revisions of the curriculum in addressing these deficiencies.

The faculty size in the department did not change since the last program review.

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

In 2013-2014, the following recommendations emerged:

1. Increase the number of faculty members by two, in addition to the new faculty member being hired currently

As indicated repeatedly in this report, the program needs help to redress the imbalance that has the current faculty responsible for more students than can be expected of them to realize the full potential of the department. In terms of

developing the curriculum, the program specializes in areas not currently covered.

2. Institutional support to update technology with systematic budgetary process

The program needs institutional support to update the technology and labs that are so essential to its hands-on approach to instruction. The current system of funding which depends on year-end surpluses precludes the kind of systematic budgetary planning to make for effective and long-term upgrades to the labs.

3. More coordination in advising

As indicated above, students—though satisfied with mentoring in the department—are unsatisfied with academic advising as provided through the School of Engineering as a whole. There is probably room for better coordination between the advising staff and professors so that students have more confidence in the advising process as a whole.

4. High failure rate in ECE 210

The high failure and withdrawal rate of students in the critical ECE 210 course should be addressed within the program.

The current size of the department allowed the department to offer the required set of courses along with some basic elective courses in relatively few areas. Students often complain that courses in some of their areas of interest are not offered with a good degree of regularity, and some have not been offered in years. Considering that the faculty of the department serve three degree programs (two undergraduate and one graduate-level), this problem cannot be addressed without additional faculty.

An additional tenure-track faculty position was created, and a new member was hired effective fall 2014. However, two faculty members retired at the end of spring 2015 semester, and one faculty member will retire at the end of July 2015. That brings the fall 2015 faculty count of the department to two below the number it had when the internal review was conducted. As a temporary solution, a full-time instructor will pick up some of the teaching load, and adjunct lecturers will be used to cover the remaining courses. As a further challenge, enrollments in several courses have increased to unexpectedly high levels. Given problems with call staff availability and vacant positions, some scheduling challenges remain that lead to reduced elective offerings.

The university secured a differential tuition model for the school to help fund these important technological needs in the engineering programs.

The Dean has worked to improve advising and create stronger connections between departments and the professional advisors. Mentoring remains a strength of the faculty.

The department is experimenting with supplemental tutoring sessions to support ECE 210 students. The department continued making tutoring sessions available throughout fall 2014 and spring 2015 semesters. Assessment results collected at the end of spring 2015 indicate some level of improvement in student performance (23% not meeting the expectations) although the data came from a relatively small sample. This issue needs to be monitored for several more semesters before further modifications are made.

6. Outcome

6.1 Decision:

___X___ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

This ABET accredited program is strong and growing. The Curriculum Council commended the department on how they are handling the strong enrollment growth, but they also suggested that the University monitor the growth to assure proper support. Likewise, they commended their efforts toward improving their advising processes. They encouraged that a stable source of funding for ongoing equipment needs be identified.

PROGRAM REVIEW REPORT

1. **Reporting Institution:** __Southern Illinois University Edwardsville_____ _____

2. **Program Reviewed:** _Electrical Engineering (G)_____

3. **Date:** _____2013-2014_____

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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].

    In 2010, the Bureau of Labor Statistics reported increasing demand for students in this area. Computer Engineering degrees are of great demand and students have had significant success in finding excellent employment. The program's recent growth requires assuring that excellent employment data and earnings potential for the degree as a whole, as well as a variety of professional options, make this degree path viable. The faculty is very aware of fluctuations in interest and external demands. These cycles in various engineering tracks (e.g. Power Systems), keep the faculty grounded, attuned to their advisory board, and at the forefront of the academic field.

    The internal review team noted that the Electrical Engineering program has a strong commitment to student achievement. The faculty does an excellent job in working with students. The Electrical Engineering program is one of the largest graduate programs on campus. The graduate program has a ratio of one faculty member to ten graduate students and 85% of graduate students are international students.

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

    1. The department should strive to increase, better balance, and normalize the rotation of its 500-level course offerings. This would cut down on the over-reliance on independent studies, free up time for faculty, add predictability

and dependability to student schedules, and create more programmatic consistency.

2. Pursuant to suggestion #1 above, every effort should be made to increase the number of faculty at the first opportunity to add at least one new faculty member with specific expertise in communication & networking, and one with expertise in systems. This would facilitate the expansion of 500-level offerings as well as sabbaticals among the current faculty who know create considerable burden with their absence.

3. The program needs to be more timely in its response to applications.

4. The program needs to keep better track of its graduates.

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

The program reviewed the past schedule of 500-level courses and setup a standard rotation for the courses to add predictability and dependability to graduate student schedules. Many of the courses are offered once a year, but to increase variety of graduate courses offerings with limited faculty members, some courses are offered only once every two years.

Dr. Oktay Alkin, a professor in the ECE department, stepped down from the full-time Associate Dean position and returned to teach in the ECE department starting the fall semester 2010. As his expertise areas are Systems and Communications, it will be great help to the department. Dr Luis Youn, with expertise in Power Systems, retired summer 2013. A replacement has been hired, Dr. Xin Wang, who started in fall 2013.

Currently, the graduate student departmental approval forms (DAFs) are processed within one week of receipt by the department.

The department has added contact information to the assessment form that is generated when students complete their culminating experience. This provides the department with multiple methods, including telephone numbers, email addresses and home addresses, to contact our graduates for future surveys.

In the meantime the program grew substantially.

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

Recommendation 1: Increase the number of faculty by two, in addition to the new faculty member being hired currently.
Action: Currently the student-to-faculty ratio in ECE is above the average levels for the university and for the School of Engineering. The new faculty position that was filled in Fall 2014 improved the situation to some extent. However, there may be three senior faculty positions that will be vacated by fall 2015. The department will conduct searches in 2015-16 academic year to fill those positions.

The program has potential for further growth in terms of the number of students it serves. For this potential to be realized additional faculty resources are needed. The current size of the department allows the program to offer the required set of courses along with some basic elective courses in relatively few areas. Students often complain that courses in some of their areas of interest are not offered with a good degree of regularity, and some have not been offered in years. Considering that the faculty of the department serve three degree programs (two undergraduate and one graduate-level), this problem cannot be addressed without additional faculty.

Recommendation 2: Increase the number of elective courses available, especially at the 500-level.

Action: As elaborated in the response to the previous recommendation, the department has to support three separate degree programs. With the current size of the faculty it is also reasonable to expect one faculty member to be on sabbatical leave in most semesters. Our graduate program is the largest in the School of Engineering and one of the largest in the entire university. Faculty must supervise graduate projects and theses in addition to teaching courses. Consequently, the current faculty levels permit few elective courses to be offered after the required core courses are covered unless number of faculty is increased.

Recommendation 3: Improve the library collection available to students.

Action: It is not clear what specific comments from students and/or faculty led to this recommendation, and what specific shortcomings in library resources were identified. We support any efforts to improve library offerings.

Recommendation 4: Review and, if necessary, adjust equivalencies between thesis, non-thesis, and exit exam to assure appropriate rigor is consistent.

Action: Students who choose the non-thesis path take two additional courses compared to those who choose to do a thesis. In addition, they must either prepare a presentation or take a comprehensive exit exam. We feel there is no significant quality difference between the various exit options.

The department has already taken steps to improve the structure of the written exit exam option for the graduate program. We have 1) consolidated the areas of concentration on the exam, 2) assigned ownership of each area to one or two faculty members, and 3) created a web page has outlining the concentration areas. Specifically, the networking area has been incorporated into the communications area. Signals and stochastic processes have been combined with digital signal processing, communications, computer vision and image processing, and control systems areas. Now each of the seven concentration areas on the exit exam have a specific faculty members assigned to them.

These changes will foster control and enhance quality. With faculty ownership of the separate areas we can better maintain alignment with our assessment criteria and processes when creating the examination problems.

Recommendation 5: Allow graduate program director to have summer support.

Action: On average, the graduate program receives 40 to 50 applications per month that must be handled promptly. In addition, the graduate program director is responsible for 1) advising new graduate students when they arrive during the few weeks before the beginning of each semester, 2) interviewing

applicants for graduate assistantships and coordinating assistantship appointments before the beginning of each semester, and 3) corresponding with prospective graduate students in a timely fashion. In return, the graduate program director receives one course release during the academic year, but no summer support. This is the standard practice in the School of Engineering.

6.   Outcome

6.1   Decision:

__X___ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The internal review team noted that the Electrical Engineering program has a strong commitment to student achievement. The faculty does an excellent job in working with students. The Electrical Engineering program is one of the largest graduate programs on campus. The graduate program has a ratio of one faculty member to ten graduate students and 85% of graduate students are international students. With these challenges in mind, the Programs Committee encouraged the department to try to increase scholarly dialog among faculty and students. With two hundred undergraduates and approximately 100 graduate students, it is challenging.   The review also indicated that the graduate program's curriculum is designed to provide both theory and application to students. The students indicate that the required courses are relevant and the elective courses are helpful in the specializations. The review team stated that at the end of each year, the Department of Electrical and Computer Engineering compiles assessment data for review. The program has worked to strengthen exit options and assessment practices. Nevertheless, the Committee urged the program faculty to improve formative assessments of student learning to help students better meet the rigors and expectations of the projects and thesis options. This is a strong program with robust enrollments and faculty committed to continuous improvement.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____ _____

2.   **Program Reviewed:** Exercise Science (UG)

3.   **Date:** _____2013-2014_____

4.   **Contact Person**: __P. Denise Cobb_____

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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 program "combines coursework in both the basic sciences and exercise
            sciences along with real-world internship experiences to provide students with
            the preparation needed to excel in a variety of professional health and fitness
            settings." The ES curriculum is based upon the knowledge, skills and abilities
            established by the American College of Sports Medicine's and the National
            Strength and Conditioning Association's professional certifications. From fall
            2009 to fall 2012, there has been a 110% enrollment increase in the ES program.

