

Program Quality Assurance

July 1, 2018 – June 30, 2019



Southern Illinois University System

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Submitted to the
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*includes the SIU School of Medicine in Springfield

Introduction

For more than three decades, the Illinois Board of Higher Education (IBHE) has required all approved units of instruction, public service, and research offered by the public universities to be evaluated on a periodic basis. Specifically, the strategic plan for Illinois higher education, the *Illinois Public Agenda for College and Career Success*, suggests that universities ought to “strengthen accountability through national assessments with publicly reported results.”

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 eight-year examination process has now evolved into a concept generally known as “program review.”

Program Review is a systematic way to assess the quality of the campus’ academic programs and determine ways to improve the quality of education, scholarship, and service. The purpose of program review is twofold: first, to assure that the faculty and administration provide high quality professional, graduate, and undergraduate programs for students; second, to identify corrective actions necessary to carry out the programs’ strategic plans.

While each campus uses differing processes to review the various programs throughout years 1 -7, the culminating product of all programs (due in that 8th year) is a self-study. The self-study document is part of the program review process that focuses on program performance, continuous program improvement, the identification of problems and solutions, and evidence of student-learning outcomes.

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

- Lists of programs that are accredited by outside agencies along with their status.
- The results of non-accredited programs’ reviews and the identification of programs flagged for various issues.
- The schedule of reviews for all programs, whether or not they are accredited, through Academic Year 2027.

The IBHE compiles these reports from the state’s public universities and shares the results annually with the Illinois General Assembly.

Jim Allen
Acting Vice President for Academic Affairs

Accreditation Reports

Southern Illinois University Carbondale

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2018-2019**

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>INSTITUTIONAL ACCREDITATION</u>				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
<u>VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL</u>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2016	Accredited	2020	Laboratory Animal Program
<u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2018	Accredited	2021	Student Health Center
American Psychological Association (APA), Committee on Accreditation	2018	Accredited	2028	Pre-Doctoral Internship Program Professional Psychology, Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2015	Certified	2019	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2015	Accredited	2019	Student Health Center Laboratory
International Association of Counseling Services (IACS)	2012	Accredited not renewing	2018	Counseling Center
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
American Camp Association (ACA)	2016	Accredited	2018	Touch of Nature Environmental Center, Camp Little Giant
<u>COLLEGE OF AGRICULTURAL SCIENCES</u>				
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2010	Pending Action deferred To Winter 2018	2017	B.S. 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 (ACEND)	2015	Accredited	2020	B.S. Human Nutrition and Dietetics, Didactic Program in Dietetics, and Dietetic Internship Program
Society of American Foresters (SAF)	2010	Accredited	2020	B.S. Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>COLLEGE OF APPLIED SCIENCES AND ARTS</u>				
Aviation Accreditation Board International (AABI)	2019	Accredited	2024	A.A.S. Aviation Flight (AABI Flight Education)
American Board of Funeral Service Education (ABFSE)	2018	Accredited	2025	B.S. Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2015	Certified	2019	B.S. Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2028	A.A.S. Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS)	2015	Accredited	2020	B.S. Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2020	B.S. Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2017	Accredited	2023	B.S. Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2019 Indef- intely	A.A.S. Aviation Flight B.S. Aviation Technologies (Airframe and Power Plant Certification)
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	B.S. Public Safety Management M.S. Public Safety and Homeland Security Administration
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2017	Accredited	2025	M.S. Medical Dosimetry
	2012	Accredited	2020	B.S. Radiologic Sciences, Radiation Therapy option
	2015	Initial Accreditation	2018	Magnetic Resonance Imaging Specialization;
	2015	Initial Accreditation	2018	A.A.S. Radiography Program
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017 pending final action	B.S. Interior Design
	2007	Good Standing	2017 pending final action	B.S. Fashion Design and Merchandising
ASE Education Foundation (ASE)	2018	Accredited	2023	B.S. Automotive Technology

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>COLLEGE OF BUSINESS</u>				
AACSB International - The Association to Advance Collegiate Schools of Business	2016	Accredited	2021	B.S. Accounting, B.S. Business and Administration, B.S. Business Economics, B.S. Finance, B.S. Management, B.S. Marketing, Master of Accountancy, MBA, Ph.D. Business Administration
<u>COLLEGE OF EDUCATION AND HUMAN SERVICES</u>				
Association for Behavior Analysis International (ABAI)	2018	Accredited	2020	M.S. Behavior Analysis and Therapy
Commission on Accreditation of Rehabilitation Facilities (CARF)	2017	Accredited	2020	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	Accredited	2020	M.S.Ed. Counselor Education, Community Counseling, School Counseling, Marital, Couple and Family Counseling programs, Ph.D. Educational Psychology (Counselor Education)
	2010		2019	M.S. Rehabilitation Counseling, Post-Bacc Certificate Substance Use Disorders and Behavioral Addictions
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2017	Accredited	2025	B.S. Communication Disorders and Sciences, M.S. Communication Disorders (Speech-Language Pathology)
Council on Education for Public Health (CEPH)	2018	Probation	2025	M.P.H. Public Health
Council on Social Work Education (CSWE)	2010	Accredited	2018	B.S. Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2017	Accredited	2019	M.S. Rehabilitation Counseling
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017 pending final action	Art Education
Council for the Accreditation of Educator Preparation (CAEP)	2015	Accredited	2020	Teacher Education Program - Initial Programs
<u>COLLEGE OF ENGINEERING</u>				
Engineering Accreditation Commission of ABET	2015	Accredited	2021	B.S. Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2014	Accredited	2020	B.S. Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	2017	Accredited	2021	B.S. Industrial Management and Applied Engineering

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>SCHOOL OF LAW</u>				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2018	Accredited	Indef.	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Approved	2018	Legal education leading to JD degree
<u>COLLEGE OF LIBERAL ARTS</u>				
American Bar Association (ABA) Standing Committee on Paralegals	2018	Approved <i>Recommended approval final decision due August 2018</i>	2023	B.S. Paralegal Studies
American Psychological Association (APA), Committee on Accreditation	2012	Accredited	2019	Ph.D. Clinical Psychology
	2014	Accredited	2021	Ph.D. Counseling Psychology
National Association of Schools of Art and Design (NASAD)	2007	Good Standing pending final action	2017	B.A., B.F.A., M.F.A. Art; Certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2020	B.A. Music, B. Music, and Master of Music B.F.A. Musical Theatre
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2015	Accredited	2022	Master of Public Administration
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	B.A. Theatre, M.F.A. Theatre, Ph.D. Communication Studies (Theatre) B.F.A. Musical Theater
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)
<u>COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS</u>				
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2014	Accredited	2020	B.S. Journalism
National Association of Schools of Art and Design (NASAD)	2007 Standing	Good pending final action	2017	B.A. Cinema and Photography
	2007	Good Standing pending final action	2017	M.F.A. Mass Communication and Media Arts
<u>SCHOOL OF MEDICINE</u>				
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)	2015	Accredited	2018	Laboratory Animal Medicine
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2017	Accredited	2027	M.S. Physician Assistant

Accrediting Agency/ <u>Affiliation</u>	Last Review <u>Year</u>	<u>Status</u>	Next Review <u>Year</u>	Accredited/Affiliated <u>Program/Unit</u>
<u>COLLEGE OF SCIENCE</u>				
American Chemical Society (ACS)	2015	Approved	Indef.	B.S. and B.A. Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2016	Accredited	2022	B.S. Computer Science

Accreditation Reports

Southern Illinois University Edwardsville

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>INSTITUTIONAL ACCREDITATION</u>				
The Higher Learning Commission	2014	Accredited	2024-25 (Assurance Review in progress)	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
<u>INSTITUTIONAL AFFILIATIONS</u>				
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	
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
Early Childhood Center	2018	Accredited	2023	
<u>PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS</u>				
<u>CENTER FOR INTERNATIONAL PROGRAMS</u>				
National Association of Foreign Student Affairs		Membership	Renewable annually	
<u>ENROLLMENT MANAGEMENT</u>				
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	
<u>INSTITUTIONAL DIVERSITY AND INCLUSION</u>				
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	2016	Accredited	2022-23	Baccalaureate program in Mass Communications
American Art Therapy Association	2011	Accredited	2018	Master's program in Art Therapy
American Chemical Society	2014	Reapproved	2020	Baccalaureate program in Chemistry
Council on Social Work Education	2012	Accredited	2020	Baccalaureate program in Social Work
Council on Social Work Education	2012	Accredited	2020	Master's program in Social Work
National Association of Schools of Music	2010	Accredited	2019-20	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2019	Accredited	2020 (annual accreditation maintenance report)	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2011	Accredited	2021-22	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2014	Accredited	2019/20	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art

SCHOOL OF BUSINESS

Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Bachelor of Science and Master of Science in Accountancy

SCHOOL OF DENTAL MEDICINE

American Dental Association Commission on Dental Accreditation	2012	Accredited	2019	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Accredited	2019	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

2018

Accredited

2027

Graduate program in Speech
Language Pathology

Illinois State Board of Education

2019
(annual)

Approved
annually

2020

All educator preparation
licensure programs

National Association of School
Psychologists

2014

Accredited

2019

Specialist degree in school
psychology

National Council for Accreditation of
Teacher Education (Changed to CAEP
recently)

2015

Accredited

2022 (will be
CAEP
accreditation
at this point,
not NCATE)

All educator preparation
licensure programs

Temporarily
suspended
while SIUE
adds an MPH
(graduate
program).
CEPH
requires that
the
undergraduate
and
graduate
program be
accredited
together from
now on.

Council on Education for Public Health

2017

2020

B.S. program in public health

Commission on Accreditation of Allied
Health Education Programs / Committee
on Accreditation for the Exercise Sciences

2019

Accredited
(undergraduate
and
graduate
together)

2029

B.S. in exercise science and M.S.
in kinesiology-exercise
physiology

SCHOOL OF ENGINEERING

Accreditation Board for Engineering and Technology	2014	Accredited	2020	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	Accredited	2020	Baccalaureate program in computer science
American Council for Construction Education	2018	Accredited	2024 (progress reports due in 2019, 2020, and 2021)	Baccalaureate program in construction management

GRADUATE SCHOOL

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

GRADUATE SCHOOL (Continued)

Public Responsibility in Medicine and Research (PRIM'R)	Membership	Renewable annually
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SCHOOL OF NURSING

Commission on Collegiate Nursing Education	2018	Accredited	2028	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2010	Accredited	2020 (visit scheduled October 7-8, 2019)	Nurse Anesthesia
Commission on Collegiate Nursing Education	2018	Accredited	2028	Doctor of Nursing Practice

SCHOOL OF PHARMACY

Accreditation Council for Pharmacy
Education

2014

Accredited

2022-23

Doctor of Pharmacy

Program Review Reports

Southern Illinois University Carbondale

CENTER FOR ALZHEIMER'S DISEASE AND OTHER RELATED DISORDERS/PARKINSON DISEASE CENTER

1. **Reporting Institution:** Southern Illinois University School of Medicine
2. **Programs Reviewed** Center for Alzheimer's Disease and Other Related Disorders and the Parkinson Disease Center
3. **Date** March 14, 2019
4. **Contact Person** Jerry Kruse, Dean and Provost
 - 4.1. **Telephone** 217-545-3625
 - 4.2. **E-mail** jkruse@siumed.edu
 - 4.3. **Fax** 217-545-5790

5. Major Findings and Recommendations

The review team was comprised of:

- Malaz Boustani, Professor, Associate Director of Center for Aging, School of Medicine, Indiana University
- Brian Ott, Professor, Director of the Alzheimer's Center, Warren Alpert Medical School, Brown University
- Andrew J. Wood, Professor and Interim Chair, Department of Plant Biology, College of Science, SIUC

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

The most significant issue CADRD faced in the past four years was the complete loss of \$1.5 million per year in State funding (funding lost for 5 years). More than half of the employees were released or reassigned, and the support to the outreach program (Memory and Aging Network) was significantly reduced. Despite this, key features of the program were able to survive. Fortunately, funding was restored for FY19, and the Center is in the process of rebuilding.

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

The primary strength identified in the assessment is CADRD's Memory and Aging Network (MAN), positioning CADRD to be the "'Mecca' of Rural AD Care and Rural Brain Health." The MAN presents an excellent opportunity for research discovery and rural care innovation. The program's database might also be utilized as preliminary data for NIH and other federal grants and contracts, resulting in additional funding opportunities.

Other strengths include CADRD Basic Science Laboratory research program funded by two R01's and the AD Clinical Trial Research program.

Major weaknesses include a lack of vision in the Alzheimer Program, with no steering committee to establish a strategic plan, direction and organizational goals. The Parkinson Program also does not appear to have vision, plans, or funding with no apparent interaction or shared resources existing between the two programs. CADRD also lacks a succession plan for Dr. Ala and other key personnel related to the Center, as several faculty are close to retirement.

Graduate and postgraduate education was not featured in the review

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

As mentioned above, the major effort since the last review has been survival and now recovery with the resumption of full State funding. Consequently, no major changes have occurred, with the exception of the R01 funding of the CADRD Basic Science Laboratory. Another exception has been the development of the *Beyond the Medical Center* program, which is a program of activities such as cognitive and physical exercise and caregiver education designed to support CADRD's patients and caregivers.

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

The review presented 15 recommendations, encompassing administrative, clinical, research, and educational topics. Of these, CADRD deems recommendations #2 and #4 to be most important, regarding the recruitment of a program Director (#4) and the determination of a steering committee (#2) tasked with developing and implementing a 5-year strategic plan, to be foremost. Logically, hiring a Director will be the first initiative, with the steering committee and strategic plan to follow. A search firm has been engaged to develop a national slate of candidates, and all candidates will understand that multiplication of the State funding, through research grants, program grants, and CMS alternate payment model funding for clinical population-based telemedicine and individual patient care will be absolute expectations.