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

            In the previous review, there were two recommendations: 1) work toward
            resolving the problem resulting from intense enrollment pressures for certain
            cross-listed courses; and 2) consider ways to reduce the faculty members'
            advising work load. To address the first recommendation, the department now
            offers every ES major course each semester. An additional faculty member has
            also been acquired via a reallocated faculty line. To address the second
            recommendation, the ES program now has a full-time advisor. Students report
            increased satisfaction with advisement, and faculty acknowledge the relief the
            full-time advisor position has been to their time spent in advisement.

In 2013-2014, the following recommendations emerged:

1) Availability of Classes and Lab Time: Due to the rapid growth in the ES program and limited number of faculty members to teach, students have had challenges in getting the classes they needed to progress in the program.
2) Alumni Relations: While the program has made some efforts to reach out to alumni and begin to build an alumni database, through conversations with several faculty members, it is clear the program can improve these efforts.
3) Internship Process: Students identified the need for a streamlined, more transparent process for internship placement.
4.) Strategic Planning Related to Online Course Development: Based on conversations with faculty members, we recommend having discussions regarding the use of hybrid and all online courses in the ES program.
5) Laboratory Equipment: While the ES laboratory is sophisticated and well equipped, expensive equipment needs to be maintained consistently to assure that research activities will not be delayed when equipment is malfunctioning

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

For the previous review, the department took the following actions:

Curt Lox (Department Chair) and David Cluphf (KHE) communicate regularly with Brad Hewitt and Bobby Thomas (Athletics) as well as David Hagedorn and Mick Ostrander (Campus Recreation) regarding Vadalabene Center and Student Fitness Center scheduling needs, concerns, and issues.

The Exercise Science program has experienced significant growth with enrollment increases of over 100% (from 90 students to 194 students) the past three years.

The program now has a full time advisor that does all advising for students.

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

1) Availability of Classes and Lab Time: The department took issue with this recommendation and noted that the faculty have adapted to accommodate student needs. The addition of the advisor has made a difference. The department teaches all of the courses every fall and spring. As such, student can take a course that is filled the next semester and, as such, would not delay graduation. The department and the dean continue to plan strategically to try to facilitate students' graduations and offer courses appropriately.

2) Alumni Relations: The program is building an alumni database and working to improve in this area. They are also working to strengthen industry relations. Recently, they sought accreditation for the program, and this move should provide further mechanisms and impetus for engaging alumni and other stakeholders.

3) Internship Process: The department established a single faculty member to coordinate internships and build a database. These opportunities are available on the website and the information is updated. There are mandatory orientation sessions before the internship semester as well. The chair will work to further strengthen this approach.

4.) Strategic Planning Related to Online Course Development: The department continues to work on this. The department recently sought approvals for more online courses to create greater flexibility. Likewise, they have continued experimenting with hybrid and flipped class learning experiences.

5) Laboratory Equipment: The lab is critical to the department. The department has worked with the dean, vice chancellor for administration, and provost to secure funding to maintain laboratory space and equipment that relates to instruction.

6.   Outcome

6.1   Decision:

 _X____Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

This is a strong program that is growing and seeking new opportunities. The Curriculum Council commended the department on how they are handling the recent and significant growth in the program, and is impressed with their forward thinking regarding strategic planning. The Council did recommend that the growth be monitored. To date, all growth has been accommodated by reallocation of underutilized School resources. This approach, however, is clearly only possible for a limited time. It is important that as the program grows, new resources be directed toward this program in such a way as to not unfairly penalize other departments. In particular, the Council encouraged administration to continue to find ways to support the maintenance of critical equipment and labs.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville__ _____

2.   **Program Reviewed:** _Industrial & Manufacturing Engineering (UG)_____

3.   **Date:** _____2013-2014_____

4.   **Contact Person**: _P. Denise Cobb_____

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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].

                Overall, the demand for industrial engineers in the US is rather low. This is
                opposite from the trends in Europe, Asia, and Australia. As such, the dean and
                faculty have to work to explain industrial engineering job functions to
                prospective students and their parents. Most advisors in high schools and
                community colleges may lack knowledge of industrial engineering and require
                greater marketing and education. This program is strong and accredited and has
                adapted to market conditions. The Manufacturing aspect of the degree program
                has been eliminated to keep the program vital and timely.

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

                The previous program review included the following recommendations:

                1) the creation of a lab technician for IME
                2) pursue the creation of a graduate program
                3) to develop the program's web site and encourage faculty use of online
                    support such as blackboard
                4) clarify senior assignment project in regards to the department of
                    Manufacturing Engineering and SIUE Program Review Office.

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

IME has a strong need for a lab technician at the undergraduate program. We have expressed this need to upper administrations which agree with us but have not been able to act on it because of the budgetary constraint and School priorities.

The master's program in IME had the highest programmatic priority in the SoE in 2008. In 2009, the master's program launched and now its enrollment has grown to about 25 students.

IME redesigned its website and significantly enhanced its content and added more curriculum and specific program information.

Although IME and Mechanical Engineering are housed under one department, they operate as two separate units and their respective senior assignments are run by their unit faculty members over completely different scope of projects because they deal with two different engineering disciplines. We have not coordinated communication between them but leave open a possibility of conducting certain senior assignment projects carried out by a team of students from both engineering programs.

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

The 2013-2014 report included the following recommendations:

1) The IME should be recognized as a separate department to further support the department's likely continued expansion.
2) As a separate department, staffing issues should be addressed proactively including a dedicated lab technician, a full time secretary position
    The faculty that is needed to maintain a maximum ratio of 1:25 (faculty/students)
3) Domestic recruitment needs to continue by making prospective engineering students aware of the IME program as well as continuing and expanding the 2+2 program with local community colleges.
4) International recruitment needs to continue by continuing and expanding the joint-degree program with other international universities.
5) A specialist advisor who is more knowledgeable of the IME's unique programs (2+2, Joint-Degree) is needed.

The department has grown significantly, and this growth warranted consideration of an independent department. The Dean has analyzed data and responded that the separation is not warranted at this time. If the growth remains stable, then the issue will be revisited. The faculty to student ratio in the

2013-2014 academic year was 18.67 and this is one of the best in the School of Engineering. As such, other faculty needs are more immediately pressing. The Dean and faculty are working to improve domestic recruitment for the program, and to increase awareness of industrial engineers. The program is seeking additional international partners.

6.   Outcome

6.1   Decision:

_____X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

This program is ABET accredited and recently participated in a full review. The program review identified many strengths but also focused on areas that need greater institutional support.   The Curriculum Council commends the department on how they are handling the concerns noted with advisement by students and faculty, as well as the need for continued focus on enrollment and student interest in the program. The program has considered the recommendations made by the review team, including the note that a specialized advisor is available to students, however, there remains a need for specialized advising international students.   Enrollment increases make the laboratory support and advising critical.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____ _____

2.   **Program Reviewed:** _Mechanical Engineering (UG)_____

3.   **Date:** _____2013-2014_____

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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].

           SIUE's undergraduate program is ABET accredited. The program has grown
           substantially in recent years. From 2007 to 2013, the undergraduate enrollment
           has grown from 177 to 327. ME faculty grew gradually during this time as well.
           According to the department chair's report, the field of mechanical engineering is
           constantly growing and evolving. Although the traditional areas of the discipline
           are still widely practiced and will remain so for many years to come, mechanical
           engineers should also be prepared to engage in new high-tech and
           multidisciplinary applications. Some of the more important areas include
           Mechatronics and Robotics, Bioengineering, Microelectromechanical systems
           (MEMS), to name a few. Over the past seven years, SIUE has added two faculty
           members in Mechatronics and Robotics, and one in MEMS and Biomicrofluidics.
           Additional growth trends exist in MEMS, Micro-Nano Engineering, or
           Bioengineering. The department is responsive to these changes in the field and
           they continue to enhance students' experiences.

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

           The first recommendation was the hiring of two additional faculty members.
           This recommendation has been followed with three new faculty hires. The
           recommendation was expected to have six results:

           1. Greater course frequency resulting in more timely graduation for students,

2. Better student-teacher ratios,
3. Better advising,
4. Less dependence upon call staff/part-time lecturers,
5. More faculty time on research, and
6. More rewarding senior assignment projects.

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

With regard to the expected results from the recommendations, greater course frequency has been achieved, enabling more students to graduate in a timely manner. Student-to- teacher ratios have not improved because student enrollment has increased 47% over five years from 2007-2012 and continues to increase. Better advising has continued to be an issue. As for increased budget for ME to upgrade and purchase needed equipment, funding to the university from the state of Illinois has created a significant challenge for the university. While differential tuition may help some in this regard, increasing the budget remains a significant challenge. Student advising is being examined and improved. Another program recommendation was to recruit female faculty members. At the time of the review, this recommendation had been fulfilled with the hiring of two female faculty members in recent years, however, the challenges of recruiting and retaining women in STEM faculty positions remain. Continued improvement of oral language skills among foreign-born faculty members especially in lecture settings was recommended. The Self-Study Response noted continued monitoring and no greater volume of expressed concerns. Finally, the previous review recommended pursuing partnerships with engineering companies in the area to support field experiences and internships. The department continuously seeks industrial partners. One example of cooperation is to have a group of Boeing engineers to review preliminary design of our capstone design class. In spite of the challenging budget economic situation, we continue to have industrial projects in the department

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

The 2013-2014 review included the following recommendations:

Recommendation 1. The Mechanical Engineering Department is growing rapidly. The department's growth must be monitored relative to the university's capacity to hire additional faculty and to provide the resources needed to support a growing department.
Action: In 2013, the department hired one new tenure-track faculty member to support the growing needs of the Mechanical Engineering Department. In AY 2013 – 2014, we searched for another new tenure-track faculty, but the position was not filled after the top candidates turned down the offer. In AY 2014 – 2015 (this year), the program posted two positions – one for the unfilled position from the previous year, and one for a new position. As of August 2015, the department will have 11 full-time faculty members in Mechanical Engineering. However, one

of our faculty members has recently indicated that she will be leaving for another university position. Therefore, we will be searching to fill two positions during AY 2015 – 2015. By August 2016, we anticipate to have 12 fulltime faculty members to address the needs of the high enrollment in the Mechanical Engineering Department.