All of the remaining recommendations would be contingent upon the accomplishment of these two priorities, from the recruitment of additional faculty to the enhancement of the MAN. Instructional resource and practices and curricular changes would be secondary objectives.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

COMMUNICATION STUDIES (BS, MA, PHD)

- 1. Reporting Institution** Southern Illinois University Carbondale
- 2. Programs Reviewed** Communication Studies BA, MA, PhD
- 3. Date** May 28, 2019
- 4. Contact Person** Meera Komaraju, Interim Provost & VC for Academic Affairs
 - 4.1. Telephone** (618) 453-5744
 - 4.2. E-mail** provost@siu.edu
 - 4.3. Fax** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Karen Mitchell, Professor, Communications Studies, College of Humanities, Arts, and Sciences, University of Northern Iowa
- Christopher Wienke, Department of Sociology, College of Liberal Arts, SIUC
- Christina McIntyre, Associate Professor and Associate Director of Assessment and Program Review, Office of the Associate Provost for Academic Programs, SIUC (observer)

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

As elsewhere in the college, faculty numbers have decreased. CMST, meanwhile, has responded by adopting a narrower program focus. Key points include:

- Reduction of faculty from 17 NTT/TT in 2010 to 10 NTT/TT in 2019.
- Undergraduate specializations reduced from six to two (Generalist or Public Relations).
Reduced graduate areas of study from six to four (Gender, Sexuality and Relational Communication; Intercultural Communication and Pedagogy; Performance Studies; and Rhetoric and Society).
- Changed name of program from “Speech Communication” to “Communication Studies.”
- Two promotions of faculty to full professor; three promotions to associate with tenure.
- Revised graduate curriculum in order to better define the graduate program.

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

External reviewers described the department as high functioning, productive, and collegial. Students interviewed also responded positively about their interactions with faculty, and enthusiasm for their programs of study. Faculty also have been “pro-active” in anticipating and responding to an era of diminished resources. The key drawbacks or areas for improvement are the following:

- The condition and appearance of the Communications Building, both for prospective students and current students, need improvement. Much of this is outside the control of the department, although some actions are already being taken (see below).
- Assessment protocols should be improved, particularly, greater clarity could be provided for the direct assessment measures and how faculty use the data for continuous improvement. On this point as well, the chair has indicated that faculty will be revisiting this issue in the Fall 2019 term.

- There is immediate need of additional faculty hires if the department is to sustain current program offerings.

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

- Reduced graduate areas of study from six to four.
- Reduced undergraduate concentrations from six to two, plus revision of required courses.
- Founded the Communication Career Council (C3) to better raise the profile of the undergraduate program, and better mentor undergraduate majors into a successful career.
- Removed prerequisites and “consent of instructor” restriction on some courses to create a smoother path to degree completion for undergraduate students.
- Removed several courses to better define the graduate program.
- Revised several course titles and descriptions to align with reduction in concentrations.
- In AY 2018-2019, awarded over \$17,000 in scholarships to CMST graduates and undergraduates.
- Moved to an online and/or hybrid platform for sections of at least three courses.

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

Chair of department has communicated to Dean and Provost the need for tenure-track faculty lines, echoing remarks found in the external review team’s comments. Intended program changes include:

- Overhaul of program assessment, including formative and summative assessment.
- Development of online minor program for roll-out in the next few semesters.
- Renovating one of the departmental rooms with greater flexibility: new paint, green screen and projector screen mounted, along with several dry erase boards. The room will serve as collaborative/creative space, as well as a meeting room for faculty and students. The new layout includes areas for video recording (and potential podcasting), brainstorming, and formal meeting space.
- Active recruitment for the graduate and undergraduate programs.
- Streamlining the curriculum. This process will involve a close look at the courses offered and their enrollments over the past 10 years. The goal is to put undergraduate courses on a rotation that makes degree completion easier to navigate, avoids course cancellations, and provides a consistent yet sufficiently varied schedule of course offerings.

6. Outcome

6.1 Decision:

☒ Programs in Good Standing
☐ Programs Flagged for Priority Review

CMST DATA SUMMARY

PROGRAM: Communication Studies (BS, MA and PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
	SPCM / CMST	SPCM / CMST
Baccalaureate	41.33 / 63.33	10/ 73
Master's	4.67	3
Doctoral	44.33	40
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 8

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)	5260 / 5075	3951 / 5273
Master's	212	60
Doctoral	762	617

DEGREES AWARDED	3 Year AVG	2018
	SPCM / CMST	SPCM / CMST
Baccalaureate	30.33 / 9	32 / 17
Master's	1.67 / 3.67	0 / 4
Doctoral	1.33 / 7	0 / 9

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)	101/ 144	100 / 149
Master's	344	309
Doctoral	197	237

ECONOMICS (BA, MA, MS, PHD)

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Programs Reviewed** Economics (BA, MA, MS, and PhD)
3. **Date** April 16, 2019
4. **Contact Person** Meera Komarraju, Interim Provost & VC for Academic Affairs
 - 4.1. **Telephone** (618) 453-5744
 - 4.2. **E-mail** provost@siu.edu
 - 4.3. **Fax** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Rajat Deb, Professor, Economics, Dedman College of Humanities and Sciences, Southern Methodist University
- Marc Morris, Professor, School of Accountancy, College of Business, SIUC

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

Faculty numbers have decreased to seven (7) tenure-track faculty in recent years (including resignations in the past academic year). Since the last review, this represents a total decline of six (6) faculty. There had been one (1) new hire during this period, but that person has since resigned. Three (3) faculty were promoted to Professor during this period. The review team viewed faculty numbers as being totally inadequate for carrying out the department's current research and teaching activities. There is further concern about the eventual retirement of the endowed chair and the impact this would have on the Ph.D. program. In this same period, office staff has declined from 2.0 to 1.5 persons. Faculty cite uncertainties over restructuring and the future role for graduate education at the institution, making long-term planning difficult.

The Illinois Board of Higher Education has approved the RME to merge the department with the Department of Finance in the College of Business into a new school. The anticipated date of the merger is January 2020.

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

The external reviewers noted the creation or filling of a faculty line in Econometrics as essential to the well-being of the department. Econometrics is the specialty area of a recent retirement. The reviewers also noted that economics programs, especially ones with doctoral programs, would minimally have two such specialists on staff. This hiring, furthermore, connects directly to the department's PhD program, which the reviewers stated as the greatest strength of the department.

Conversely, the reviewers note that the BA program is the primary weakness of the department. It has been unable to grow, and peer institutions have much larger undergraduate enrollments and major counts. Currently, there are thirty-four (34) 1st majors and forty-four (44) majors overall in Economics. This ranks the enrollment 14th in the college (out of 18 departments).

Another matter of concern is assessment. The reviewers see the assessment plan as being measurable and appropriate but noted that it was less obvious if the data collected is used to improve departmental offerings. As such, it is unclear if the overall undergraduate curriculum matches current student interests or has obvious connections with other programs at the university.

Lastly, the external review team suggests the creation of online and off-campus degree programs (as opposed to individual courses only) and including fee-paying international students; re-focusing on sub-specializations that are currently more popular or that complement other SIU programs (including Analytics, Health Economics); and more generally close co-ordination with the upper administration for needed changes.

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

In response to the last external review, Economics initiated several changes. These included the further definition and growth of area specializations for undergraduate majors in General Economics, Financial Economics, International Economics and Law and Economics. Another important development was the creation of an accelerated Master's program for SIU Economics majors. Last, there is an Economics computer lab in room 4131 of Faner Hall, open to both graduate and undergraduate students.

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

Dr. Kevin Sylvester (Chair, Economics, SIUC) sent a supplementary letter to Provost Meera Komarraju that details changes now occurring, or in contemplation, for the undergraduate program:

- The creation of a new STEM undergraduate major in hopes of attracting new students, and international students (visa requirements for STEM majors are less restrictive)
- The department contact with SIU's director of the Center for International Education in hopes of promoting the Economics program abroad
- Current efforts to develop an interdisciplinary studies specialization
- Revised teaching assignments to place the strongest tenured faculty in beginning level courses
- Online course development
- Student research incorporated into 400-level coursework
- Position of tutor created with set office hours to assist students, for all introductory courses
- Scholarship monies targeted to students earlier in their careers, to promote commitment to the major and for retention
- Every undergraduate major now assigned a faculty mentor

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

ECON DATA SUMMARY

PROGRAM: Economics (BA, MA, MS, and PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	32.67	34
Master's (MA/MS)	3.33 / 7	2 / 7
Doctoral	26	21
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 8

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)	1515 / 3571	1020 / 2757
Master's (MA/MS)	340	230
Doctoral	532	500

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	15.33	11
Master's (MA/MS)	4 / 2	4.67 / 3
Doctoral	8	8

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)	181/186	173/180
Master's	411	475
Doctoral	420	382

ENGLISH (BA, BS, MA, PHD) AND CREATIVE WRITING (MFA)

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Programs Reviewed** English Department, BA, MA/MFA, PhD
3. **Date** May 28, 2019
4. **Contact Person** Meera Komarraju, Interim Provost & VC for Academic Affairs
 - 4.1. **Telephone** (618) 453-5744
 - 4.2. **E-mail** provost@siu.edu
 - 4.3. **Fax** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Adam R. Beach, Dean of Graduate School, Professor, Department of English, College of Sciences and Humanities, Ball State University
- Jennifer Lynn Smith, Chair and Professor, Department of Languages, Cultures, and International Trade, College of Liberal Arts, SIUC

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

The department is at a crossroads owing to declining faculty numbers and to the broader changes in the humanities nationwide with far fewer students majoring in the discipline. At present, there are forty-six (46) English majors (down from 150 as recently as 2016, and nearly 300 in 2011), putting the department at 9th in the college, with roughly 2.5 majors per faculty member. English now has eighteen (18) tenure-track and non-tenure track faculty. Since the last review in 2010, the total decline is thirteen (13) faculty. In this same period, civil service office staff declined from 4.0 to 2.0 persons. In an unusual twist for the college, there are more graduate students (76) than undergraduate majors (46) in the department. This is a disconcerting and serious imbalance.

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

The external review team identified several critical staffing issues. These include the need for new hires in the Rhetoric and Composition wing of the department (in anticipation of impending retirements); for specialists to run the Teacher Education Program; and, finally, for proper staffing for the Writing Center on campus.

These are subject to the financial constraints of the university and in any case are outside the department's control. Other matters, however, could be addressed at the departmental level. The external reviewers recommend the following:

- Create comprehensive strategy to boost undergraduate enrollments;
- Develop new classes by moving away from the old chestnuts (i.e. author and survey courses);
- Emphasize its existing strength in creative writing;
- Increase communication with students and their families about the benefits of communication and written analytical skills;

- Develop a co-curricular program showing pathways from graduation to work, and more generally provide pre-professional training;
- And, lastly, “Given the broad lack of employment for PhDs in English, it is not clear whether or not SIU-Carbondale really should be producing more doctorates in this field.”

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

In response to the last external review, English initiated several changes:

Undergraduate Curriculum:

In Fall 2016, English 305, an historical survey, was dropped, replaced with English 393, an “undergraduate seminar” with a maximum enrollment of ten (10) students. Assessment data suggested that although students in the English major scored well in Student Learning Outcomes associated with survey courses, they were weaker in areas emphasized in seminar environments (close reading and analysis, evidence-based interpretation, and clear, logical discussion of complex ideas in writing).

Graduate Curriculum: PhD Program:

English redesigned its PhD preliminary exam as a take-home exam so that it serves as a more useful transition from coursework into the dissertation. Under the new format, preliminary exams are written with full access to books and research, and with the expectation that answers will be carefully revised and polished before being submitted. The exam still culminates in an oral defense.

MA Program:

English also reformed the MA exam and thesis requirements to streamline the program and better address student-learning outcomes. In addition to the exam requirement, other policies ensure that full-time MA students are in line to complete the degree in four semesters; the previous default expectation that students would write a thesis in their final semester often proved impossible, and resulted in Master’s students staying beyond their fourth semester.

MFA Program:

In this past academic year, English hired a specialist in Fiction Writing for the MFA program, also adding a dimension of “Digital Humanities” or New Media Writing as a requirement for this position. The department also developed a new course in narrative podcasting, and built connections with the Virtual Reality lab in the College of Mass Communication and Media Arts.

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

Dr. David Anthony (chair) sent a supplementary letter to the Interim Provost that details changes already occurring, or now in contemplation, for the undergraduate program. English had a departmental retreat last fall, to discuss problems facing the department and the means of addressing them. The department is moving away from an older curriculum of survey courses, and toward experiential learning courses, as well as pre-professional training or experience useful for the job market.

Highlights include:

- Developing a student-run journal in Harry Potter studies, to complement a new, popular course offering in the department. This initiative complements Grassroots, the department's creative writing journal.
- Further streamlining required survey courses (see English 305/393 discussion above): the department will require only two surveys (compared to four). The department has discussed replacing the survey course with a course on multicultural or global literature, or possibly a course on "new media" or "digital humanities," that emphasizes professional skills.
- The department's Creative Writing sequence will eliminate an intermediate set of classes to alleviate bottlenecks in scheduling, and streamline students' progress to degree. The rationale for these changes has less to do with assessment data than with staffing issues. The existing sequence reflects the assumption that there would be three faculty in both fiction and poetry, while at present the department is down to two faculty in each area.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

ENG DATA SUMMARY

PROGRAM: English (BA, BS, MA and PhD) and Creative Writing (MFA)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	60.67	43
Master's	15	11
Doctoral	42.33	40
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 17

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

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)	12,636 / 7499	7878 / 4308
Master's	1208	575
Doctoral	618	581

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	28	28
Master's	6	7
Doctoral	6.33	3

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)	110 / 200	122 / 237
Master's	310	422
Doctoral	351	424

HIGHER EDUCATION (MS)

- | | |
|---------------------------------|---|
| 1. Reporting Institution | Southern Illinois University Carbondale |
| 2. Programs Reviewed | Master's Degree in Higher Education (College Student Personnel Program) |
| 3. Date | May 30, 2019 |
| 4. Contact Person | Meera Komarraju, Interim Provost & VC for Academic Affairs |
| 4.1. Telephone | (618) 453-5744 |
| 4.2. E-mail | provost@siu.edu |
| 4.3. Fax | (618) 453-1478 |

5. Major Findings and Recommendations

The review team was comprised of:

- Diane R. Dean, Associate Professor, Department of Educational Administration and Foundations, College of Education, Illinois State University
- Rachel Bridges Whaley, Associate Professor & Director of Graduate Studies, Department of Sociology, College of Liberal Arts, SIUC

5.1 Description and assessment of any major changes in the program

One of the major changes in the program since the last review is the loss of faculty and enrollment decline. As reported in the SIUC Factbook, in 2010 there were 35 students enrolled in the MS Master's Degree in Higher Education. In Fall 2018, this declined to 18. In Fall 2018, the number of faculty in the Department of Educational Administration and Higher Education reduced to three, with one of these faculty serving as chair, compared to 11 faculty in 2010.