Recommendation 2. The field of mechanical engineering is exploding with new possibilities. The department should consider how it will continue to grow its reputation as a highly regarded professional development program and continue to stay abreast of emerging trends in the field.
Action: Mechanical engineering faculty are aware of the constant growth and evolving nature of the discipline. In the past few years, and especially since 2013, our hiring and search practices have been focused on faculty candidates who are expert in the new areas of the discipline. As a result, we currently have the following areas of expertise:

- Mechatronics & Robotics
- Dynamic systems & control
- Structural mechanics
- Machine design
- Micro-Electro-Mechanical Systems (MEMS)
- Microfluidics
- Fluid mechanics
- Computational fluid dynamics
- Heat transfer and Thermodynamics
- Conventional & alternative energy systems
- Refrigeration (HVAC)
- Medical Devices and Robotics
- Haptic Interfaces

The newest faculty member (to start in August 2015) has extensive research experience in development of microsystems, biosensors, bio-mimetic and 3D structures, micro/nano scale, and modeling and simulation of multiphysics domains. The wide range of traditional and non-traditional expertise of our faculty confirm that we are aware of the emerging trends and have been responding to them.

Recommendation 3. The Mechanical Engineering Department's students are analytical thinkers and problem solvers. The department should consider how advising expectations for these students go beyond providing a list of courses they must take. Annual surveys of students may need to probe for more details from students about their advising needs. The faculty should ask students what results they expect from a meeting with an advisor. Some may expect mentoring; some may expect problem solving; some may expect career counseling; some may expect connections to networks of people or opportunities. While the current advising system was established to "free" faculty from advising duties, students may be expressing the need for opportunities to develop relationships with faculty members as mentors and career advisors.

Action: In response to this recommendation, Mechanical Engineering Department developed a mentoring program to facilitate direct contact between students and faculty. Students who need to consult the faculty on various issues such as areas of specialization, career decisions, internship, graduate studies, research, etc., may contact ME faculty to schedule a meeting. The complete list of mentors is posted in ME and School of Engineering websites.

6. Outcome

6.1 Decision:

__X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Curriculum Council commends the department on how they are handling the recent growth in the program, as well as the concerns noted with advisement by students and faculty. The department has begun to address several of the recommendations made by the review team, including instituting a formal faculty-student mentoring process, ongoing monitoring of growing enrollment trends, and holding an active search for a new faculty position.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____

2.   **Program Reviewed:** <u>Mechanical Engineering (G)</u>

3.   **Date:** _____2013-2014_____

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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].

    According to the department chair's report, the field of mechanical engineering is constantly growing and evolving. Although the traditional areas of the discipline are still widely practiced and will remain so for many years to come, mechanical engineers should also be prepared to engage in new high-tech and multidisciplinary applications. Some of the more important areas include Mechatronics and Robotics, Bioengineering, Microelectromechanical systems (MEMS), to name a few. Over the past seven years, SIUE has added two faculty members in Mechatronics and Robotics, and one in MEMS and Biomicrofluidics. Additional growth trends exist in MEMS, Micro-Nano Engineering, or Bioengineering. The department is responsive to these changes in the field and they continue to enhance students' experiences.

    This is a growing department with strong programs. The undergraduate program is ABET accredited. That program has grown substantially in recent years, and there are effects for the graduate program. The dean and department have worked to mitigate any negative impact. From 2007 to 2013, the undergraduate enrollment has grown from 177 to 327. ME faculty grew gradually during this time as well.

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

In the previous review, there were six recommendations from last program review:

1. The department should try to find a better balance in the distribution of teaching duties. Some faculty had very high numbers of students. Although there is a need for broader coverage and more courses, the faculty is already stretched thin.
2. There is a pressing need for new faculty, a problem noted on every hand: by the Program Director, the faculty, and students. The discipline of any new hire should complement and expand the current course offerings. There is an imbalance in the program area between fluid and solid mechanics. The hiring of one or two additional faculty members with fluid mechanics background would balance that program area and hopefully attract a wider range of students.
3. The department might further emphasize advisement. A student handbook might assist in the orientation of students; however the program appears to be streamlined and easy to understand.
4. Looking into the distant future, the addition of a PhD program might open new areas of funding, such as NEH grants (only available to departments with a PhD program) with a corresponding increase of internships, assistantships; and further student (and faculty) research opportunities. For now, connections to industry and sponsored research will prove to be a more immediate and practical solution of the need for support and practical application of student research. Faculty members are already actively engaged in pursuing these opportunities.
5. The presence of experimental research equipment (i.e. photo stress optical technique) would be a significant draw for the program, but may not be possible due to space and financial constraints. Currently, there is insufficient money for maintenance or replacement of equipment. Additional monies to assist in replacing and maintaining existing equipment would help improve the attractiveness of the program. During the program review process, it was suggested that a tuition surcharge might be a feasible way to deal with this issue.
6. The addition of Graduate Teaching Assistantships could help lure more high quality students to the ME program. Although the program does currently have assistantships, they are not competitive with other universities. An increase TA budget would help the ME program compete with other institutions and lure higher quality students into their program.

In the current review, the following recommendations emerged:

Recommendation 1: The program should develop some method (e.g., task force or sub-committee) to consider the cohesion among its members in terms of the overall vision of the graduate department and/or program.

Recommendation 2: The program should continue to maintain and improve proper assessment procedures across all degrees. At the very least, everyone in the program should be aware of the assessment procedures in place.

Recommendation 3: The program should work on enhancing their website.

Recommendation 4: The program should work on increasing mentoring, collaborative research projects/coursework, and continue to create internship opportunities to meet student learning outcomes. A competitive engineering program must also include courses that reflect the innovations in the market and the fields by offering new and diverse electives. How the department could offer such electives requires from as little as no resources to a new faculty line in the department.

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

1. The major reason of an unbalanced teaching duties assignment was due to the small number of faculty members. The department has since gradually added 6 new faculty members as of fall 2013 (2 in thermal/fluid area, 2 in design/dynamics and 2 in mechatronics/control). The teaching duties had been gradually balanced and now we have a fairly balanced faculty in terms of concentration area and balanced teaching duties.

2. This item is closely related to item 1 above. Our needs for new faculty had been answered. Among the new faculties the program hired since last program review, Dr. Serdar Celik's expertise is in the thermal/fluid and energy system area. Dr. Celik had been teaching the core course of ME575-Adanced Fluid Mechanics. He also developed a new course ME417-Heating Ventilation and Air Conditioning (HVAC) so our graduate students can have some exposure to the practical applications of the thermal fluid science. In fall 2012, the department hired Dr. Jeff Darabi whose expertise is also in thermal/fluid science with concentration in bio-and MEMS. Now in the department a wider range of research is offered thus attracting wider range of students.

3. The program has streamlined the advising process with a) initial advising from graduate program director, b) advising from major advisor once the students have selected a major c) communications between the students and the graduate program director/department. Besides the Program of Study form, we also developed a sheet of Road Map providing quick reference for students to pay attention to the important milestones. In the Graduate Student Exit Survey of 2012 (the survey was installed since 2010) the average ratings from graduates in the three areas are, respectively,
   a) 3.86/4.00; b) 4.00/4.00; c) 4.00/4.00.

4. With the cooperative PhD program with SIUC, new areas of internal and external funding became available. As of fall 2013 we have only graduated 2 PhD and there are three PhD students in the program. The program faculty has been successful in securing external grants to fund research projects.

5. Adequate funding for lab equipment maintenance is always an issue, and this issue still has not been resolved, and indeed became worse during the recent budget cut. We were able to get some fund for the new faculty as startup fund. However, there is still no long-term solution yet. Engineering student tuition surcharge will certainly help if the additional tuition revenue is distributed to the School of Engineering. However, this is beyond the control of the department.

6. We have some small increase of TA fund to partially account for the need of growing undergraduate enrollment. Our TA stipend is certainly not competitive. The provost office provided $550 additional stipend per month for a few doctoral students. However, this is not sufficient to cover all the doctoral students in the school. The faculty members feel strongly about preserving TA positions.

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

Recommendation 1: Faculty members already agree on the overall vision of the program, which is to help students advance in their careers by preparing them for more challenging and rewarding positions in design, research, and development or prepare students for PhD research. Faculty members whose research interests are aligned already work together. Mechanical Engineering Graduate Committee is the coordinator of the graduate affairs and provides a strong cohesion among the faculty. It seems unlikely that a separate task force on cohesion would be beneficial.

Recommendation 2: All faculty members are aware of the graduate assessment procedures. Students and their advisors are required to follow the procedures before a degree completion form is signed following a thesis or project defense.

Recommendation 3: The website for the entire School of Engineering has been revamped, including the website for our master's program. If additional work is needed, more specific recommendations will be required. The lab manager has always handled website maintenance for the department. Members of the graduate committee could conduct periodic audits of the website for appearance and content.

Recommendation 4: The Mechanical Engineering Graduate Committee has reviewed this recommendation and has identified several remedial steps to address the issue. There are now new and improved electives offered via new faculty teaching initiatives. Obviously, with the mechatronic's faculty members departure, the new mechatronics faculty member will need to develop at least one graduate course related to his or her research. Internships for graduate students in engineering are atypical. There are some opportunities at government labs, but these positions typically require applicants to be US citizens. Students who are eligible for these positions are made aware of the opportunities. Additionally, international graduate students are typically not eligible for internships before their degree is completed. International students may be eligible for Optional Practical Training (OPT) following the completion of their degrees. Every effort is made to assist these students.

6. Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

This is a strong program for a wide range of students. The Council voted the program "in good standing".   The review team noted that the Mechanical Engineering graduate program has a well-designed curriculum and it provides solid theoretical foundations as well as more practical courses preparing students for jobs in engineering or for an advanced degree. The department adopted a plan for assessment and performance evaluation in fall 2010. The plan includes assessment rubrics which assess student projects, experiments, and exams. The review team's report states that although the program provides students with adequate opportunities, several faculty and students mentioned limited funding for assistantships and lab equipment. The graduate program director provides adequate mentoring and advising for students. The review team suggested that the graduate program increase mentoring, collaborative research projects/course work and continue to create internship opportunities to meet student learning outcomes. The Mechanical Engineering Department expects growth in graduate student population. Students feel that the limitation of course work options would affect their future in the job market. The department may need an additional faculty line to resolve this problem. Faculty already started discussion on providing more diversity in the offerings of graduate and technical elective courses. In the review report, the review team observed that the faculty had mixed opinions about the objectives of the program. Nevertheless, according to the student surveys and faculty input, there is a high standard of excellence expected in the Mechanical Engineering graduate program.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:** __Southern Illinois University Edwardsville_____

2.   **Program Reviewed:** _Philosophy (UG)_____

3.   **Date:** _____2013-2014_____

4.   **Contact Person**: _P. Denise Cobb_____

   4.1.   **Telephone:** (618) 650-5609_____

   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 Department of Philosophy serves majors and students in many other fields.
   The program offerings are critical to general education, and the department has
   partnered with Engineering, Nursing, and others to develop courses to meet the
   needs of students in other major fields. Students gain skills that will allow them
   to thrive in a number of fields because they learn to solve problems, develop
   complex questions, improve their writing and speaking, become flexible and
   creative thinkers. These liberal arts skills and the strong background prepare
   students for graduate studies and provide the liberal learning that informs
   success in careers. Although the major enrollment is somewhat low, the
   numbers are similar to other peer programs. An overall decline in the perception
   of the value of a philosophy degree may be at play in this social, political, and
   economic context. The department does serve a large number of minors in
   Philosophy and Religious Studies.

   The program faculty members have a wide range of philosophical interests and
   approaches.   This diversity has contributed to their success and their
   contributions to other SIUE programs. The program contributes to students'
   understandings of logic, ethics, epistemology, and many other knowledge
   traditions. The department has hosted a high school ethics bowl and one of their
   majors recently represented SIUE as a Lincoln Laureate Award winner. The
   program's focus on justice and ethics continue to draw talented students to the
   department. The faculty members continue to be productive teacher-scholars
   and work in a variety of areas and tackle issues related to race, justice, health,

popular culture, and many other issues. The program will continue to be a vital force on campus, not only through majors, but through its minors, general education contributions, and applied ethics courses for other 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 increase its communication efforts with students by establishing more organizations/programs, establishing more faculty-student collaboration/mentoring, communicating these opportunities via media sources, and placing more emphasis on these qualities in promotion and tenure documents.
2. The program should assess the current curriculum within the major for its structure and make any appropriate changes. More specifically, the program should ensure that majors are getting the knowledge and skills they need.
3. The program should take steps to ensure that majors are consistently provided opportunities to engage their critical written and oral communication skills.
4. The program should continue to assess, monitor, and make any appropriate changes related to the consistency of the manner in which RA 101 is taught (especially in classes that are taught by adjuncts). In addition, consistency in the way ethics courses are being taught should be assessed and monitored.
5. The program should continue to monitor enrollment within the major and increase recruitment efforts into the major.
6. The program should be encouraged to add additional minors/service courses and promote the ones they have, but at the same time, make sure this does not come at a cost to the type of instruction provided to the students in the major, the enrollment in the major, and the clarity in goals/missions.
7. The program should continue to seek more lines for full-time instructor and tenure-track faculty hires. In doing so, the program should continue to strive for and monitor diversity within the faculty.
8. The program should continue to seek resolutions to its space issues.
9. The program should continue to monitor faculty morale.

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

Since the previous program review:

• The senior assignment has been redesigned to create a valuable capstone experience for students.
• In spring 2007, the Philosophy Department worked together to articulate its mission statement. The departmental mission and goals were revisited in fall 2012 during the department's strategic planning process.
• In 2009 CAS transitioned to professional advising, which replaced our former advising process. We now maintain one advisor who is a contact person for majors and minors, and who coordinates student mentoring, now equally distributed among faculty members.

- In 2008 the Faculty Senate approved a Salary Equity and Distribution Plan, incorporating most of the recommendations of members of the Philosophy Department. A significant equity distribution was allocated that year, which substantially ameliorated the perception that our salaries were below competitive levels.
- Since the last program review, we have lost 3 female faculty members: two resigned and one retired. The program was able to hire 2 new female faculty members in that period, which leaves the department with 4 where we formerly had 5 out of 14 tenure-track faculty.

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

The following recommendations emerged in the 2013-2014 program review:

Certainly, the program will continue to address the recommendations outlined in the program review 2013-2014. Thus far, the program has already made progress in relation to the program review.

The Philosophy Department made the following curricular changes:

- revised its major requirements to put a greater emphasis on the History of Philosophy, while ensuring that these courses have a significant writing component. The new program changes will be in effect fall 2016.
- introduced a new 200-level *Contemporary Moral Issues* course (to be taught beginning Spring 2016) to draw gen ed students
- increased its annual sections of PHIL 323 *Engineering, Ethics, and Professionalism* from 5 to 8
- increased its annual sections of PHIL 321 *Ethics in the Medical Community* from 8 to 11
- the three above bullet-points will allow PHIL 320 *Ethics* to better serve majors since these other courses will serve non-majors taking ethics courses

The Philosophy Department made the following changes to its recruitment and retention practices:

- increased informal events (e.g. student-faculty Meet-and-Greet)
- revised mentoring structure to focus on two faculty mentors
- begun production of a recruitment video
- hosted a high school ethics bowl on campus--with plans to do so annually
- reached out to promising students in our lower-level courses, and specifically to Pre-Law minors

Regarding Reasoning and Argumentation, the RA Coordinator now regularly:

- reviews syllabi for RA

- observes faculty—especially non-tenure-track instructors.
- conducts workshops for RA instructors

The Curriculum Council commends the department on how they have served the university in the capacity of providing many general education and service courses, as well as how they have partnered with other programs in maintaining a large number of double-majors, which is strongly supported. In addition, the department has articulated a plan to develop more minors, monitor enrollment, and increase recruitment efforts. The department has begun to address several of the recommendations made by the review team, including a formal process of ensuring increased consistency in the instructional methods used across faculty and instructors who teach RA 101, implementing a departmental writing guide to increase uniformity in faculty expectations of student writing. The program has also made a request for a full-time instructor as enrollment trends appear to be increasing. Also, the newly developed Philosophy Club held its first meeting on April 2014, in addition to mailings having been sent out to promising students to encourage their declaration of a Philosophy major (or double-major) to increase enrollment and retention. The program articulated its desire to see attention given to developing existing space in Peck Hall into a common meeting space for faculty meetings, even possibly opening up access to the open-air balconies in Peck Hall. The program also articulated that salary equity be "on the university radar" with a more current equity study needing to being conducted.

6. **Outcome**

6.1 Decision:

___X___ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Curriculum Council unanimously voted to rate the Philosophy undergraduate program as "in good standing." They rated the enrollment as sustainable and the completion data as satisfactory. According to the internal review, the program provides invaluable services to the university and should be highly commended for these efforts. The faculty and leadership within the department are very strong. Therefore, the "traits" of the program are mostly positive. Most of the opportunities for improvement lie within the major itself (e.g., more communication with students, curriculum issues). The contributions to other majors and general education along with a strong faculty bolstered their case.

PROGRAM REVIEW REPORT

1.   **Reporting Institution:**   Southern Illinois University Edwardsville   _____

2.   **Program Reviewed:**   Physics (UG)_____

3.   **Date:** _____2013-2014_____

4.   **Contact Person**:   P. Denise Cobb_____

     4.1.   **Telephone:** (618) 650-5609_____

     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].

        According to the Institute of Physics, the discipline remains a viable pathway for students to gain "highly regarded transferable skills." In the past few years, the program has significantly increased the number of its majors. Recently, the program has strengthened recruitment through exploring articulation agreements with community colleges and promoting the physics program to high school students that are interested in physics in the state of Illinois. Currently, the physics department is planning new 2+2 articulation agreements with community colleges and developing plans for international recruitment.

        Nevertheless, the number of majors is low relative to some other majors. According to a report "Focus on Physics Bachelor's Degrees," published in September 2012 by the American Institute of Physics (AIP), 68% of bachelor's only granting physics departments graduate 5 or fewer students per year using 3-years average. SIUE Physics Department graduated more than 5 over 3-years average. This puts us on the top 32% (out of 503 departments) departments that graduate more than 5. From the data one can see that our graduation rate is typical for most physics departments that offer a bachelor's as their highest physics degree.

        Physics instruction is critical to many fields of study from engineering, astronomy, biophysics, and environmental sciences, science, and physics education (in which there remains a chronic shortage). As such, the department contributes to majors throughout the university and is essential for the success of

many other programs. More than 97% of about 7000 SCH are produced from non-physics majors.

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

Recommendation 1: Student advising practices should be enhanced: communication should be improved between the Physics Department and the CAS Advising; students taking courses without the proper pre-requisites should be evaluated; and mentoring of students in addition to advising should be increased.

Recommendation 2: Increase enrollment of Physics majors and determine reasons for students leaving the program; monitor the specializations for impact on enrollment and on teaching loads.

Recommendation 3: Create a policy for teaching assistant workload and supervision to define both faculty and student expectations.

Recommendation 4: Plan ahead for impending impacts on teaching loads.

Recommendation 5: Communication between all members of the department and with students could be enhanced.