As of July 1, 2018, Drs. Patrick Dilley and Saran Donahoo received promotion to full professor, and Dr. Sosanya Jones received both tenure and promotion to associate professor. In addition, Dr. Brad Coldwell has joined the faculty of the department as a full professor.

In response to prior review findings from 2010 and in response to recently revised 2014 standards from the Council for the Advancement of Standard (CAS) in Higher Education, the faculty adopted the following six domains to establish student learning outcomes and development goals for professional preparation in the master's program. The self-study provides clear evidence of how these map two courses in the program in addition to changes within the courses to better meet these student learning outcomes. The Reviewers' Report also acknowledges the rigor and thoroughness of the assessment.

1. Knowledge acquisition, construction, integration, and application;
 - Understanding knowledge from a range of disciplines;
 - Connecting knowledge to other knowledge, ideas, and experiences;
 - Constructing knowledge; and
 - Relating knowledge to daily life
2. Cognitive complexity;
 - Critical thinking;

- Reflective thinking;
 - Effective reasoning; and
 - Creativity
3. Intrapersonal development;
 - Realistic self-appraisal, self-understanding, and self-respect;
 - Identity development;
 - Commitment to ethics and integrity; and
 - Spiritual awareness
 4. Interpersonal competence;
 - Meaningful relationships, interdependence, collaboration, and effective leadership
 5. Humanitarianism and civic engagement; and
 - Understanding and appreciation of cultural and human differences, social responsibility, global perspective, and a sense of civic responsibility
 6. Practical competence
 - Pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life.

The program has also adopted policies on program expectations and time limits and written appeals.

The Department of Education Administration and Higher Education will be merging with the Department of Curriculum and Instruction, the Department of Counseling, Quantitative Methods, and Special Education, and the Department of Workforce Education to form a School of Education. The anticipated start date for this new school is January 2020.

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

The Self-Study notes in the program's improvement plan that the program operates best with three full-time faculty members. This minimum number is needed to maintain consistent course offerings, provide some flexibility for students who choose to author a master's thesis or research paper as their capstone requirements, offer some support for all program faculty in pursuing sabbatical, service, and research opportunities, and help to maintain the research productivity of the program.

The improvement plan also points to the need to adopt the CAS Standards, and to assess whether the curriculum met these standards. This resulted in a revision of the curriculum.

The Reviewers' Report provides a very detailed and very positive review of the HE curriculum including the summary points: (1) The Program closely aligns its central mission and goals with those of the Department, College, and University. (2) Students follow their curricular pathway as a cohort. (3) The program requires students to complete at least one internship. (4) The program offers multiple co-curricular learning opportunities to enhance students' personal, academic and professional growth. (5) The Program offers a cohesive and impressive curriculum.

The Reviewers' Report also noted that evidence was provided in the Self-Study and during the site visit that the program met the following generalized criteria:

- Faculty are involved with and aware of the content of the self-study
- Faculty are involved with the development of the mission, goals and student learning outcomes (SLO) of the program
- The process for defining the mission, goals, and SLOs involves internal or external constituencies other than faculty
- Benchmarks (baselines) and assessment tools are appropriate for determining the achievement of SLOs
- All of the SLOs are measured
- The assessment cycle is appropriate

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

In response to prior review findings the program Faculty worked diligently on both curricular development and assessment of student learning outcomes. The program now successfully assesses the five SLO's that are clearly aligned with the Council for the Advancement of Standards in Higher Education (CAS). Assessments are evidence-based at both student and program level. There is also quality data of post-graduation student placement outcomes.

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

Given national trends in the field (demand for graduates) the program reviewers noted that a good market potential exists for the Department to focus on a number of key areas without adding new courses:

- Restore the M.S. Ed. in Higher Education to its former enrollment levels
- Grow the M.S.Ed / J.D. Joint Program in Law & Higher Education
- Grow the Community College Teaching Certificate and/or reinvest in the M.S. Ed. in Community College Teaching
- Expand Micro-Credentialing to include in-demand knowledge such as multicultural competency, disability services, risk management, crisis communication / management, and co-curricular assessment.
- Grow the Ph.D. in Higher Education Program and/or Launch the Online Ed.D.

The program reviewers also provided some suggestions to better leverage existing resources that include:

- Micro-credentials could be offered online, attracting a wider market not reliant upon SIUC-provided tuition-remission benefits. Micro-credentials could serve as a passive recruiting tool and pathway for individuals to subsequently enroll in the Department's Ph.D. / online Ed.D. programs (if grown/launched).
- SIUC could leverage its own student talent to fulfill some of the needs associated with growing programs. For example, marketing, statistics, or social science students could help design and analyze surveys, do research on potential markets and their needs, and analyze competitors. Business students could help create operational plans and indicators. Graphics, communications, and information technology students could help develop brochures and websites. These might be undertaken as internships, independent studies, or assignments in the courses of area professors open to such collaboration.

- The University could consider undertaking modest fundraising efforts among Program alumni to support nameable CSP expenses such as additional student conference travel or perhaps an endowed professorship. The University's Development Office could provide oversight, assistance or guidance in this effort.
- When the Program's resources have stabilized enough to create capacity for growth, recruitment efforts could be expanded by providing additional funds for outreach at more and various regional and national conferences other than NASPA.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

HIED DATA SUMMARY

PROGRAM: Higher Education (MS)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate		
Master's	23	18
Doctoral		
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 3

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

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)		
Master's	392	267
Doctoral		

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate		
Master's	14.67	14
Doctoral		

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)		
Master's	329	427
Doctoral		

KINESIOLOGY (MS ED)

- | | |
|---------------------------------|--|
| 1. Reporting Institution | Southern Illinois University Carbondale |
| 2. Programs Reviewed | Kinesiology (MS Ed) |
| 3. Date | April 18, 2019 |
| 4. Contact Person | Meera Komarraju, Interim Provost & VC for Academic Affairs |
| 4.1. Telephone | (618) 453-5744 |
| 4.2. E-mail | provost@siu.edu |
| 4.3. Fax | (618) 453-1478 |

5. Major Findings and Recommendations

The review team was comprised of:

- Brent A. Beggs, Professor and Program Director, Recreation and Park Administration, School of Kinesiology and Recreation, College of Applied Science and Technology, Illinois State University
- William J. Banz, Professor and Chair, Animal Science, Food and Nutrition, College of Agricultural Science, SIUC

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

Since the time of the previous review there has been considerable turn over in administrative positions as noted in the review as well as some loss of enrollment and reduction in Civil Service staffing (three positions to one) as noted in both the Self-Study and the Reviewer Report. In regard to curricular changes, also noted below, there were many areas targeted for improvement and changes made to address those needs. While the creation of dedicated space for a research laboratory was accomplished since the last review cycle, keeping laboratory equipment updated continues to be a challenge. More specific changes are discussed below.

The Department of Kinesiology will be merging with the School of Social Work, the Department of Public Health and Recreation, and the degree program in Human Nutrition and Dietetics to form a School of Human Sciences. The anticipated start date for this new school is January 2020.

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

In fall 2018 there were 43 students enrolled in the program, 14 in Exercise Science and 29 in Sports Administration. The Self Report provides a very detailed description of the program curriculum and requirements. There are three student learning outcomes (SLO) in the Self-Study that are identified, however, they are very general, e.g., demonstrate comprehension of the theoretical and practical knowledge in the field, develop skills and knowledge to interpret published research and, finally, develop skills implicit to oral and written presentations. While the Self-Study does not explicitly discuss how student learning outcomes (SLO) map on to the program goals it does provide a detailed overview that documents a rigorous program of study in both emphasis areas (Sports Administration and Exercise Science). One problem or reason that the Self-Study fails in this regard might be the generality of SLOs identified – e.g., these SLOs actually could apply to almost any of the professional programs offered at SIU.

In the reviewer's report, curricular recommendations include offering additional 500-Level Exercise Science course electives and examining the requirement of KIN 500 (Techniques in Research) as a First Semester Course. The reviewers recommend that the assessment plan could be strengthened by establishing data collection points at the start of the graduate program to determine baseline knowledge, skills, and abilities of students entering the program. (It should be noted that the Self-Study identifies the goal of collecting pre- and post- test data for core classes.) It is also recommended that the department consider acquiring more input from external stakeholders on the program's curricula and assessments (SLOs). The formation of an Advisory Board may be especially useful for this purpose as well as help to recognize trends in exercise science and sports studies. All of these recommendations appear sound and helpful.

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

There were extensive curricular challenges and changes. According to the self-study report, these changes were initiated partially due to input from existing faculty members regarding the needs of the department, and also in response to suggestions from the 2010 Program Review. The old (pre-2010) curricula were determined to be inadequate primarily for the following reasons:

1. Although there is one master's degree in the Department of Kinesiology, there are two different study tracks. The 2010 curriculum for Exercise Science required 31 credit hours, while the Sport Studies curriculum required 36 hours. Exercise Science students are required to complete either a research project or a thesis, while Sport Studies students can complete either a research project, thesis, professional development project, or an internship.
2. The additions of new faculty members with different academic specializations within Exercise Science allowed for the creation of new courses (e.g., KIN 525 - Motor Learning; KIN 511 - Biomechanics; KIN 530- Exercise Psychology) in the curriculum. These additions allowed the curriculum to encompass a more broad-based exercise science approach, as opposed to the old curriculum which utilized coursework that was focused more specifically and exclusively on exercise physiology prior to 2010. As faculty in Exercise Science were hired, and began to recruit students into their labs, the lack of coursework in broad-based Exercise Science classes was identified by faculty as being problematic and the curricular additions and changes addressed these shortcomings.
3. The previous Exercise Science curriculum did not allow for students to take any elective courses.
4. Many of the students in the Exercise Science graduate concentration came from (and continue to come from) the SIU undergraduate program, and most of these students had already taken the 400-level Exercise Science courses that were required by the graduate curriculum, meaning that these students frequently struggled to find courses to take once they began the graduate curriculum.
5. In the Sport Studies concentration, a majority of core classes were 400-level, rather than 500-level classes.
6. The disparity between the hours required for the two study tracks is a concern moving forward.

The following changes were made to address the concerns of students, faculty, and the program review:

1. Both study tracks moved to a core of four, 500-level courses, 12 hours of electives, and a research core of 13 hours for a total of 37 credit hours required.
2. The KIN 560 (Gender & Sport) course was moved to an elective course, which allowed the core classes to be balanced between Sport Management and Social Psychology of Sports (i.e., two of each are required of Sport Studies students).
3. The Exercise Science core classes reflect multiple components of the field of Exercise Science (exercise physiology, motor behavior, biomechanics, and exercise psychology).
4. Other 400-level classes have now been converted to exclusively graduate, 500-level coursework (classes that were formerly KIN 415, 409, 412, and 410 are now 501, 513, 514, and 504, respectively). Former Graduate Coordinator, Jared Porter, conducted an analysis in fall 2017 of the class enrollments in graduate level courses over the previous 5 years, and proposed changes to the course offerings based upon this analysis. These suggestions were voted on and accepted by the faculty and were implemented in the fall 2018 semester. Given the lower numbers of enrolled students in the graduate program, it was necessary to adjust the schedule to avoid offering classes that would be in danger of being cancelled due to low enrollment. The majority of graduate classes are now being offered once every two years, to ensure that students will be able to take these courses during their time in the program. Faculty will continue to monitor class enrollments to determine if/when adjustments to scheduling need to be made when upcoming course schedules are requested and when workload assignments are made for the following year.

Recommendations from the Review Team include:

1. Updating equipment in laboratories. Three specific equipment needs are listed requiring a total investment of approx. \$86,500. Due to the reviewers' lack of expertise in the discipline it is hard to evaluate this request.
2. It is recommended that the department consider strategies to increase Graduate Assistantships. The Provost also recommended that the department consider seeking external support for internships from community stakeholders, e.g., Miners baseball, etc. Arrangements where the University provides a tuition waiver and the community organization provides a stipend have proven effective in other units.
3. While the reviewers note that the experienced faculty are a strength of the program (e.g., there are eight senior faculty, including six at the rank of associate professor) there is the challenge to encourage promotion from associate ranked faculty to full professor.
4. The reviewers' note that with reorganization the department might consider (a) opportunities for cross disciplinary research and (b) a name change that better reflects the programs in the department.
5. Finally, it is recommended that SIU establish the same program review cycle for the BS and MS degrees which seems reasonable.

Challenges identified in the last review included lack of senior faculty in the department and lack of a dedicated laboratory space. Both of these deficiencies have been addressed during the course of the past eight years. There have been many curricular changes adopted since the major change in

2006 of creating the two major tracks (a BS in Exercise Science and a BS in Sport Administration). More specifically, in the Self-Study six areas were identified to be in need of improvement and changes were implemented to address five of the identified needs. As noted previously, curricular recommendations were made that included offering additional 500-Level Exercise Science Courses Electives and examining the requirement of KIN 500 (Techniques in Research) as a First Semester Course. Attention to curricular needs and making the necessary adjustments appears to be a strength of the department.