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

Since the previous review, the program has undertaken the following initiatives:

1. The physics department finalized its strategic plan and its mission statement. Both were submitted to the CAS dean's office by the end of spring 2007.
2. The strategic plan developed in 2007 did not have a strong plan for recruitment. However, with new leadership in the department several recruiting efforts were initiated. Most of the efforts are reflected in the new strategic plan. Recently we started to see the fruits of our efforts in the increase in the number of physics majors.
3. The P&T committee, Merit Review Committee, and the chair follow the physics department procedures for P&T and Merit evaluations. The faculty members are given accurate evaluation based on our departmental working papers. In particular, three untenured faculty members are evaluated carefully for both the annual and retention reviews to ensure that they have successful tenure and promotion application.
4. The physics faculty members were involved during the design process for the renovation of the current science building. Each member of the physics faculty will have an adequate research lab space.

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

In the 2013-2014 review, the following recommendations were addressed:

Recommendation 1: The program has initiated meetings with unit level advisors and changed the ways in which majors are advised initially. The changes require an initial meeting with the chair and receipt of a plan of study. The prerequisite problem has been remedied. The department has also adopted a mentoring and retention plan and required a course "Career Preparation in Physics," a one credit hour course that helps increase communication , strengthen mentoring, and prepare students for career options in the field.

Recommendation 2: As discussed previously, the program is actively seeking to improve recruitment and enrollment. The program is paying particular attention to students who do not compete. As such, they are determining how to help prepare transfer students and how to improve preparation early in the major for all students.

Recommendation 3: The department developed a new policy to address this recommendation.

Recommendation 4: The Chair's response to the program review indicates that the teaching load is consistent with the faculty handbook. The program will continue to work to appropriately handle instructional needs with declining budgets.

Recommendation 5: The minutes of all departmental meetings are now distributed and there is communication with students via emails and more directly with the student club.

6.   Outcome

6.1   Decision:

X____ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The Curriculum Council unanimously voted to rate the Physics undergraduate program as "in good standing." They also rated the enrollment as sustainable and the completion data as satisfactory. Nevertheless, the Council recommended monitoring the teaching load due the potential of the new specializations to lower course enrollments as students separate into the specializations. The program received a rating from the internal review team of "Notable Merit: Well developed with positive outcomes or traits in many areas".

The Curriculum Council commended the department on how they have developed a reasonable plan for growth, particularly the move toward additional

specializations within the department to assist with recruitment, as well as the concerns noted with advisement by students and faculty between program and CAS advising. The department has begun to address several of the recommendations made by the review team, including a formal advising session with the department chair and a plan to share this information with CAS advising, improving the faculty-student mentoring process to be more equitable across faculty, and ongoing monitoring of enrollment trends. Also, formal procedures for Teaching Assistants are currently being developed with the plan to have them in place by fall 2015.

Program Review Schedule
Southern Illinois University Carbondale
July 1, 2015

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.
13.0301	M.S. Ed. in Curriculum and Instruction	COEHS	2012	2014-15		x	CAEP (formally(NCATE)				9
13.0301	Ph.D. in Education (Curriculum and Instruction)	COEHS	2011	2014-15		x	CAEP (formally(NCATE)				9
13.0401	M.S.Ed. in Educational Administration, Principalship and Superintendency programs	COEHS	2012	2014-15		x	CAEP (formally(NCATE)			8/15/2003	9
13.0401	Ph.D. in Education (Educational Administration)	COEHS	2011	2014-15		x	CAEP (formally(NCATE)				9
13.1399	M.S. in Mathematics and Science Education	COEHS	2012	2014-15		x	CAEP (formally(NCATE)	1/22/2009			9
42.1801	M.S.Ed. in Educational Psychology	COEHS	2003	2014-15		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
14.0801	B.S. in Civil Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. in Computer Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9
14.1001	B.S. in Electrical Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
14.1901	B.S. in Mechanical Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
14.2101	B.S. in Mining Engineering	COEng	2008-09	2014-15		x	Accreditation Board for Engineering and Technology (ABET)				9
15.0000	B.S. in Engineering Technology	COEng	2014/2015	2014-15		x	Accreditation Board for Engineering and Technology (ABET)			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.
15.0000	B.S. in Engineering Technology, Elect. Eng. Tech specialization	COEng	2014/2015	2014-15		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
51.0701	B.S. in Health Care Management	CASA	2008	2014-15	x		Association of University Programs in Health Administration (AUPHA)- DROPPED 2011 Awaiting decision on Reaccreditation				1,9
30.1901	B.S. in Human Nutrition and Dietetics	COAS	2010	2015-16		x	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA)			4/11/2007	9
52.0201	B.S. in Business and Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0201	Executive M.B.A.	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				1
52.0201	M.B.A.	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0201	Ph.D. in Business Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	B.S. in Accounting	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	Master of Accountancy	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				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.
52.0601	B.S. in Business Economics	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. in Finance	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9
52.1301	B.S. in Management	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. in Marketing	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2013	2015-16		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)				9,10
51.2399	Post Baccalaureate Certificate in Addiction Studies	COEHS	2013	2015-16		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)			12/19/2005	9
15.0612	B.S. in Industrial Technology	COEng	2009	2015-16		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	10/18/2007		5/31/2001	1, 5, 6, 7, 8, 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

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.
51.1201	**Doctor of Medicine**	SOM	2007	2015-16		x	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9
	Laboratory Animal Program	VCR/ SOM	2012	2015-16		x	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999	9
19.0501	**Certificate in Hospitality and Tourism Administration**	COAS		2015-16				1/18/2011			
45.0701	**B.A. and B.S. in Geography and Environmental Resources**	COLA	2007	2015-16	x					8/4/2004	9
45.0701	**M.S. in Geography and Environmental Resources**	COLA	2007	2015-16	x					7/11/2002 8/4/2004	9
22.0201	**Master of Laws (L.L.M.)**	Law		2015-16	x			8/14/2003			5, 9
22.0203	**Master of Legal Studies (M.L.S.)**	Law		2015-16	x			8/14/2003			5, 9
90.2201	**Center for Health Law and Policy**	Law	2006	2015-16	x			5/15/2003			9
30.0601	**P.S.M. in Advanced Energy and Fuels Management**	VCR		2015-16	x			6/2/2009			
	Center for Integrated Research in Cognitive and Neurosciences	VCR		2015-16				1/25/2005			9
43.0202	**B.S. in Fire Service Management**	CASA	2011	2016-17		x	International Fire Service Accreditation Congress (IFSAC)			1/13/2006	1,3 ,9, 10
51.0201	**B.S. in Communication Disorders and Sciences**	COEHS	2009	2016-17		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.0201	**M.S. in Communication Disorders and Sciences**	COEHS	2009	2016-17		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				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.
51.2208	**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	**M.S. in Rehabilitation Counseling**	COEHS	2010	2016-17		x	Council on Rehabilitation Education (CORE)				9,10
22.0302	**B.S. in Paralegal Studies**	COLA	2011	2016-17		x	American Bar Association (ABA) Standing Committee on Paralegals			3/8/2004 1/11/2005	9
11.0701	**B.S. in Computer Science**	COS	2010	2016-17		x	Accreditation Board for Engineering and Technology (ABET)				9
	Paul Simon Public Policy Institute	Chanc	2006-07	2016-17	x			Jan-97			9
31.0101	**M.S.Ed. in Recreation**	COEHS		2016-17	x						9
	Center for Autism Spectrum Disorders	COEHS	2008	2016-17	x			7/7/2003			9
16.0101	**B.A. in Languages, Cultures, and International Studies; French, East Asian Language and Culture, German, Spanish, Foreign Language and International Trade, African and Middle East Studies, Asia and South Pacific Studies, Europe Studies, Latin America and Caribbean Studies, American Sign language minor**	COLA		2016-17	x			10/31/2013			9
12.0301	**B.S. in Mortuary Science and Funeral Service**	CASA	2010	2017-18		x	American Board of Funeral Service Education (ABFSE)				9
19.0901	**B.S. 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	**B.S. in Interior Design**	CASA	2010	2017-18		x	Council for Interior Design Accreditation (Formerly FIDER)				9
50.0408	**B.S. in Interior Design**	CASA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)				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.
51.0806	A.A.S. in Physical Therapist Assistant	CASA	2008	2017-18		x	Commission on Accreditation in Physical Therapy Education (CAPTE)				9
51.0907	M.S. 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
51.0912	M.S. in Physician Assistant Studies	CASA	2009	2017-18		x	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006			9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2011	2017-18		x	Association for Behavior Analysis (ABA)				2
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2011	2017-18		x	Association for Behavior Analysis International (ABAI)	12/15/2008			6
50.0401	B.A. in Design	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/1/2006	9
50.0701	B.A. and B.S. in Art	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/25/2006	9
50.0702	B.F.A. in Art	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	M.F.A. in Art	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)				9
50.0703	Post-Baccalaureate Certificate in Art History	COLA		2017-18		x	National Association of Schools of Art and Design (NASAD)	7/17/2000			9
09.0102	M.F.A. in Mass Communication and Media Arts	MCMA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/27/2005	9
50.0602	B.A. 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
90.4202	Clinical Center	APAA	2009-10	2017-18	x						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.
	Center for Innovation	COB	2010	2017-18	x			6/8/2005			9
14.0101	Ph.D. in Engineering Science	COEng	2009-10	2017-18	x			10/11/2006		12/2/2004	9
14.0801	M.S. in Civil Engineering	COEng	2013-14	2017-18	x						5,9
14.0899	M.E. in Civil & Environmental Engineering	COEng	2013-14	2017-18	x			4/7/2009			9
14.1001	M.S. in Electrical and Computer Engineering	COEng	2009-10	2017-18	x					8/4/2004	9
14.1001	Ph.D. in Electrical and Computer Engineering	COEng	2009-10	2017-18	x					10/11/2006	9
14.1901	M.S. in Mechanical Engineering	COEng	2009-10	2017-18	x						9
14.2101	M.S. in Mining Engineering	COEng	2013-14	2017-18	x						9
15.0613	M.S. in Manufacturing Systems	COEng	2009-10	2017-18	x						9
90.1418	Center for Advanced Friction Studies	COEng	2009-10	2017-18	x						9
40.0501	M.S. in Chemistry	COS	2009-10	2017-18	x						9
40.0501	Ph.D. in Chemistry	COS	2009-10	2017-18	x						9
40.0501	B.A. and B.S. in Chemistry	COS	2009-10	2017-18	x		American Chemical Society (Membership)				9
40.0601	B.A. and B.S. in Geology	COS	2009-10	2017-18	x						9
40.0601	M.A. and M.S. in Geology	COS	2009-10	2017-18	x					5/29/2001 5/17/2002	9
40.0601	Post-Baccalaureate Graduate Certificate in Earth Science	COS	2009-10	2017-18	x			5/29/2001			9
40.0801	B.S. in Physics	COS	2009-10	2017-18	x						9
40.0801	M.S. in Physics	COS	2009-10	2017-18	x						9
40.0801	Ph.D. in Applied Physics	COS	2009-10	2017-18	x			2/1/2005			9
90.4005	Fermentation Science Institute	COS		2017-18				6/13/2014			9
90.0303	Fisheries and Illinois Aquaculture Center	VCR	2009-10	2017-18	x					7/15/1999	9
90.0306	Cooperative Wildlife Research Laboratory	VCR	2009-10	2017-18	x						9
90.4006	Coal Extraction and Utilization Research Center	VCR	2009-10	2017-18	x						9
15.0803	B.S. in Automotive Technology	CASA	2012	2018-19		x	National Automotive Technicians Education Foundation			4/7/2009	9

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49.0102	A.A.S. in Aviation Flight	CASA	2014-15	2018-19		x	Aviation Accreditation Board International (AABI) & Flight Standards District Office				9
13.1307	B.S. in Health Education	COEHS	2010-11	2018-19		x	National Council for Accreditation of Teacher Education (NCATE)/American Association for Health Education (AAHE)				9
44.0701	B.S. in Social Work	COEHS	2010	2018-19		x	Council on Social Work Education				9
44.0701	Master of Social Work	COEHS	2010	2018-19		x	Council on Social Work Education				9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2013	2018-19		x	Association for Behavior Analysis International (ABAI)				9
23.1001	Ph.D. In Communication Studies (Theatre)	COLA	2010-11	2018-19		x	National Association of Schools of Theatre (NAST)				9
13.0406	M.S.Ed. in Higher Education	COEHS	2010-11	2018-19	x						9
13.1001	M.S.Ed. in Special Education	COEHS	2010-11	2018-19	x						9
13.1307	M.S.Ed. in Health Education	COEHS	2010-11	2018-19	x				6/6/2014		9
13.1307	Ph.D. in Education (Health Education)	COEHS	2010-11	2018-19	x						9
13.1320	B.S. in Workforce Education and Development	COEHS	2010-11	2018-19	x					8/15/03 3/9/2005	1, 8, 9
13.1320	M.S.Ed. in Workforce Education and Development	COEHS	2010-11	2018-19	x					1/10/2003	9
13.1320	Ph.D. in Workforce Education and Development	COEHS	2010-11	2018-19	x						9
31.0505	M.S.Ed. in Kinesiology	COEHS	2010-11	2018-19	x					8/23/2006	9
51.0704	M.S. in Rehabilitation Administration and Services	COEHS	2010-11	2018-19	x						5,9

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.
51.2399	Ph.D. in Rehabilitation	COEHS	2010-11	2018-19	x					2/1/2005	9
90.1313	Center for Workforce Development	COEHS	2010-11	2018-19	x			5/29/2001			9
23.0101	B.A. and B.S. in English	COLA	2010-11	2018-19	x						9
23.0101	M.A. in English	COLA	2010-11	2018-19	x						9
23.0101	Ph.D. in English	COLA	2010-11	2018-19	x						9
23.0501	Master of Fine Arts in Creative Writing	COLA	2010-11	2018-19	x						9
23.1001	B.S. in Communication Studies	COLA	2010-11	2018-19	x						9
23.1001	M.A. in Communication Studies	COLA	2010-11	2018-19	x					6/2/2009	9
23.1001	Ph.D. in Communication Studies	COLA	2010-11	2018-19	x						9
24.0101	B.A. and B.S. in University Studies	COLA	2010-11	2018-19	x						9
45.0601	B.A. in Economics	COLA	2010-11	2018-19	x					1/16/2003	9
45.0601	M.A. and M.S. in Economics	COLA	2010-11	2018-19	x						9
45.0601	Ph.D. in Economics	COLA	2010-11	2018-19	x						9
26.0301	B.A. and B.S. in Plant Biology	COS	2010-11	2018-19	x					4/10/2001 3/16/2007	9
26.0301	M.S. in Plant Biology	COS	2010-11	2018-19	x						9
26.0301	Ph.D. in Plant Biology	COS	2010-11	2018-19	x						9
26.0502	B.S. in Microbiology	COS	2010-11	2018-19	x					9/29/2003	9
26.0701	B.A. and B.S. in Zoology	COS	2011-12	2018-19	x						9
26.0701	M.S. in Zoology	COS	2011-12	2018-19	x						9
26.0701	Ph.D. in Zoology	COS	2011-12	2018-19	x						9
27.0101	B.A. and B.S. in Mathematics	COS	2011-12	2018-19	x						9
27.0101	M.A. and M.S. in Mathematics	COS	2011-12	2018-19	x						9
27.0101	Ph.D. in Mathematics	COS	2011-12	2018-19	x						9
26.0205	M.S. in Molecular Biology, Microbiology & Biochemistry	COS/ SOM	2010-11	2018-19	x					5/11/2004	9
26.0205	Ph.D. in Molecular Biology, Microbiology & Biochemistry	COS/ SOM	2010-11	2018-19	x						9
26.0901	B.S. in Physiology	COS/ SOM	2010-11	2018-19	x					9/29/2003	9
26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	COS/ SOM	2010-11	2018-19	x						9
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	COS/ SOM	2010-11	2018-19	x						9
	Global Media Research Center	MCMA	2010-11	2018-19	x			12/8/2004			9

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26.0902	Post-Baccalaureate Certificate in Anatomy	SOM	2010-11	2018-19	x			9/10/2001			9
26.1001	M.S. in Pharmacology & Neuroscience	SOM	2010-11	2018-19	x					6/2/2009	9
26.1001	Ph.D. in Pharmacology & Neuroscience	SOM	2010-11	2018-19	x					6/2/2009	9
90.2615	Neuroscience Institute	SOM		2018-19	x			4/9/2015			5
90.5113	Parkinson Disease Center	SOM	2010-11	2018-19	x			4/25/2000			9
90.5113	Simmons Cancer Institute	SOM	2010-11	2018-19	x			4/5/2000			9
90.5114	Center for Alzheimer Disease and Related Disorders	SOM	2010-11	2018-19	x						9
90.0301	Touch of Nature, Camp Little Giant	APAA	2010-11	2019-20		x	American Camp Association (ACA)				9
51.0602	B.S. in Dental Hygiene	CASA	2014-15	2019-20		x	Commission on Dental Accreditation (CODA) of the American Dental Association				9
52.0999	B.S. in Hospitality and Tourism Administration	COAS	2010-11	2019-20		x	Accreditation Commission for Programs in Hospitality Administration (ACPHA)			4/11/2007	9
13.1001	B.S. in Special Education	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
13.1202	B.S. in Elementary Education	COEHS	2012	2019-20		x	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	National Council for Accreditation of Teacher Education (NCATE)	8/14/2003			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.
13.1210	B.S. in Early Childhood	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children (NAEYC)				9
13.1314	B.S. in Physical Education Teacher Education	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for Sport & Physical Education (NASPE)			11/20/2007	9
42.1801	Ph.D. in Education (Educational Psychology)	COEHS	2011-12	2019-20	x	x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
45.0101	B.S. in Social Science	COEHS	2011-12	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)			3/8/2004	9
42.0101	Ph.D. in Psychology, Clinical	COLA	2012	2019-20		x	American Psychological Association (APA), Committee on Accreditation				9
50.0501	M.F.A. in Theater	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)				9
50.0501	B.A. in Theater	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)				9
50.0599	B.F.A. in Musical Theater	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)	5/23/2008			9
50.0599	B.F.A. in Musical Theater	COLA	2010	2019-20		x	National Association of Schools of Music (NASM)	5/23/2008			9

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09.0401	B.S. in Journalism	MCMA	2014-15	2019-20		x	Accrediting Council on Education in Journalism and Mass Communications			8/21/2006	9
	Exploratory Students	APAA	2010-11	2019-20	x			7/31/2012			9
11.0103	B.S. in Information Systems Technologies	CASA	2010-11	2019-20	x			5/28/2015		9/22/1999	9
15.0399	B.S. in Electronics Systems Technologies	CASA	2010-11	2019-20	x						1, 9
90.5122	Center for Rural Health & Social Service Development	Chanc	2011-12	2019-20	x						9
01.0000	B.S. in Agricultural Systems and Education; Agricultural Syst. Tech.Spec.	COAS	2010-11	2019-20	x		American Society of Agricultural and Biological Engineers (ASABE)_DROPPED 2012			11/5/2003 3/3/2011	9
01.0000	Ph.D. in Agricultural Sciences	COAS	2011-12	2019-20	x			12/4/2007			9
01.0103	B.S. in Agribusiness Economics	COAS	2010-11	2019-20	x						9
01.0103	M.S. in Agribusiness Economics	COAS	2010-11	2019-20	x						9
19.0501	M.S. in Food and Nutrition	COAS	2011-12	2019-20	x					8/4/2004	9
31.0505	B.S. in Exercise Science	COEHS	2011-12	2019-20	x					11/20/2007	9
51.2399	B.S. in Rehabilitation Services	COEHS	2011-12	2019-20	x						9
14.0501	M.S. & Master of Engineering in Biomedical Engineering	COEng	2011-12	2019-20	x			8/14/2007			9
16.0101	M.A. in Foreign Languages and Literatures	COLA	2011-12	2019-20	x					2/14/2002 5/31/2006	9
16.9999	B.A. in Foreign Language and International Trade	COLA	2011-12	2019-20	x				10/31/2013		9
03.0201	Ph.D. in Environmental Resources and Policy	COLA/ COAS	2011-12	2019-20	x						9
11.0701	B.A. in Computer Science	COS	2011-12	2019-20	x						9
11.0701	M.S. in Computer Science	COS	2011-12	2019-20	x						9
11.0701	Ph.D. in Computer Science	COS	2011-12	2019-20	x			12/5/2006			9
26.0101	B.S. in Biological Sciences	COS	2011-12	2019-20	x					9/29/2003	9
26.0101	M.S. in Biological Sciences	COS	2011-12	2019-20	x						9
04.0201	B.S. in Architectural Studies	CASA	2013	2020-21		x	National Architectural Accrediting Board (NAAB)				9