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

As a result of the reorganization to take the programs outside of the School of Education there is discussion about changing the Master of Science in Education degree to a MS degree. There is also discussion about creating an accelerated Master's program between the Kinesiology and Sports Administration degrees. Thought has also been given to a double major program with Human Nutrition and Dietetics and Public Health and Recreation Professions. Finally, the Self-Study also notes the possibility of creating a doctoral program in the new School of Human Sciences.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

KIN DATA SUMMARY

PROGRAM: Kinesiology (MS)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate		
Master's	40.67	39
Doctoral		
Comment:		

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

Department or Program Number of Term/Non-Tenure Track FT Faculty: 3

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)		
Master's	1307	585
Doctoral		

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate		
Master's	22.67	16
Doctoral		

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)		
Master's	195	243
Doctoral		

MATHEMATICS (BA, BS, MA, MS, PHD)

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Mathematics (BA, BS, MA, MS, PhD)
3. **Date:** April 08, 2019
4. **Contact Person:** Meera Komaraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478
5. **Major Findings and Recommendations**

The review team was comprised of:

- Douglas Cenzer, Professor, Department of Mathematics, College of Liberal Arts and Sciences, University of Florida
- Timothy McNicholl, Professor, Department of Mathematics, College of Liberal Arts and Sciences, Iowa State University
- Fran Harackiewicz, Professor, Department of Electrical and Computer Engineering, College of Engineering, SIUC
- Todd Headrick, Professor, Department of Counseling, Quantitative Methods, and Special Education, College of Education and Human Services, SIUC

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

The department has experienced a significant reduction in T-TT faculty from 27 in 2010 to currently 15. This has impacted the number of course offerings that the department is able to make at both the undergraduate and graduate levels. The reduction in T-TT faculty has also reduced the research productivity of the department overall.

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

The review team noted a number of major findings and recommendations. Noteworthy were the department's changes to curriculum to increase student success. Included in the changes are the Computer Aided Instruction for College Algebra (MATH 108), establishing co-requisite courses (MATH 106 and 151), their early warning program, flipped classrooms, on-line course offerings, and the new specialization in Actuarial Mathematics. The review team also noted the research activity and outreach efforts of the department that included Integration Bee, Math Field Day, Regional and State Science Fairs and Math Counts program.

The review team indicated that the Student Learning Outcomes for the degree programs in the Department of Mathematics were consistent with departmental goals and the university mission. A survey of faculty (T-TT and NTT) indicated that they are pleased the assessment results are being used to make programmatic changes.

The review team made the following recommendations:

1. It is recommended that the department find ways to share more details of its continuous-improvement process at the both the course level and the curriculum level, so that more faculty can benefit from it.
2. Increase the number of T-TT lines.

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

1. Developed Computer Aided Instruction for College Algebra (108).
2. Enhanced versions of College Algebra (106) and Calculus 1 (151) as co-requisites.
3. Developed an Early Warning/Preventive Intervention in gateway courses.
4. Created interactive learning in flipped courses.
5. Developed online versions of all gateway courses.
6. Developed online versions of graduate level courses 417, 419, 452, 460, 474, 483 as part of relationship with Shenzhen University.
7. Added a new undergraduate specialization in Actuarial Mathematics.

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

1. The department will develop a strategic plan and define areas of growth, which in turn will promote strategic hiring with the availability of resources.
2. Continue to use present assessment tools and strategies.
3. Continue curricular changes to increase student outcomes in traditional and on-line course offerings.

6. Outcome

6.1 Decision:

Undergraduate Program

____ Programs in Good Standing

 x Programs Flagged for Priority Review

____ Programs Enrollment Suspended

The undergraduate program enrollment and graduation counts fall below the IBHE threshold of less than 40 students enrolled and 9 students graduated (average over last three years).

Graduate Programs

 X Programs in Good Standing

____ Programs Flagged for Priority Review

____ Programs Enrollment Suspended

MATH DATA SUMMARY

PROGRAM: Mathematics (BA, BS, MA, MS, PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	28.33	21
Master's	14.67	14
Doctoral	26	23
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 15

Department or Program Number of Term/Non-Tenure Track FT Faculty: 10

SCH PRODUCTION TOTAL	FY13	FY18
	Lower/ Upper	Lower/ Upper
Baccalaureate (Lower/Upper)	10,660 / 8646	6857 / 7259
Master's	532	544
Doctoral	721	496

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	7.33	9
Master's	9.33	13
Doctoral	4.33	6

COST PER CREDIT HOUR	FY13	FY16
	Lower/ Upper	Lower/ Upper
Baccalaureate (Lower/Upper)	132 / 155	101 / 107
Master's	365	269
Doctoral	297	212

MICROBIOLOGY (BS)

- | | |
|---------------------------------|---|
| 1. Reporting Institution | Southern Illinois University Carbondale |
| 2. Programs Reviewed | Microbiology (BS) |
| 3. Date | March 25, 2019 |
| 4. Contact Person | Meera Komarraju, Interim Provost &VC for Academic Affairs |
| 4.1. Telephone | (618) 453-5744 |
| 4.2. E-mail | provost@siu.edu |
| 4.3. Fax | (618) 453-1478 |

5. Major Findings and Recommendations

The review team was comprised of:

- Todd L. Green, Associate Professor, Biomedical Science, Co-Director Biomedical Research Graduate Program, Marshall University Joan C. Edwards School of Medicine
- Edward I. Shaw, Associate Professor, Microbiology and Molecular Genetics, College of Arts and Sciences, Oklahoma State University
- Ahmad Fakhoury, Professor, Plant, Soil and Agricultural Systems, College of Agricultural Sciences, SIUC

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

The single most major change to the program since its last review is a reduction in T-TT faculty from 9 to 5. This has resulted in a significant decrease in the number of electives that can be offered in the undergraduate program. Although the current faculty are all very research active and productive, it has also impacted the potential research productivity of the department and the number of undergraduate student researchers that can be accommodated by the department.

Effective July 1, 2019, the Department of Microbiology will merge with the Department of Zoology and the Department of Plant Biology to form the School of Biological Sciences.

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

The review team listed the following major findings and recommendations for the BS in Microbiology program.

1. The program does a good job in assessment. Both the benchmarks and the assessment cycle are appropriate. The program effectively measures the learning outcomes and makes appropriate adjustments in response to the findings.
2. The classroom, facilities, and laboratories at the Carbondale campus are adequate but in need of upgrades and maintenance in order to remain competitive for student enrollment and research.
3. The program is supported by the university leadership within the limits of the past and current budgetary constraints.

4. There is a need to Increase the number of undergraduate microbiology faculty. More faculty will lead to more collaborations and more opportunities for undergraduate students to do research. This could be a pipeline to the graduate programs.
5. Increase face-to-face faculty interactions between Carbondale and Springfield, both in research and teaching. The current once a year symposia is a good start, but more is needed to further develop and improve the programs and the consistency between campuses.
6. Increase faculty development opportunities, particularly in Carbondale.
7. Look into more internships for undergraduate students.

The Dean agrees with the major findings and recommendations of the review team and commends the department on its ability to persist with assessment and productivity despite the significant reduction in T-TT faculty and budget.

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

In order to accommodate the ~45% reduction in T-TT faculty, the existing faculty have taken on heavier teaching and service loads to meet the needs of the students and serve the department at various levels. The department has also utilized retired faculty to provide specialized lectures in their undergraduate courses. This has still resulted in a reduction of elective courses offered and hindered the ability of the current faculty to reach milestones necessary for promotion, leaving the department without full professors.

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

The greatest threat to the Department of Microbiology is the further erosion of the T-TT faculty. In efforts to stop this, the department was part of a new hire for 2019, in collaboration with the Department of Plant Biology and the Fermentation Science Program. The Dean has also made a position in Microbiology the College of Science number 1 hiring priority for Fall 2020 positions.

The reviewers cited a need to examine more internship opportunities for undergraduate students. The Springfield campus does not have direct access to SIU undergraduates. While BMB and Microbiology have access to the students, these departments do not have many formal internships for undergraduates. That said, 90% of Microbiology majors perform undergraduate research in a faculty member's lab. The Microbiology program plans an expanded relationship with the Department of Plant and Soil Science in the College of Agriculture at SIU. (Faculty members in plant pathogenesis work with undergraduates with interests in molecular biology and have access to industrial internships.) There are expanded opportunities for undergraduate research experience in Springfield because of the success of the Simmons Cancer Center Summer Internship Program and newly developing institutional agreements with the University of Illinois at Springfield. The chairs of the departments will initiate similar discussions with other local universities and colleges.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

MICRO DATA SUMMARY
PROGRAM: Microbiology (BS)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	41.33	34
Master's		
Doctoral		
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 5

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)	251 / 1349	196 / 1667
Master's		
Doctoral		

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	11.33	18
Master's		
Doctoral		

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)	268 / 377	200 / 245
Master's		
Doctoral		

MOLECULAR BIOLOGY, MICROBIOLOGY AND BIOCHEMISTRY (MS AND PHD)

1. **Reporting Institution** Southern Illinois University School of Medicine
2. **Programs Reviewed** Molecular Biology, Microbiology and Biochemistry (MS and PhD)

The programs are jointly administered by the College of Science Department of Microbiology (Microbiology), the School of Medicine Department of Biochemistry and Molecular Biology (BMB), and the School of Medicine Department of Medical Microbiology, Immunology and Cell Biology (MMICB).

3. **Date** March 18, 2019
4. **Contact Person** Dr. Jerry Kruse, Dean and Provost
- 4.1. **Telephone** (217) 545-3625
- 4.2. **E-mail** kcargnino@siumed.edu
- 4.3. **Fax** (217) 545-8135

5. Major Findings and Recommendations

The review team was comprised of:

- Todd L. Green, Associate Professor, Biomedical Science, Co-Director Biomedical Research Graduate Program, Marshall University Joan C. Edwards School of Medicine
- Edward I. Shaw, Associate Professor, Microbiology and Molecular Genetics, College of Arts and Sciences, Oklahoma State University
- Ahmad Fakhoury, Professor, Plant, Soil and Agricultural Systems, College of Agricultural Sciences, SIUC

The review team met from 8:00 AM Tuesday, January 22 through 1:00 PM Wednesday, January 23. Dr. Green was in Springfield, and Drs. Shaw and Fakhoury were in Carbondale. There was a continuous video link between the two sites for all meetings.

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

1. The graduate programs in MBMB is interdisciplinary, drawing from faculty that are in the Department of Microbiology (College of Science, Carbondale Campus), the Department of Biochemistry and Molecular Biology (School of Medicine, Carbondale Campus), and the Department of Medical Microbiology, Immunology, and Cell Biology (School of Medicine, Springfield campus).
2. While the state funding environment has improved because of the resolution of the State of Illinois budget impasse, there is still a significant challenge to provide new faculty members and the financial resources needed to meet current student needs, particularly in the undergraduate microbiology program. (The State of Illinois budget impasse ended in November 2017. SIU received only 30% of its state appropriation in FY 2016. There was no budget for two fiscal years. After resolution of the impasse, the state appropriation for FY 2018 and future years was set at 87.5% of the FY 2014 funding, or 90% of FY 2015 funding. Thus, the portion of the budget from State Appropriations is now 12.5% less than before the budget impasse.)

3. A decrease in the number of faculty members in recent years has restricted student-centered academic offerings, research productivity, and training opportunities.

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

The major strengths of the undergraduate Microbiology and graduate MBMB programs are the following:

- Dedicated faculty
- Quality and number of the students
- Availability of research experiences for the undergraduate students
- Productivity of the faculty
- Facilities at the School of Medicine campus in Springfield
- Assessment of students' progress

The programs are adept in the assessment of student progress and in the assessment of achievement of the learning objectives. The benchmarks and assessment tools are appropriate for these determinations. All of the learning objectives are measured. The assessment cycle is appropriate.

Because of the state budget crisis, the priority of the program for the last several years was basic maintenance of the program. That made it very difficult to work on continuous assessment. Now that the budget situation is more stable, the programs should give greater attention to continuous assessment.

Physical resources at the Carbondale campus are dated and in need of upgrade/upkeep, but are adequate for the research and training/teaching labs. Undergraduates and recent graduates are employed to aid in teaching laboratory preparations.

It is clear the university leadership from the Vice Chancellor to the Provost to the Associate Provost to the Deans supports these programs. They have done their best possible under the circumstances. Now that the state budget crisis has stabilized, more time and effort should be devoted to assessing the resources needed to improve the programs.

Recommendations:

1. Increase the number of undergraduate microbiology faculty. More faculty will lead to more collaborations and more opportunities for undergraduate students to do research. This could be a pipeline to the graduate programs.
2. Increase face-to-face faculty interactions between Carbondale and Springfield, both in research and teaching. The current annual symposium is a good start, but more is needed to further develop and improve the programs and their consistency between campuses.
3. Increase faculty development opportunities, particularly in Carbondale.
4. Add courses in grant writing and biostatistics for graduate students.
5. Develop a clear recruiting strategy for the MBMB graduate program. Currently, prospective students apply to a lab that has funding. If students are unsure what research they want to do, this makes admissions difficult. Students do not do lab rotations; adding this opportunity may help in recruiting.
6. Develop additional internship programs for undergraduate students.

7. The MBMB graduate program directorship rotates between two School of Medicine departments and one College of Science department, and while this works fairly well given the current faculty involved, the director does not have an independent budget. A budget supplied to the director by the colleges involved would give some autonomy and consistency.

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

1. Modifications of offered courses to remain up-to-date with contemporary research advances and direction.
2. Because of the presence of fewer faculty members, some courses were discontinued.