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04.0201	**Master of Architecture**	CASA	2013	2020-21		x	National Architectural Accrediting Board (NAAB)	10/10/2006			9
51.0907	**B.S. 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	**B.S. in Radiologic Sciences (Radiation Therapy)**	CASA	2012	2020-21		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
03.0501	**B.S. in Forestry**	COAS	2010	2020-21		x	Society of American Foresters (SAF)			8/4/2004	9
50.0901	**B.A. 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
90.0301	**Touch of Nature**	APAA	2012-13	2020-21	x						9
30.9999	**B.S. in Technical Resource Management**	CASA	2012-13	2020-21	x					10/27/2005	9
49.0104	**B.S. in Aviation Management**	CASA	2012-13	2020-21	x					7/15/1999	9,10
01.0699	**B.S. in Horticulture**	COAS	2012-13	2020-21	x					7/6/2013	9
01.0901	**B.S. in Animal Science**	COAS	2012-13	2020-21	x						9
01.0901	**M.S. in Animal Science**	COAS	2012-13	2020-21	x						9
01.1101	**M.S. in Plant, Soil and Agricultural Systems**	COAS	2012-13	2020-21	x					1/8/2009	9
01.1201	**B.S. in Crop, Soil and Environmental Management**	COAS	2012-13	2020-21	x					7/6/2013	9
03.0501	**M.S. in Forestry**	COAS	2012-13	2020-21	x						9
90.0110	**Beef Evaluation Station**	COAS	2012-13	2020-21	x						9
90.0111	**Illinois Soybean Center**	COAS	2012-13	2020-21	x					5/31/2007	9
30.1101	**Post-Baccalaureate Gerontology Certificate Program**	COEHS	2012-13	2020-21	x			11/9/1999			9
05.0201	**B.S. in Africana Studies**	COLA	2012-13	2020-21	x						9
13.1401	**M.A. in Teaching English to Speakers of Other Languages**	COLA	2012-13	2020-21	x						9
16.0102	**B.A. in Linguistics**	COLA	2012-13	2020-21	x					10/26/2005	9

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16.0102	M.A. in Applied Linguistics	COLA	2012-13	2020-21	x						9
38.0101	B.A. in Philosophy	COLA	2012-13	2020-21	x						9
38.0101	M.A. in Philosophy	COLA	2012-13	2020-21	x						9
38.0101	Ph.D. in Philosophy	COLA	2012-13	2020-21	x						9
42.0101	B.A. in Psychology	COLA	2012-13	2020-21	x						9
42.0101	M.A. and M.S. in Psychology	COLA	2012-13	2020-21	x						9
42.0101	M.A. and M.S. in Psychology, Clinical & Counseling	COLA	2012-13	2020-21	x						9
42.0101	Ph.D. in Psychology	COLA	2012-13	2020-21	x						9
09.0102	M.A. in Media Theory and Research	MCMA	2012-13	2020-21	x					9/12/2005	9
09.0102	Ph.D. in Mass Communication and Media Arts	MCMA	2012-13	2020-21	x						9
09.0199	M.S. in Professional Media and Media Management Studies	MCMA	2012-13	2020-21	x					9/12/2005	9
09.0701	B.A. in Radio-Television	MCMA	2012-13	2020-21	x					8/21/2006	9
90.4005	Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	VCR	2012-13	2020-21				6/1/2000			9
42.0101	Ph.D. in Psychology, Counseling	COLA	2014-15	2021-22		x	American Psychological Association (APA), Committee on Accreditation				9
44.0401	M.P.A. Master of Public Administration	COLA	2014-15	2021-22		x	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9
	Center for English as a Second Language	COLA	2014-15	2022-23		x	Commission on English Lanaguage (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)				9
90.5207	Small Business Development Center	Chanc	2014-15	2022-23	x						9

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31.0101	**B.S. in Recreation**	COEHS	2014-15	2022-23	x		National Recreation and Park Association, NRPA/AAPAR Council on Accreditation _DROPPED 2012				9
31.0504	**B.S. in Sport Administration**	COEHS	2014-15	2022-23	x						
05.0207	**Women, Gender and Sexuality Studies**	COLA	2014-15	2022-23	x					5/18/2011	9
43.0103	**B.A. in Criminology & Criminal Justice**	COLA	2014-15	2022-23	x					6/2/2009	9
43.0103	**M.A. in Criminology & Criminal Justice**	COLA	2014-15	2022-23	x					6/2/2009	9
45.0201	**B.A. in Anthropology**	COLA	2014-15	2022-23	x						9
45.0201	**M.A. in Anthropology**	COLA	2014-15	2022-23	x						9
45.0201	**Ph.D. in Anthropology**	COLA	2014-15	2022-23	x						9
45.0401	**Ph.D. in Criminology and Criminal Justice**	COLA	2014-15	2022-23	x			6/7/2011			9
45.1001	**B.A. in Political Science**	COLA	2014-15	2022-23	x					5/1/2000	9
45.1001	**M.A. in Political Science**	COLA	2014-15	2022-23	x						9
45.1001	**Ph.D. in Political Science**	COLA	2014-15	2022-23	x						9
45.1101	**B.A. in Sociology**	COLA	2014-15	2022-23	x						9
45.1101	**M.A. in Sociology**	COLA	2014-15	2022-23	x						9
45.1101	**Ph.D. in Sociology**	COLA	2014-15	2022-23	x						9
50.0703	**M.A. in Art History and Visual Culture**	COLA	2014-15	2022-23	x			6/7/2011			9
54.0101	**B.A. and B.S. in History**	COLA	2014-15	2022-23	x						9
54.0101	**M.A. in History**	COLA	2014-15	2022-23	x						9
54.0101	**Ph.D. in Historical Studies**	COLA	2014-15	2022-23	x						9
90.4503	**Center for Archaeological Investigations**	COLA	2014-15	2022-23	x						9
40.0601	**Ph.D. 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
51.1007	**Histotechnology Certificate**	SOM	2014-15	2022-23	x			5/18/2011			9
90.1418	**Materials Technology Center**	VCR	2014-15	2022-23	x						9
47.0609	**B.S. in Aviation Technologies**	CASA	2011	At FAA Discre-tion		x	Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999	8,9

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90.5211	Center for International Business and Cultures	COB		X	x				2/11/2014		9
90.5212	Pontikes Center for the Management of Information	COB	2002-03	X	x			15-Jul	Seeking Elimination approval		9
13.1320	Instructional Systems Design Specialist Certificate (on-line)	COEHS		x	x			1/18/2011	1/22/2015		9
16.0501	B.A. and B.S. in German Studies	COLA	2012	X	x				10/31/2013	1/18/2002	9
16.0901	B.A. and B.S. in French	COLA	2012	X	x				10/31/2013		9
16.0905	B.A. and B.S. in Spanish	COLA	2012	X	x				10/31/2013		9
16.1200	B.A. in Classics	COLA	2012	X	x				10/31/2013		9
30.2001	B.A. in International Studies	COLA		X	x			10/5/2010	10/31/2013		9

	SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE	
	PROGRAM REVIEW SCHEDULE	
	JUNE 2015	
REPORT YEAR[1]	**INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)**	**ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)[2]**
2015	Health Professions/Related Sciences: • Anatomy – Histotechnology Certificate[3]	Medical Education Programs: • Undergraduate Medical Education
2016	None	None
2017	None	Medical Education Programs: • Physician Assistant Program[7]
2018	None	Medical Education Programs: • Continuing Medical Education
2019	Health Professions/Related Sciences: • Molecular Biology, Microbiology, and Biochemistry – Graduate[4] • Pharmacology – Graduate • Physiology – Graduate[4] • Anatomy – Post-Baccalaureate Certificate[5] Organized Public Service/Research Centers: • SIU Center for Alzheimer's Disease and Related Disorders (incl. Parkinson Disease Center) • Simmons Cancer Institute at SIU • Neuroscience Institute[3]	None
2020	Health Professions/Related Sciences: • Anatomy – Histotechnology Certificate[8] Organized Public Service/Research Centers: • SIU Center for Rural Health and Social Service Development[6]	None
2021	• None	None
2022	• None	None

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) Anatomy – Post-Baccalaureate Certificate program is reviewed and reported within the Physiology program review.
6) SIU Center for Rural Health and Social Service Development was reassigned to the SIU School of Medicine in March 2013.
7) The SIU Physician Assistant Program was reassigned to the SIU School of Medicine in July 2012.
8) 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.