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

1. Recent departures and retirements have left voids in all three contributing departments and threaten successful delivery of the required curriculum. As noted by the reviewers, the dedicated faculty members have accommodated these challenges, but new faculty members would enhance the teaching and research required to maintain and strengthen the MBMB program. The leaders of the program will develop a plan to maximize efficiency and synergism between the departments and the various faculty members. The respective deans and department chairs will continue and accelerate a discussion of the best basic infrastructure to enhance such synergism and efficiency. Synergism, efficiency, and more extramural funding are needed to achieve the actions listed below.
2. A successful interdisciplinary graduate program requires open and frequent communication between participating departments and faculty members, especially when participating departments are on separate campuses. The reviewers identified a need to increase face-to-face faculty interactions between Carbondale and Springfield, both in teaching and in research. The annual graduate trainee research symposium is a good example, but more is needed to further develop and improve the interaction between campuses. Plans are underway to initiate an annual MBMB faculty retreat to evaluate curriculum, including core requirements and elective offerings. This will ensure that program training reflects evolving research strategies and talents best needed from graduates to be marketable for their next career stages.
3. Most departments have lost faculty positions in the past five years, several with senior status (Associate and Full Professor). This attrition has increased teaching and service commitments of remaining faculty. These losses limit the pool of experienced faculty who are mentors for junior faculty and who direct grant review clubs for improved external funding applications. The training of new mentors at the college or school level is needed to address the reviewers' recommendation to increase faculty development. The SOM established the Center for Human and Organizational Potential (cHOP) in 2017 to address this need for faculty and professional development within the School of Medicine.
4. The faculty constituency of the MBMB program has undergone substantial flux in the past five years. In this light, all course offerings have been evaluated, including the courses historically offered, required core courses, and potential new electives. The reviewers identified a need for courses in grant writing and biostatistics to make graduate students as marketable as possible for their next career stage. Carbondale students may take a biostatistics course taught through the Department of Plant Biology. The Springfield students may take a biostatistics course on the Springfield campus taught through the Department of Pharmacology. Grant writing will be

incorporated into several upper-level MBMB graduate courses. For example, students enrolled in Advanced Cell Biology (MBMB 530) write an NIH-style research proposal, which is critiqued by the professors and peers. This essential skill can be incorporated into the curriculum of other MBMB courses.

5. In correlation with decreased faculty numbers and dwindling State financial support, the current number of graduate students has also decreased. The reviewers identified a need for a clear recruiting strategy for the MBMB program that includes an opportunity for students to participate in laboratory rotations upon initial acceptance. Currently, each department follows its own recruiting strategy. The current paradigm also limits students to ultimately join a lab that has funding. As such, a clear recruiting and admission strategy will be developed among the three participating departments. The departments will consider an umbrella graduate program. As a specific measure to improve both recruitment of graduate students and student exposure to research opportunities, an application is planned to the recently introduced Graduate Research Training Initiative for Student Enhancement (G-Rise) program supported by the NIH.
6. Since the inception of the MBMB program (1997), the program directorship has rotated every three years between the two School of Medicine departments and Department of Microbiology. The reviewers noted that this arrangement works fairly well, but a budget supplied to the director by the colleges involved would give some autonomy and consistency. In the past, the program director had some budget support from either the College of Science (Microbiology) or School of Medicine (BMB or MMICB). However, this support was not provided from 2015-2018 when the directorship was with Microbiology. An autonomous recurring budget line would be helpful. The deans and chairs will discuss this issue.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

MBMB DATA SUMMARY

PROGRAM: Molecular Biology, Microbiology and Biochemistry (MS, MA and PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate		
Master's	23	20
Doctoral	31.67	30
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 17.5

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

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)		
Masters	165	232
Doctoral	101	144

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate		
Masters of Arts	10.67	10
Doctoral	8	6.33

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)		
Master's	397	294
Doctoral	422	396

PHARMACOLOGY AND NEUROSCIENCE (MS, MA, PHD)

- | | |
|---------------------------------|---|
| 1. Reporting Institution | Southern Illinois University School of Medicine |
| 2. Programs Reviewed | Pharmacology and Neuroscience, (PhD, MS, MA) |
| 3. Date | February 6-7, 2019 |
| 4. Contact Person | Jerry Kruse, Dean and Provost |
| 4.1. Telephone | 217-545-3625 |
| 4.2. E-mail | jkruse@siumed.edu |
| 4.3. Fax | 217-545-8135 |

5. Major Findings and Recommendations

The review team was comprised of:

- Robert J. Theobald, Jr., Professor, Pharmacology, Kirksville College of Osteopathic Medicine, A.T. Still University
- Gary R. Kinsel, Professor, Department of Chemistry and Biochemistry, College of Science, SIUC

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

The State budget impasse posed a challenge for the program to provide stipend support to a full cadre of students. The department has worked to overcome this issue by developing an on-line only MA program that could provide income to the Department, in the form of tuition. The on-line only MA program will provide a unique experience for students looking to increase their academic credentials and deepen their knowledge base in Pharmacology, with an emphasis in Neuroscience.

The Department is developing a collaboration with SIU Edwardsville to offer a PhD in Pharmacology off-site. This enhances the reach of the School of Medicine and provides financial support for the graduate training programs.

Both of these programs were viewed as well conceived, with a positive impact on the Pharmacology Program and on the institution.

A minor curriculum change was the overhaul of the journal club. The new journal club is interactive and discussion-based. It was viewed as a positive change that provides opportunities for students to deepen their critical thinking processes and learn to communicate and debate scientific principles.

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

1. The program provides excellent didactic and research training in Pharmacology and Neuroscience as demonstrated by placement of graduates in positions within the field, employer satisfaction and feedback from graduates.

2. The graduate program committee, which oversees the curriculum is engaged in ensuring quality education for the students. Its leadership was recognized as a positive by the evaluators.
3. All levels of assessment are sufficiently covered within the program.
4. Evaluators noted that faculty and students have low confidence in institutional support. Better communication between departmental leadership and the administration with renewed efforts to alleviate funding stress is needed. Mechanisms for funding basic equipment needs and funding for students need to be addressed.
5. Consideration for restructuring faculty salary structures and responsibilities to provide incentive for faculty to apply for additional external funding and allow for other faculty to focus more on teaching should be explored.
6. Provide professional development opportunities for career exploration and travel grants for students to attend national meetings and development seminars.

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

1. Developed an interactive journal club to promote deeper critical thinking skills in the students.
2. Developed a curriculum for an on-line MA program. It is approved by the IBHE and ready to be instituted.
3. Developed a seminar series designed to expose students to a variety of job choices available after completion of their degree.

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

1. Enroll students in the online MA program.
2. Continue work on the off-campus extension of the PhD program with SIU Edwardsville. Complete the necessary paperwork for IBHE approval and enroll students in the program.
3. Enhance the professional development workshop series.
4. Departmental leadership will work with institutional leadership to develop mutually beneficial support for basic science research, to include a re-evaluation of faculty salary structures, support for equipment and graduate student stipends.
5. Develop a program of accountability for faculty to increase productivity and enhance departmental wellness.
6. Work with the Associate Dean for Research to explore funding of travel grants for graduate students.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
☐ Programs Flagged for Priority Review
☐ Programs Enrollment Suspended

PHARM DATA SUMMARY

PROGRAM: Pharmacology and Neuroscience (MS, MA, PHD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate		
Master's	1	0
Doctoral	7.67	7
Comment:		

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

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

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)		
Master's	36	54
Doctoral	410	104

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate		
Master's		
Doctoral	1.83	4

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)		
Master's		
Doctoral		

PHYSIOLOGY (BS) AND MOLECULAR, CELLULAR, AND SYSTEMIC PHYSIOLOGY (MS, PHD)

- | | |
|---------------------------------|--|
| 1. Reporting Institution | Southern Illinois University Carbondale |
| 2. Programs Reviewed | B.S. in Physiology |
| 3. Date | May 24, 2019 |
| 4. Contact Person | Meera Komarraju, Interim Provost & VC for Academic Affairs |
| 4.1 Telephone | (618) 453-5744 |
| 4.2 E-mail | provost@siu.edu |
| 4.3 Fax | (618) 453-1478 |

5. Major Findings and Recommendations

The review team was comprised of:

- Nicholas A. Delamere, Professor and Head, Department of Physiology, University of Arizona
- Carey Krajewski, Professor, Department of Zoology, College of Science, SIUC
- Boyd Goodson, Professor and Acting Associate Dean, Department of Chemistry and Biochemistry, SIUC

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

There were no significant changes to the program since its last review in 2011. The major recommendation of that review was to eliminate the Physiology undergraduate program and was explicitly rejected by the department due to the fact that it was, and remains, a very successful program. The teaching of a majority of the undergraduate courses is by NTT faculty, therefore reducing the impact on the research productivity of the TT faculty. Greater communication with the College of Science regarding the Physiology undergraduate program was also recommended and this has been undertaken with the former Dean and administration as well as the current Interim Dean and administration.

Currently, the BS in Physiology is awarded by the College of Science. As of July 2019, the School of Biological Sciences will be initiated as a merger of the Departments of Microbiology, Zoology, and Plant Biology. The degree program will be part of the degrees awarded by this School, but Faculty in the SOM Department of Physiology will retain curriculum control (as before) and oversight. Students enrolled in the BS in Physiology program as well as the BS in Biological Science will be advised within this school through a dedicated pre-professional advisor.

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

The review team found the Department of Physiology to be strongly committed to teaching and research at all levels. They found a TT faculty that was mostly research active with a majority of their funding from NIH. The entire faculty were described as collegial and supportive. Regarding the undergraduate program, they found that the faculty value the PHSL BS program. Students from the BS program contribute to and are important components of the faculty research teams. The review team recognized that the department has a structured assessment mechanism. This mechanism is dependent on student performance in the rigorous course requirements of the program. The level of student understanding and proficiency is assessed through the program by the faculty delivering

the courses. Student progression through the program is more formally assessed by comparing early course performance with mostly senior course performance. The department also assesses student proficiency in scientific method and laboratory techniques. These are assessed through monitoring the students' performance in laboratory sections both in physiology but also chemistry and physics. The review team concluded that the department did an adequate job of assessment and pays attention to student learning outcomes.

The main opportunity for the program identified by the review team was in the area of online teaching. They commended the department for already establishing a number of undergraduate online courses but expressed the consideration of additional online courses in order to serve or attract off-campus students.

The review team made a number of recommendations regarding/impacting the BS in Physiology. Foremost was an increase in T-TT faculty number to increase the number of upper-level undergraduate courses and assist in the mentoring of the majors. The team also recommended greater communication within the department and between the department and administration of SIUC and SOM to clarify the alignment of the undergraduate program with the mission of SIUC and SOM. The team recommended providing ways to create greater sense of community and identity amongst the Physiology undergraduate majors.

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

As noted above, one programmatic action taken by the department since the last review was the implementation of online offerings for PHSL 210, 301 and 410. Another significant action commended by the review team was the department initiated a faculty mentoring program for its undergraduate majors.

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

- Increase communication between CoS and SOM, and also between SOM and SIUC administration.
- Incentivize increased undergraduate teaching by SOM faculty.
- Increase online course options, particularly for off-campus students.
- Invest in teaching and laboratory equipment upkeep and updating.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

PHSL DATA SUMMARY

PROGRAM: Physiology (BS) and Molecular, Cellular, and Systemic Physiology (MS, PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	107	107
Master's	1.67	2
Doctoral	10.67	11
Comment:		

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

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

SCH PRODUCTION TOTAL	FY13	FY18
	Lower/ Upper	
Baccalaureate (Lower/Upper)	664 / 2997	374 / 3118
Master's	275	97
Doctoral	203	178

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	14.67	17
Master's	2	0
Doctoral	2	2

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)		
Master's		
Doctoral		

PUBLIC HEALTH (BS, PHD)

- | | |
|---------------------------------|---|
| 1. Reporting Institution | Southern Illinois University Carbondale |
| 2. Programs Reviewed | Bachelor of Science in Public Health and Doctor of Philosophy in Education with a Concentration in Health Education |
| 3. Date | May 30, 2019 |
| 4. Contact Person | Meera Komaraju, Interim Provost & VC for Academic Affairs |
| 4.1. Telephone | (618) 453-5744 |
| 4.2. E-mail | provost@siu.edu |
| 4.3. Fax | (618) 453-1478 |

5. Major Findings and Recommendations

The review team was comprised of:

- David Seal, Professor, Vice Chair, and Doctoral Director, School of Public Health and Tropical Medicine, Tulane University
- Kelly Wilson, Associate Professor, Department of Health and Kinesiology, College of Education and Human Development, Texas A&M University
- Mary Louise Cashel, Associate Professor and Program Director of Clinical Psychology, Department of Psychology, SIUC

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

As noted in the Self-study, the curriculum for the Health Education PhD program in education has not changed significantly since the last program review. Three minor curricular changes are noted as are some changes in requirements needed prior to the preliminary exam. As noted in the Self-study, faculty retirements in the last 5 years have resulted in an entirely different faculty composition in the public health program. As noted in more detail below for the BS in Public Health, there have been extensive additions and modifications of the curriculum in the past few years.

The Department of Public Health and Recreation will be merging with the School of Social Work, the Department of Kinesiology, and the degree program in Human Nutrition and Dietetics to form a School of Human Sciences. The anticipated start date for this new school is January 2020.

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

According to the Reviewers' Report the BS and PhD curriculum align both with the University's Mission and with the professional practice of public health professionals and health education specialists. More specifically, learning outcomes appear to be appropriately aligned with the Certified Health Education Specialist (CHES) competencies and relevant standards of practice. The curriculum was also judged to align with the areas of responsibility for health education specialist and the skills that apply to emerging professionals.

The Reviewers' Report notes that the department is activity-focused and student-centered. As the report acknowledges, students (both undergraduate and graduate) noted the dedication and commitment of the faculty, expressed enthusiasm for the program and their career paths. They felt

attention was given to involving students in community coalitions and campus events. Elsewhere in the report, it is noted that the student honor society, Eta Sigma Gamma, is active in teaching, research, and service projects and has won several national awards for its projects. As noted below the curriculum in the BS in Health Science has undergone extensive revisions and realigned with standards in order to improve student learning outcomes and facilitate more effective program assessment.

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

As noted above and in the Self-study, the curriculum for the Health Education PhD program in education has not changed significantly since the last program review. Three minor curricular changes are noted as are some changes in requirements needed prior to the preliminary exam.

According to the Self-study for the BS in Health Science, there have been extensive additions and modifications of the curriculum. Most significantly, the program's goals and student learning outcomes were revised to be in alignment with appropriate community health education competencies as set by the National Commission for Health Education Credentialing (NCHEC). In addition, a recent (AY 2016) change from a BS in Health Education to a BS in Public Health required further revisions to the assessment plans.

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

The need to take any possible actions to increase enrollment is noted in the report. Declining enrollment is identified as a threat to the programs. The department is encouraged to recruit from the large numbers of undeclared majors at SIU especially at the undergraduate level since public health is a considered a discovery major across the nation. The Reviewers' Report notes that SIU generally could better capitalize on the University's tradition and their ties to regional communities.

The Reviewers' Report states that the number of doctoral students has declined since the previous review and notes that considerations related to the decline may include capacity of faculty (due to workload) and commitment to graduate research assistantships. There were also several considerations, concerns, and suggestions raised by doctoral students in the program (e.g., more field trips, less lecture, more flexible preliminary exam dates, better connection between Health Education PhD program and Master's in Public Health students).

As a result of the program review, the review team concludes that students who complete the BS degree and the advanced PhD are "prepared to join the workforce by engaging in community practice and to conduct and disseminate in public health, health promotion, and health education." Clearly, in the case of the BS in Public Health, there has been focused attention on the curriculum and program assessment.

6. Outcome

6.1 Decision:

Undergraduate Program

- ☐ Programs in Good Standing
- ☒ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

The undergraduate program enrollment and graduation counts fall below the IBHE threshold of less than 40 students enrolled and 9 students graduated (average over last three years).

Doctoral Program

☒ Programs in Good Standing

☐ Programs Flagged for Priority Review

☐ Programs Enrollment Suspended

PUBH DATA SUMMARY

PROGRAM: Public Health (BS, PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	15.33	17
Master's		
Doctoral	24.33	21
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 3

Department or Program Number of Term/Non-Tenure Track FT Faculty: 7

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)	215	201
Master's		
Doctoral	3	3

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	3.33	6
Master's		
Doctoral	6	4

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)	90	85
Master's		
Doctoral	233	224

REHABILITATION COUNSELING AND ADMINISTRATION (PHD)

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Program Reviewed** Ph.D. Rehabilitation Counseling and Administration PhD
3. **Date** May 22, 2019
4. **Contact Person** Meera Komarraju, Interim Provost & VC for Academic Affairs
 - 4.1 **Telephone** (618) 453-5744
 - 4.2 **E-mail** provost@siu.edu
 - 4.3. **Fax** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Ray F. Feroz, Professor and Chair, Department of Human Services, Rehabilitation, Health & Sport Sciences, Clarion University
- Julie Partridge, Professor and Graduate Coordinator, Department of Kinesiology, College of Education and Human Services, SIUC

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

As noted in the Self-study and reviewer's report, the Rehabilitation Institute is nationally ranked with a storied history and excellent reputation. The Institute has continued to attract nationally recognized faculty researchers and to produce quality educators and leaders in the rehabilitation field. The institute has a proud history of national prominence and continues to carry this forward today with Institute involvement in publishing texts, journals, and service on national boards. Similarly, the program has historical significance, having been one of the first such programs in the US, and has had/has luminous and influential faculty who have been/are leaders in the field.

However, since the time of the previous review there has been some turn over in faculty positions as well as some loss of enrollment. This is a pattern that has been occurring throughout the University due to factors that are not specific to this program. In regard to curricular changes, as also noted below, there not been significant changes or areas targeted for improvement.

In July 2019, programs within the Rehabilitation Institute will be merging with programs in either the School of Allied Health or the Department of Psychology to form two new schools, the School of Health Sciences and the School of Psychological and Behavioral Sciences. The PhD in Rehabilitation Counseling and Administration will then be housed in the School of Health Sciences.

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

According to the Self-study the learning outcome for the Ph.D. program have not changed since the previous review. While this is somewhat unusual the program has conducted its annual campus assessment review cycle.

According to the Self-study, the program level assessments take place within four core courses: REHB 581, REHB 574, REHB 588 and REHB 590. The Reviewers' Report notes that the programs SLOs are based on three goals: (1) students successfully passing their preliminary examinations, (2)

increase the number of students with CVs indicative of the profession and (3) have students produce a paper for publication in a peer-reviewed professional journal in the rehabilitation field. According to the Reviewers' Report, these three goals were established by the program faculty and align with the mission of the program.

A major recommendation from the Review Team was that the unit pursue CACREP accreditation while noting that the Self Study indicated that the program has been very active in collaborating with the new accrediting body CACREP and are currently accredited by CACREP as a Clinical Rehabilitation Counseling Program. The faculty in the department have been active in anticipation of the shift from CORE to CACREP accreditation and have also active in collaboration with Counseling Ed program faculty who are experienced with CACREP standards. Still as the Reviewers' Report noted, the Ph.D. program in Rehabilitation Counseling and Administration does not show up on the CACREP website listing.

There were several related areas of concerns that the Reviewer Report raised that were all related to the pending SIU reorganization. These include:

The review team reports that SIU reorganization may have disturbed faculty, precipitating in a decline in program faculty numbers (e.g., departures, retirement, etc.). Students voiced curricular concerns pertaining to the difficulties with scheduling classes for small numbers of students and finding qualified faculty to teach them. The somewhat slow and bureaucratic pace for curricular changes at the University was raised as a concern especially within a context of impending administrative reorganization. More positively, they also note that the decrease in numbers has allowed for an increase in faculty and administrative responsiveness.

In addition, there were some University wide concerns that effect all SIU programs including problems with University-wide marketing and University IT which is not customer-oriented.

Finally, a concern was expressed that if, as a result of the reorganization, the Rehabilitation Institute is no longer a degree-granting institute, then its strong relationship with state legislators could be diminished and hence its programs put at risk. This concern is important because, as the Reviewers' Report notes, Rehabilitation Counseling has made excellent use of state, community, and university resources. The Reviewers' Report recommends that a plan should be in place and supported by the institution to formally define the location and structure of these programs within a newly reimagined Rehabilitation Institute at SIU such that the reputation and visibility of this highly respected organization are not negatively impacted. One idea might be to leverage the centers traditionally housed in the unit, i.e., The Center for Autism Spectrum Disorders, Project 12 Ways, the Evaluation and Development Center (EDC) to maintain the Institute's identity with important external stakeholders and state legislators.

As noted in the Self-study, no student Exit Surveys, Alumni surveys and/or Employer Surveys have been conducted since the last Self Study completed in 2010 nor have there been any curriculum or program changes to the RCA doctoral program since the last program review. Having this constituent information would make for a more robust overall program assessment, particularly given the improvements to the comprehensive exams that were a direct result of student feedback.

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

As noted, the program faculty have identified SLOs based on three goals aligned with the mission of the program. The *SIUC Assessment Plan Revised August 2017* action plan concluded that the program faculty will meet monthly to share and discuss information to modify, if necessary,

assessment goals and processes for continuous evaluation and improvement. This should be evidenced in meeting minutes. Curricular development and some program assessments (e.g., exit survey) could benefit from additional attention.

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

As a result of the proposed reorganization, the Self-study and Reviewers' Report recommends that the program consider developing a strategic plan to promote creative synergistic ideas and structures. In addition, the Reviewers' Report boldly recommends considering an exclusively online degree program as a way to capitalize on the positive brand image of the Rehabilitation Institute to expand into a new potential market. This is a recommendation that is worth serious consideration.

As noted above and in both the Self-study and the Reviewers' report, program assessment and curricular development could benefit from more focused attention. While it was noted that reduction in faculty and administrative resources make this task challenging, the Self-study did state that adherence to such assessment practices has fallen short of expectations. The Reviewers' Report also recommends that regular feedback be obtained from students and graduates as well as revitalization of an external program advisory committee. The external advisory committee could be helpful in keeping the curriculum relevant, identifying trends, opening up fieldwork opportunities, student recruitment, and fundraising. These useful recommendations would address both assessment and curricular concerns. The program should also develop an exit questionnaire for graduates of the program.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

REHAB DATA SUMMARY

PROGRAM: Rehabilitation (PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate		
Master's		
Doctoral	36	35
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 3

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)		
Master's		
Doctoral	240	210

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate		
Master's		
Doctoral	6	4

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)		
Master's		
Doctoral	343	366

SIMMONS CANCER INSTITUTE

1. **Reporting Institution** Southern Illinois University School of Medicine
2. **Programs Reviewed** Simmons Cancer Institute
3. **Date** January 25, 2019
4. **Contact Person** Jerry Kruse, Dean and Provost
 - 4.1. **Telephone** 217-545-3625
 - 4.2. **E-mail** jkruse@siumed.edu
 - 4.3. **Fax** (217) 545-8135

5. Major Findings and Recommendations

The review team was comprised of:

- Robert A. Winn, Professor of Medicine and Associate Vice Chancellor for Health Affairs-Community Based Practice Director of the University of Illinois Cancer Center, University of Illinois Hospital and Health Science System, University of Illinois at Chicago
- Andrzej Bartke, Professor of Internal Medicine and Distinguished Scholar, School of Medicine, SIUC
- Brent Bany, Associate Professor, Physiology, School of Medicine, SIUC

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

The overall Cancer Center priority of National Cancer Institute (NCI) designation is a major change for Simmons Cancer Institute (SCI). Due to the lack of funding, faculty, and resources, this designation is not currently being pursued. In 2011 the previous review also focused on the strategic plan of recruiting an Associate Director of Population Science and developing a Population Science program within SCI.

Changes in leadership, structure and function have occurred since the study in 2011. Under the leadership of Dr. Khan, the Cancer Center has increased momentum within research, philanthropy, clinical cancer care, outreach and education. A clear vision and support have been established within the Cancer Center's leadership team and SIU School of Medicine. This momentum will lead to expansion of services, research capacity, and educational opportunities through the fellowship program, impacting the community of central and southern Illinois by expanding and finding new opportunities to develop resources for public cancer prevention and education.

Currently, SCI's priorities are focused on the expansion of programs to meet patient's needs, developing NIH supported basic laboratory research, linking basic sciences and innovative clinical applications, developing strong clinical research programs devoted to the community, coordinating and developing new training programs for biomedical researchers and healthcare professionals, augmenting medical student, resident and graduate student training in cancer, developing public information services to increase awareness, patient referrals, education and counseling for the community, and coordinating and developing community services and outreach programs to address the needs of the communities serviced by SCI.

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

1. Although normal for a relatively young cancer center, SCI currently does not have the ability to support Phase 1 clinical trials. The Institute should eventually work towards phase 1 trials as a long-term goal and while doing so engage with other Institutes to take part.
2. Expand support to the Clinical Research Office as the research efforts of SCI expand.
3. Strongly encourage the establishment of a Melanoma Center.
4. Develop and implement a plan to allow the SCI Director to have input and oversight to Population Science program with respect to understanding its catchment area better and conduct ground-breaking cancer population science research.
5. Better align GI activities to SCI with the recruitment of a Gastroenterologist.
6. Develop a robust survivorship program.
7. Develop and implement a plan to improve support for trainee research opportunities for SCI and SCI-affiliated SIUMED cancer research activities at all levels.
8. Establish one or two more residency programs and increase number of fellowships.
9. Encourage the formation of a qualified SCI External Advisory Board (EAB) and an Internal Advisory Board
10. Develop a more clearly defined Catchment area (perhaps mention specific counties served).
11. Continue with plans for the development of the SCI Melanoma Center

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

1. Developed staff management and hiring autonomy within SCI
2. Created Hematology/Oncology Fellowship Program
3. Obtained QOPI (Quality Oncology Practice Initiative) accreditation in 2016.
4. Established strong support from SIU/SOM leadership system
5. Developed a Melanoma Multidisciplinary clinic at SCI
6. Increased the number of publications and NIH grants obtained by scientific research programs and SCI membership.
7. Provided foundation dollars to use as seed money for researchers to gather initial data to be able to submit for federally funded grants.
8. Developed strategic partnerships for research initiatives and joint research grants.
9. Expanded SCI Clinical Trials staff, and purchased a new clinical trials software for improved financial and oversight management.
10. Developed a Melanoma Center and Oral Chemotherapy program.
11. Currently recruiting a Professor of Epidemiology and Melanoma to expand population research and educational research.
12. Increased the number of yearly fund raising events partnering with SIU/SOM Foundation.

13. Increased the number of yearly educational events and cancer screenings throughout central and southern Illinois.
14. Currently hiring a nurse navigator, financial counselor and new analytics for the infusion program.

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

1. SCI will form a committee to review and implement the following recommendations related to research:
 - Enhancing multi-investigator /disciplinary research
 - Documenting impact of service
 - Contributing a multi-PI awards and provide another mentorship path for early investigators
 - Review the priorities of the appropriate shared core needs to perform high level research
2. SCI is committed to hiring new faculty to address the concern about the “lean” membership roster.
3. Currently the internal leadership is made up of core administrators and leaders within SCI. An External committee will be created that will meet quarterly and will include SIU Departmental leadership and the Memorial Medical Center (MMC) members. The committee will examine the need for increased communications between SIU SOM in regards to all the patient programs, research and clinical services that are provided to central and southern Illinois community annually.
4. In regards to the development of a Melanoma Center, SCI is working with SIU Healthcare to begin work on drawings of the New Melanoma Center to present to possible donors. The Foundation has been involved in discussions with SCI to determine ways to solicit support for this program. Currently, a \$6 million request is on the SIU SOM Capitol improvement state budget request. Continued support is needed from School leadership to represent SCI as a budget line item and through foundation donors.
5. Historically SCI leadership was not included in any discussion in regards to recruitment needs and physician issues of the clinical oncology faculty. Currently Dr. Khan is working with Departmental leadership to achieve improved communication in regards to this issue. This would also be an agenda item on the external advisory meeting.
6. SCI understands the importance of having senior-level cancer researchers in order to grow and expand. Currently there are two positions open, Professor of Epidemiology and Melanoma. A recruiter is begin considered as these are two difficult position to recruit.
7. Currently, SCI provides funding to the Population Science Department. This funding goes towards two researchers and support staff. SCI has a representative who meets monthly with Population Science and gives SCI updates. The challenge is in addressing and initiating research that is mission specific to the Simmons Cancer Institute. SCI will initiate discussion to implement more direct supervision and direction for the Cancer related Population Science and Policy.