Southern Illinois University Edwardsville - Undergraduate Programs

Arts & Sciences	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
Anthropology	2011-2012	In Good Standing	2004	2019-2020	2014-2015		
Art & Design	2009-2010	In Good Standing	2002-2003	2017-2018	2013-2014		
Biological Sciences	2008-2009	In Good Standing	2000-2001	2016-2017	2012-2013		
Chemistry	2013-2014	In Good Standing	2008-2009	2018-2019	No interim reviews because of short ACS cycle		
Criminal Justice Studies	2014-2015	In Good Standing	2005-2006	2021-2022	2018-2019		
Economics	2012-2013	In Good Standing	2005-2006	2017-2018	2015-2016		
English	2009-2010	In Good Standing	2000-2001	2017-2018	2013-2014		
Foreign Languages	2011-2012	Flagged for Priority Review	1996-1997	2015-2016	2015-2016		
Geography	2014-2015	In Good Standing	2004-2005	2021-2022	2018-2019		
History	2014-2015	In Good Standing	2004-2005	2021-2022	2018-2019		
Liberal Studies	2014-2015	Flagged for Priority Review	2006-2007	2018-2019			6/30/2015
Mass Communications	2011-2012	In Good Standing	1999	2019-2020	2014-2015		
Mathematics & Statistics	2008-2009	In Good Standing	2002-2003	2016-2017	2012-2013		
Music	2009-2010	In Good Standing	1998-1999	2017-2018	2013-2014		
Philosophy	2013-2014	In Good Standing	2006-2007	2020-2021	2016-2017		

	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
Physics	2013-2014	In Good Standing	2006-2007	2020-2021	2016-2017		6/30/2015
Political Science	2014-2015	In Good Standing	2005-2006	2014-2015	2018-2019		
Social Work	2009-2010	In Good Standing	1997-1998	2017-2018	2018-2019		
Sociology	2014-2015	In Good Standing	2005-2006	2021-2022	2018-2019		
Applied Communication Studies (formerly Speech Communication)	2009-2010	In Good Standing	2000-2001	2017-2018	2013-2014		
Theater & Dance	2010-2011	In Good Standing	2002-2003	2018-2019	2014-2015		
Integrative Studies						2016-2017	

Business	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
Accountancy	2012-2013	In Good Standing	2005-2006	2017-2018	2015-2016		
Business Administration	2012-2013	Flagged for Priority Review	2005-2006	2015-2016			
Business Economics/Finance	2012-2013	In Good Standing	2005-2006	2017-2018	2015-2016		
CMIS	2012-2013	In Good Standing		2017-2018	2015-2016		

Education, Health and Human Behavior	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
Curriculum and Instruction: Early Childhood Education	2003-2004 (with ECE)	In Good Standing	1995	2015-2016	2013-2014		
Curriculum and Instruction: Elementary Education	2003-2004 (with Elementary Ed)	In Good Standing	1995	2015-2016	2013-2014		
Exercise and Wellness & Community Health	2003-2004 (Under Kinesiology review)	In Good Standing	1994-1995	2013-2014	2016-2017	Note program changed from Exercise and Wellness to Exercise Science in 2011	

Health Education	2011-2012	In Good Standing	2003-2004	2019-2020	2014-2015		
Kinesiology	see specific programs	In Good Standing	1994-1995	2011-2012	2014-2015		
Physical Education & Teacher Education	2011-2012	In Good Standing	1994-1995			Program applied for elimination	6/30/2015
Psychology	2010-2011	In Good Standing	2003-2004	2018-2019			
Special Education	2003-2004	In Good Standing	1994	2015-2016	2013-2014		
Speech Language Pathology & Audiology	2010-2011	In Good Standing	2001-2002	2018-2019	2013-2014		
Exercise Science	2013-2014	In Good Standing			2016-2017		
Nutrition						2016-2017	

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	2006-2007	2019-2020	2016-2017		
Computer Science	2013-2014	In Good Standing	2006-2007	2019-2020	2016-2017		
Construction	2012-13	In Good Standing	2004-2005	2018-2019	2016-2017		
Electrical and Computer Engineering	2013-2014	In Good Standing	2006-2007	2019-2020	2016-2017		
Industrial & Manufacturing Engineering (Note: Manufacturing Engineering has been approved for elimination.)	2013-2014	In Good Standing	2006-2007	2019-2020	2016-2017		Manufacturing (6/30/15)
Mechanical Engineering	2013-2014	In Good Standing	2006-2007	2019-2020	2016-2017		

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	2014-2015	In Good Standing	2006-2008	2021-2022	2010-2011		

Southern Illinois University Edwardsville - Graduate Programs

Arts & Sciences	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
Art	2009-2010	In good standing	2003		2017-2018	2013-2014			
Art Therapy Counseling	2009-2010	In good standing	2003		2017-2018	2013-2014			
Biological Sciences	2008-2009	In good standing	2000-2001	2012-2013	2008-2009 2016-2017	2012-2013			
Biotechnology Management	2012-2013	Suspend Enrollment	Program began in 2005	Fall 2006	2016-2017	2016-2017		6/30/2015	
Chemistry	2013-2014	In good standing	2008-2009		2018-2019	No interim reviews because of short accrediting agency cycle			
English	2009-2010	In good standing	2000-2001		2017-2018	2013-2014			2 to be reviewed
Environmental Sciences	2008-2009	In good standing	2000-2001	2012-2013	2016-2017	2012-2013			
Environmental Science Management	2012-2013	Flagged for priority review	Program began in 2005	2012-2013	2016-2017	2016-2017			
Geographical Studies	2014-2015	In good standing	2005-2006	2010-2011	2021-2022	2018-2019			
History	2004-2005	In good standing	1997-1998	2010-2011	2014-2015	2010-2011 2018-2019			1 to be reviewed
Mass Communications	2011-2012	In good standing	1998-1999		2019-2020	2014-2015			1 to be reviewed
Mathematics	2008-2009	In good standing	1993-1994	2012-2013	2016-2017	2012-2013			
Music	2009-2010	In good standing	1998-1999		2017-2018	2013-2014			2 to be reviewed

	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
Physics	2006-2007	Program Suspended 2009	1999-2000	2001-2002	2010-2011			6/30/2015	
Public Administration	2012-2013	In good standing	2003-2004	2003-2004	2019-2020	2015-2016			
Social Work	2014-2015	In good standing	2005-2006	2010-2011	2021-2022	2018-2019			
Sociology	2014-2015	gged for priority rev	2005-2006	2010-2011	2017-2018			6/30/2015	
Applied Communication Studies (formerly Speech Communication)	2009-2010	In good standing	2000-2001		2017-2018	2013-2014			

Business	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
Accountancy	2012-2013	In good standing	2005-2006	2008	2017-2018	2015-2016			
Business Administration	2012-2013	In good standing	2005-2006	2008	2017-2018	2015-2016			
CMIS	2012-2013	In good standing	2005-2006	2008	2017-2018	2015-2016			
Economics and Finance	2012-2013	In good standing	2005-2006	2008	2017-2018	2015-2016			
Marketing Research	2012-2013	In good standing	2005-2006	2008	2017-2018	2015-2016			

Education, Health and Human Behavior	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
Educational Administration (including the PM)	2011-2012	Flagged for priority review	1994-1995	2006-2007	2015-2016	2018-2019			
Education Doctorate Degreee					2015-2016				
Elementary Education	2003-2004	In good standing	1991-1992		2015-2016	2013-2014			
Instructional Technology	2010-2011	In good standing	2003-2004	2007	2015-2016	2013-2014			1 to be reviewed

	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
Kinesiology	2011-2012	Flagged for priority review		2006-2007	2015-2016	2018-2019			
Learning, Culture, & Society	2011-2012	In good standing	2011-2012		2019-2020	2014-2015	2008-2009	6/30/2015	
Literacy Education	2011-2012	In good standing	2011-2012	2007	2019-2020	2014-2015	2008-2009		
Master of Arts in Teaching	2011-2012	In good standing	2011-2012	2006-2007	2019-2020	on internal moratorium	2008-2009		
Psychology (including School Psychology)	2010-2011	In good standing	2003-2004		2018-2019	2013-2014			
Secondary Education	2003-2004	In good standing	1992-1993	2010-2011	2015-2016	2013-2014			
Special Education (including the PM)	2003-2004	In good standing	1994-1995	2010-2011	2015-2016	2013-2014			
Speech-Language Pathology	2010-2011	In good standing	2001-2002		2018-2019	2013-2014			

Engineering	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
Civil Engineering	2013-2014	In good standing	2006-2007	2009	2019-2020	2016-2017			
Computer Science	2013-2014	In good standing	2006-2007	2009	2019-2020	2016-2017			
Electrical Engineering	2013-2014	In good standing	2006-2007	2009	2019-2020	2016-2017			
Industrial Engineering					2017-2018	2014-2015	2012-2013		
Mechanical Engineering	2013-2014	In good standing	2006-2007	2009	2019-2020	2016-2017			

Nursing	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	2010-2011	In good standing	2002-2003		2018-2019	2014-2015			
Nurse Educator	2010-2011	In good standing	2002-2003		2018-2019	2014-2015			

	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
Family Nurse Practitioner	2010-2011	In good standing	2002-2003		2018-2019	2014-2015			
Health Care & Nursing Administration	2010-2011	In good standing	2002-2003		2018-2019	2014-2015			
Nurse Anesthesia	2010-2011	In good standing	2002-2003		2018-2019	2014-2015			
Doctor of Nursing Practice					2018-2019		2014-2015		

All graduate programs go through in one cycle for Nursing

Pharmacy	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
All Pharmacy Programs	2014-2015	In good standing	2009		2021-2022	2018-2019	2009-2010		

Other	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
Health Care Informatics					2015-2016		2014-2015		
Masters of Integrative Studies							2016-2017		

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

Post-Baccalaureate Certificates	To Be Reviewed Along with
Teaching Eanglish as a Second Language	
Teaching of Writing	
Museum Studies	
Media Liberacy	
Piano Pedaogy	

Centers, Institutes, and Public Service Units	New Annual Review	Full Review
Center for Advancement of Management and Productivity	2015-2016	2017-2018
Center for STEM Research, Education, andOutreach	2015-2016	2016-2017
Cuban and Carribean Center	2015-2016	2017-2018
Environmental Resources Training Center	2015-2016	2017-2018
Radio Station WSIE-FM	2015-2016	2016-2017
The University Museum	2015-2016	2018-2019
University Services to East St. Louis	2015-2016	2018-2019
Illinois Education Research Council	2015-2016	2016-2017
Institute for Urban Research	2015-2016	2016-2017
National Corn to Ethanol Research	2015-2016	2016-2017