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

WORKFORCE EDUCATION (BS, MS, PHD)

- 1. Reporting Institution** Southern Illinois University Carbondale
- 2. Programs Reviewed** Workforce Education
- 3. Date** March 5, 2019
- 4. Contact Person** Meera Komarraju, Interim Provost &VC for Academic Affairs
 - 4.1. Telephone** (618) 453-5744
 - 4.2. E-mail** provost@siu.edu
 - 4.3. Fax** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Claretha Hughes, Professor, Human Resource and Workforce Development, College of Education and Health Professions, University of Arkansas
- Randy Burnside, Associate Professor, Department of Political Science, College of Liberal Arts, SIUC

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

The Workforce Education and Development (WED) program has lost several on campus faculty since 2010. Eight senior faculty and one junior faculty either retired or resigned from WED between 2010 and 2017. Two assistant professors were hired in 2015 and 2016. There are also two senior faculty and two non-tenure track faculty.

The Workforce Education and Development off-campus degree program, which is mostly undergraduate programming, has changed dramatically since the last review. At each off-campus site (now 12 locations), there was a full-time non-tenure track faculty member (base coordinator) who coordinated and taught classes for the program. Duties included recruiting and advising students, hiring adjuncts to teach six eight-week terms, marketing the program, and managing staff. In 2013, SIUC's Extended Campus became responsible for all off-campus programming, which included the WED off-campus sites. This major change, which limited the administrative duties and authority of the base coordinators, prompted most of them to resign/retire. To date, there is only one non-tenure track faculty member at one of the twelve sites. All other sites have a Bachelor's degree-level program advisor who is responsible for recruitment, advisement, and other administrative duties. However, as the reviewer notes, the ability of these advisors to focus on recruitment is now more limited. Enrollment continued to decrease. This may be due to the lack of WED oversight and lack of recruitment responsibilities. Also, campus faculty no longer travel to the sites to teach, which was known to be beneficial since their presence bridged the gap between Carbondale campus and the off-campus sites. Furthermore, there have been two off campus Degree Program Managers positions that have been empty for nearly two years. The Interim Department Chair is fulfilling these duties.

One of the career tracks in the department, Career and Technical Education, suspended admissions in 2016, which required teaching approximately 3 students to matriculation (teach out). This was

due to decreased enrollment attributed to the loss of several key tenure track faculty that were not replaced.

The Department of Workforce Education will be merging with the Department of Curriculum and Instruction, the Department of Counseling, Quantitative Methods, and Special Education, and the Department of Education Administration and Higher Education to form a School of Education. The anticipated start date for this new school is January 2020.

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

In terms of learning outcomes, as the reviewers note, the WED faculty are all involved with the development of the mission, goals, and student learning outcomes (SLO) of the programs. The department also works well with their internal and external stakeholders that collectively define the mission, goals and SLOs of the WED department. As the reviewers also note, the flexibility of the program is a strength confirmed by all stakeholders. The WED department needs additional senior faculty for the unit and it needs to complete the hiring process for the Director of Off-Campus Degree Programs. A focus on better recruitment at off campus sites has recently shown signs of effectiveness. At the time of the review, the Associate Dean of the College of Education and Human Services was serving as the Interim Chair of the Department. This is not a sustainable model.

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

Major curricular changes that have occurred since the last report include offering the Bachelor's degree fully online and the Master's degree 80% online. This has increased enrollment of students in the bachelor's degree program and has potential to increase enrollment in the master's degree program in the near future.

There have also been more courses offered via video conferencing so that on and off campus students can enroll and participate. The SIUC Center for Teaching Excellence has provided technology support and has offered to enhance the technology in the room that is being used for video conferencing. These improvements will allow for less interference in the video feed and will provide opportunities to increase the amount of students participating via video conference.

The Nurse Aide Testing Program, which became the Office of Workforce Innovation and Research, is no longer under WED. It has moved under the direction of the Economic Development Center for a trial period of 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 review team recommended a dedicated Department Chair and a Director of the Off Campus Degree Programs because both positions are held by one person. Due to the probable reorganization SIUC, the likelihood of a permanent Department Chair is low. Presently, the Associate Dean of the CoEHS is acting as Interim Chair of the WED department. The College of Education and Human Services is currently searching for a permanent Director/Manager of Off Campus Programs.

Another recommendation is to hire a senior faculty member to help sustain the department and serve on doctoral level committees. WED has requested a senior faculty member for the 2020-21 academic year. This faculty member will also serve as the Director of the Center for Workforce Development, which will ensure that WED faculty are able to learn of grant opportunities and

collaborate on research with the Center's staff. This will support the review team's recommendation that there should be a relationship between the Center for Workforce Development and the department.

The review team recommended that the Department of Workforce Education and Development develop a stronger relationship with the Center for International Education to help support the international students that are in the doctoral program. For this reason, Dr. Yvonne Hunter-Johnson, Assistant Professor, will develop a partnership with the Center. She is an international faculty member who has already established rapport with the international student population in WED.

The review team also recommended that there should be a relationship (re-established) between WED and the Nurse Aid Testing Program (Office of Workforce Innovation Research).

6. Outcome

6.1 Decision:

- ☒ Programs in Good Standing
- ☐ Programs Flagged for Priority Review
- ☐ Programs Enrollment Suspended

WED DATA SUMMARY

PROGRAM: Workforce Education (BS, MS and PhD)

ENROLLMENT – MAJOR HEADCOUNT	3 Year AVG	2018
Baccalaureate	258	231
Master's	54.33	50
Doctoral	26	21
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 4

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2

SCH PRODUCTION TOTAL	FY13	FY18
Baccalaureate (Lower/Upper)	2691 / 14500	731 / 4685
Master's	1990	746
Doctoral	531	254

DEGREES AWARDED	3 Year AVG	2018
Baccalaureate	278	222
Master's	25	19
Doctoral	3.33	6

COST PER CREDIT HOUR	FY13	FY16
Baccalaureate (Lower/Upper)	124 / 374	181./ 311
Master's	479	322
Doctoral	275	355

Program Review Reports

Southern Illinois University Edwardsville

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BS Chemistry
3. **Date** 2018-2019
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

In general, the program follows the recommendations of the American Chemistry Society (ACS) Committee on Professional Training. The one change they have expected is increased coverage of Macromolecular Chemistry throughout the curriculum. The program has embraced this recommendation, and are fully compliant with the CPT's recommendation.

The societal need for individuals with training in chemistry continues to be strong, as evidenced by the August 2018 ACS domestic member unemployment rate of 2.9% (ACS CEPA Council Agenda, August 22, 2018), significantly lower than the national unemployment rate. The fields of interest include biochemistry-related professions (e.g. pharmaceutical development, genomics), material science-related professions, and energy-related professions.

At the undergraduate level, chemistry is a partner with Biological Sciences, Engineering, Nursing, Pharmacy, and other professional disciplines. In Fall 2018, there were over 1100 students enrolled in 100-level Chemistry Labs.

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

The Chemistry department has a very strong group of faculty, who have demonstrated accomplishment, both in research and teaching. The department highly values student success; faculty and students have developed a very close relationship. The senior assignment is very well designed, which gives the student great opportunities for involvement with meaningful research projects. The department has a good enrollment and we can foresee a healthy growth in the future.

The department takes course assessment very seriously and has developed a very good plan for continuous improvement of their curriculum. The assessment plan, however, can be further improved. The department should investigate how other departments develop their assessment plans. They should use more objective rubrics instead of grades for the assessment.

The department should also pay more attention in carefully selecting and training the teaching assistants in the future.

The program offers considerable evidence of successful learning outcomes based upon continual program improvement. Student placement of the B.S. Chemistry graduates into chemistry-related jobs or further graduate study seems to be very high. A brief survey of graduating seniors in Chemistry 499 (Senior Assignment) in 2018 indicates that over 70% secured jobs or entry into graduate or professional programs. The strongest evidence of successful learning outcomes is that SIUE Chemistry students are in high demand by industry in all of the metropolitan St. Louis area. A case in point is the fact that the MilliporeSigma (former Sigma-Aldrich) Corporation donated \$150K in 2013 to equip the department's new Biochemistry Instruction Laboratory so as to increase the skills of graduates. Such a donation is consistent with MilliporeSigma's interest in that 20% of the 1000-person St. Louis workforce have degrees from SIUE.

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

Recommendation 1: Consider Calculus III as requirement or revise content. The Physical Chemistry faculty have added more Calculus Review in both the Lecture and Laboratory courses, as well as increased time to explain new Calculus materials such as partial differentials.

Recommendation 2: Develop a more formal relationship with their graduates and industry. The Department has an Industry Advisory Panel consisting of 3 SIUE Chemistry Alums. The panel members visit campus regularly, and advise and recruit our graduate students. The program has regular events for Chemistry Alums.

Recommendation 3: Re-evaluate the rigor of lab program, and develop maintenance and acquisition plan for equipment. With their move to the new Science East building, nearly all of the lab courses and experiments have been re-evaluated. Many experiments have been re-written and several have been replaced. The scheduling of undergraduate labs is now optimized to minimize time-conflicts with our Graduate Students who are TAs for laboratory courses. The training of the laboratory TAs has been increased during the Graduate Student orientation program, and standardized Pre-Lab Lectures have been developed so that all TAs cover appropriate materials including safety. Regarding equipment, the College of Arts and Sciences has been very helpful with equipment repairs. Additionally, the Graduate School's Research Equipment and Tools competition has been invaluable to acquisition of new equipment for research.

Recommendation 4: Further develop program assessment data. The Department Student Assessment Committee has been responsive to annual program review, and has developed a new assessment plan that meets their approval and which utilizes assessment data to evaluate and adjust the program.

Recommendation 5: Ensure that CAS advisors have correct information. Several years ago, the Department developed a 5-year plan, so that CAS advisors and students would be able to determine which courses were scheduled to be offered each semester. Additionally, the CAS advisors meet yearly with the Department Chairs for any recent changes and additions.

Recommendation 6: Address the needs of faculty members and plan for the future. The Department has a new teaching-load plan based on a 3-3 load, where the 3rd course can be working with students in research courses, which are laboratory electives in all of our degree programs. Regarding future retirements, enrollment growth, and new hires, the Department must work with the College of Arts and Sciences to justify all positions.

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

- 1) Calculus knowledge seems to be a continuous concern for some students. Faculty members are advised to incorporate mathematical background knowledge in their course as needed.
- 2) It is recommended that the program continue to develop a closer formal relationship with their graduates and industry.
- 3) Continue working with the College of Arts and Sciences' advisors to provide students with correct information on the program and study plan.
- 4) The department should address the needs of staff supports.
- 5) The department should pay more attention in carefully selecting and training the teaching assistants in the future.
- 6) Provide more resources to update software and equipment.

6. Outcome

6.1 Decision:

☒ Program in Good Standing
☐ Program flagged for Priority Review
☐ Program Enrollment Suspended

6.2 Explanation

The Curriculum Council of the Faculty Senate felt that the department has responded well to previous program reviews. Its faculty is strong in both research and teaching and the department pays close attention to student learning. The only issue raised is one not unique to Chemistry but a more systemic issue that should be addressed at the university level. TA quality varies significantly. Those with strong subject knowledge are not always natural teachers. While it is reasonable for departments to address TA subject knowledge, general training in teaching is something best provided at the university level. Although graduate student training is outside the Council's purview, the issue was raised because a lack of adequately trained TAs can have a negative impact on undergraduate learning and success.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Chemistry
3. **Date** 2018-2019
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

Chemistry is a mature field, and is central to the study of matter and its interactions in physical, biological, medical, electronic, environmental, and industrial applications, amongst others. Changes in the discipline have been minor and represent time-and-labor saving techniques which have been made available by recent technological advances. As such, it is important for the program to continue to be supported so that state-of-the-art equipment and facilities continue to be available to students so as to prepare them for significant careers which contribute to society.

The societal need for individuals with training in chemistry continues to be strong. The fields of interest include biochemistry-related professions (e.g. pharmaceutical development, genomics), material science-related professions, and energy-related professions. The American Chemical Society committee on professional development has suggested that the pipeline of students working on a Ph.D. degree is larger than necessary, and their comments indicate that the need for the M.S. program continues to be strong, and perhaps merits re-examination.

With the steady increase in demand for undergraduate chemistry courses over the past decade, the program has needed a significant number of assistantships, a factor which has contributed to the overall number of chemistry graduate students. A key fact that is often overlooked is that the quality of graduate education directly influences the undergraduate (especially Freshmen) experience, since our graduate students are the experts in the field with whom the undergraduates spend the most time. Hence, the quality of the chemistry graduate program affects the majority of incoming students each year. At the graduate level, Chemistry collaborates with the School of Pharmacy, the National Corn-to-Ethanol Research Center

(NCERC), and the Department of Physics through co-mentorship and by participation in Integrative Studies M.S. programs.

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

The greatest strengths of the graduate program is its dedicated faculty, curriculum design, applied focus, and rigor along with a strong focus on the thesis/literature review process. Additionally, the 3+2 program, international recruitment and excellent graduation rates (100%) and job (Ph.D.) placement rates (100%) are clear indicators of a healthy and prosperous program focused on building further through continuous improvement on past success. Further evidence is seen in the high rate of external funding and publications from the department. The unified pride in the program communicated by students, administrators, and faculty was clear and consistent.

The biggest challenges facing the graduate program are:

- 1) Maintaining current resources at or above their current levels is critical.
- 2) Recruiting (local and international) and student focus on their education are tied to the current availability and funding level of graduate assistantships available.
- 3) Potentially as a part of the recruitment issues tied to graduate assistantships is the need to continue to focus on student diversity.
- 4) Though the faculty is strong, factoring in undergraduate courses they are at capacity (arguably above capacity when factoring needed adjunct, instructor, and graduate teaching assistants) and it was clear to the program review team that an additional line for a tenured track Analytical Chemistry faculty is needed.

Student placement of M.S. Chemistry graduates into chemistry-related jobs or further graduate study is 100%. Several St. Louis-based employers participate in our Career Fairs on campus, and also send job openings to faculty. Numerous faculty from other universities travel to SIUE to recruit our students into their Ph.D. programs.

The strongest evidence of successful learning outcomes is that SIUE Chemistry graduate students are in high demand by industry in all of the metropolitan St. Louis area. Additionally, several of our alums have received the Outstanding Thesis Award as well as Awards at major Conferences. Since 2013 *at least* 45 research papers have been published by the faculty from work performed at SIUE, and the majority of these papers include SIUE student co-authors. In fact, 73 students are included as co-authors on these publications, with several students as co-authors on 2 or more publications.

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

Recommendation 1 - Assessment rubrics for non-research courses. The overall Assessment Plan and 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. One important addition is a Mid-Point Assessment which started about 2 years ago.

Recommendation 2 - Utilizing the outcomes from assessment rubrics. The Graduate Committee presents the Annual Graduate Assessment report at a faculty meeting dedicated to Assessment. Together, all faculty members consider the strengths and weaknesses of the program, and decide on actions to undertake or “stay the course.” The Department has instituted a *Continuous Improvement Log* which documents the decisions of the department.

Recommendation 3 - Departures of the senior faculty members. While we did indeed experience faculty departures due to three retirements and two unexpected deaths, the Department and College have been able to proceed with timely searches for new faculty. At this time, the Department of Chemistry has five new Assistants Professors.

Recommendation 4 - Collaboration with general academic advisors. The general advisors do not deal with graduate students at all. Perhaps this concern was raised by graduate students who received their B.S. degree from SIUE or a [3+2] student who would have been advised by the department. Revisions to the undergraduate chemistry handbook have been made over the last year, and will include a new section on the procedures for the [3+2] program.

Recommendation 5 - Definition of the duties by the lab manager. The lab manager position has been completely revised. A position description and qualification statement were developed which better reflects actual duties of this individual.

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

The Chemistry Department’s repeated requests for long-term equipment maintenance contracts for lab equipment should be seriously considered.

The Chemistry Department’s repeated requests for better quality and quantity of graduate assistantships should be seriously considered.

Hire a tenure-track analytical chemist. Hire additional faculty/instructors according to agreed-upon graduate and undergraduate learning outcomes.

The graduate chemistry program should be supported by SIUE to consider ways to create greater diversity within their program. This goal can be accomplished by recruiting underrepresented U.S. minority students from local high schools and the SIUE student body. The department currently has no clear mechanism with which to address the perennial issue of diversity and inclusion in their program.

The program as a whole has not yet engaged in an assessment of program functionality because its assessment system is relatively new. The program is to be commended for its new assessment system. The committee is looking forward to program level assessment in years to come but needs to continue to move toward the use of these tools.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The internal program review committee ranked the Chemistry Graduate program as Notable Merit. Overall, the review team believes the program is in very good shape. There are few areas which can be refined (see remarks above).

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BLS (Bachelor of Liberal Studies)
3. **Date** 2018-2019
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

Overall assessment of the program primarily takes place through the Bachelor of Liberal Studies (BLS) Advisory Committee. Through discussions they evaluate on a continuous basis whether changes are needed in the way the BLS committee operates or the program is structured. During the last few academic years there have a couple of changes based on this assessment.

One of the changes implemented came from having discussions with students and faculty mentors. Even though the program director met with both individuals to discuss the senior assignment, both students and faculty mentors struggled with understanding the expectations of the senior assignment. Therefore, a syllabus was created for LIBS 400 – Senior Project in Liberal Studies. This syllabus has provided students and faculty mentors with more structure and guidance regarding expectations for the senior project.

In addition, from the previous review, the BLS Advisory Committee decided in one of its assessment sessions to create an "Oral Presentation of Research" guide for students to use in preparation for their Senior Assignment presentation to the program director, faculty mentor, and members of the BLS Advisory Committee.

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

Although there are improvements needed, everyone interviewed during the review process had positive feelings toward the Program. The Liberal Studies Program is generally viewed as a meaningful and necessary program to have in the College of Arts and Sciences. The Program not only provides a flexible degree option for traditional SIUE students, but also a degree completion option for nontraditional students. The flexibility of the Program distinguishes itself from other programs (e.g., Integrative Studies). The senior project associated with the Liberal Studies Program also encompasses flexibility, providing the students with the opportunity to tailor their project to fit their interests.

Despite the value of the Liberal Studies Program, there are various avenues for improvement. A theme in the review process was that the Program should be better structured. This includes better defined goals, assessment procedures, and guidelines for the students and faculty. Another theme that emerged is that potential mentors need more incentive to participate in the Program, as the mentor role can be time consuming. Regarding the students, the varied nature of their preparedness is a potential area of improvement. In addition, despite the flexible nature of the Program and senior project, the Program should look into more flexible course options (e.g., dates and times, online and hybrid courses). The Program also has a relatively low enrollment, so this should be monitored, and active recruiting and marketing strategies should be implemented. Finally, despite the dedication of the Program Director, he has a very large workload considering his other duties. Thus, the Program should look for ways to better support the Program Director.

The BLS is a unique degree program in as much as there is no core disciplinary field with invariant learning outcomes to assess. In place of cultivation of competence in a particular field, the goal of synthesis of differing academic fields is at the fore. Traditional opponents to this type of education suggest that intellectual rigor ends up yielding to enthusiasm for a topic, engendering concerns for academic integrity. These types of concerns are sometimes well founded. However, there is a desire and need for a flexible, degree completion option for students.

The BLS program saw some curricular changes since the previous Program Review, which had not happened since Fall 2004. With the BLS program showing too many similarities with the Bachelor of Integrative Studies, the BLS program made the decision to have the BLS degree be focused on a more flexible, degree completion option for students.

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

Since the last program review, the amount of information and guidance provided to mentors has increased significantly. Once a student has identified a mentor, the Program Advisor/Program Director meets with both the student and the mentor to discuss the expectations of the Senior Project. A syllabus for LIBS 400 – Senior Project in Liberal Studies was developed and this is given to each student and mentor both in hard copy at the joint meeting and electronically via e-mail.

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

1. The Advisory Committee

The fact that the Advisory Committee was seldom mentioned in interviews during the review process implies that it needs to take a more active role in steering the Program in the right direction by working closely with the Program Director. Indeed, the Advisory Committee is important beyond steering the Program Director, but taking some of the workload off of the Program Director.

2. Senior Assignments and Mentors

There is a lack of structure in defining the steps associated with senior project. Having a preparation course on this subject would be beneficial not only in guiding students but also creating a cohort. The Program could be more proactive in matching students with mentors by reaching out to other programs and departments to identify faculty who would be willing to mentor Liberal Studies students. Clearly, some kind of an incentive structure (stipends for conferences, for example) should be in place beforehand. Basically, there should be a mentor list that encompasses a wide variety of disciplines/subjects. Another suggestion is that first-time mentors participate in a training workshop to prepare for their role and to understand the Program's expectations of them as mentors. Even though it came out in some interviews that the Program Director is always available when a mentor has a question, a sort of exit survey for mentors would give feedback to both the Program Director and the Advisory Committee regarding what works well and what needs to be improved in the senior assignment process.

3. Funding

For the future success of the Program, some resources should be invested in this Program, such as recognizing the Program Director, the Advisory Committee members and mentors through modest stipends.

4. Recruitment efforts

More active recruitment measures are needed.

5. Classes and Assessment Procedures

We recommend that some structural changes take place to develop more flexible class times as well as more on-line and hybrid courses to accommodate non-traditional students. In terms of the exit requirement, we suggest a revision of assessment procedures to reflect the diversity of senior projects in the Liberal Studies Program.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The Curriculum Council unanimously voted to rate the program “In Good Standing.” This program is serving a unique role, offering a flexible degree completion option to students. Its flexibility is a particular advantage for adults in the work force with some college but no degree who wish to return to complete their degrees. However, to meet this need, it does face some challenges. First, it is dependent on departments to choose to offer night, weekend, or online courses that might be particularly attractive to these students. Second, the program itself has no funding and its Program Director, who by all accounts does an excellent job, is also Director of CAS Advising, a time-intensive role. Finally, the Program Director struggles to find faculty willing to mentor students for their senior assignments. This means the program is not as well supported as it could be. While the program has operated admirably despite these challenges, these factors also limit the potential for program growth. While the program is small, it is well managed, and has significant potential.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA Theater and Dance
3. **Date** 2018-2019
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

Changes have been minimal, and those that have occurred were more a result of developments in the industry/field rather than programmatic necessities. These changes have, for the most part, been integrated into existing classes, rather than requiring new courses. For example, theater technology continues to develop at an incredible rate. Digital design and recording techniques that did not exist ten years ago are now common practice, from high-end, state-of-the-art equipment and programming, to basic app-based technology used by store-front and fringe theater and dance companies. Students are keenly aware of this technology and their need to be trained on it. The department is committed to staying abreast of the newest technologies through formal means (participation in the United States Institute of Theater Technology annual conference) and informal means (bringing back department alums who work with new technologies in industry positions. These types of technologies include – 3D Printing, LED lighting equipment, Digital Sound Creation and Design, App-based production effects.

Though it has not occurred yet, the department worked on a program change in spring 2019. This change will primarily affect the department's core classes that are required of all students, regardless of specialization. These changes have been designed for two reasons: The budget reductions of 2013/14 reduced the faculty by two TT and one NTT faculty. One of these TT faculty was our Theater History professor. These required classes must now be taught by our Theater Literature/Criticism professor and the added load has created a logjam in academic scheduling. The four-course 114a/b and 201a/b sequence are all taught by the same professor and they frequently create difficulty with regards to timely graduation, especially of transfer students. The faculty have devised a program that will retain the integrity of the curriculum while increasing flexibility for students and teaching faculty. These changes

will be reflected in our next National Association of Schools of Theatre (NAST) review, and in the 2021/22 NAST re-accreditation process.

Secondly, the incorporation of THEA312: Multi-Cultural Theater in America into the core, rather than as an elective, is an important signal that the faculty recognize the important and complex role that race, gender and representation play in the arts. We cannot yet assess these changes as they are currently in development. But faculty are enthusiastic about their potential for strengthening the department curriculum, both in content and in accessibility for 4-year and 2-year students.

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

Based on the self-study and interviews with faculty and students, the program review committee recognizes three interconnected strengths in the T & D department. First, the consensus among faculty and students is that the department is filled with “phenomenal teachers,” as one faculty member said. Students and faculty alike noted faculty members’ willingness to help, their care and concern for students and their professional expertise. Second, given the quality of the faculty and the size of the program, almost everyone lauded the quality and abundance of the hands-on training that students have irrespective of their specialization. Finally, interviews highlighted the various opportunities that students have to be exposed to various dimensions of the industry (e.g., “directing, business, acting, scenes, etc.”). Multiple respondents—both faculty and students—specifically noted the influence and innovation of SIUE Xfest for offering students important experiences and opportunities.

Based on the self-study and interviews with faculty and students, the program review committee recognizes a couple areas for improvement in the T & D department. Interviews with faculty and students suggested some needs for improving the program and curriculum. Some students mentioned a desire for more classes (e.g., upper division acting, electives in African dance and hip hop) and opportunities for more collaboration with the music department. Faculty mentioned new degree offerings, including either a General Theater degree or a Bachelor of Fine Arts (as a potential recruiting tool). T & D is aware of these issues and is currently taking active steps to address them. While these issues are important, they are minor in comparison to concerns about space and facilities for classes, rehearsals and performances.

Evidence of Learning Outcomes:

- 1) Accreditation by NAST provides certification that evidence of learning outcomes exists.
- 2) Departmental Performances: In addition to the numerous classroom performance projects, regular testing and presentation of research occur weekly throughout the semester, students in the Department of Theater and Dance provide direct evidence of learning outcomes via routine presentation of performances to the general public and university community making their learning transparent to an audience, to departmental faculty and to external reviewers. These performance (theater and dance) and design (costume, lighting, scenic, sound, stage management, etc.) assignments allow faculty to work with students one-on-one to further guide their learning and practical skills, beyond normal classroom contact. In rehearsal and production work there is constant, daily assessment of the student’s work leading to a finished product. All formal student productions have faculty mentors assigned in some capacity to monitor progress and growth. The department regularly produces twelve to

fourteen events every calendar year and each of these productions requires the involvement of 15-40 students, including performers, designers, running crew, building crew, front-of-house, stage management and assistants to directors and designers.

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

Facilities and Equipment - New facilities are clearly out of departmental control. We are cautiously optimistic regarding the renewed university efforts to secure funding for a new Performing Arts Center. Though these efforts are still in their infancy, the department has been represented in the planning stages. If this building were to come to fruition, it would be a substantial improvement for the department's educational mission and recruitment of excellent students. The department has secured funding, through a variety of sources, for a number of significant equipment upgrades.

Course Scheduling - The department has been actively working to remedy the issue. The department has a built-in difficulty in that we are not able to offer night classes due to the conflict with rehearsal times for university productions. The department has shifted its class scheduling process in a small but important way: in the past, each Area Head submitted a written schedule for its faculty's offerings and then the Chair collated this information into a master calendar. Now, the chair meets individually with the Area Heads to work through the course schedule and to create a calendar in tandem. This direct contact has led to a better ability to head off conflicts before they make it into the EMS system. We have also made course availability to students the number one priority with regards to developing the departmental class schedule. It should also be noted:

- Departmental electives are offered on a two-to-three year rotation. This ensures that four-year students will have the opportunity to take all relevant electives if they choose. It also ensures that these classes will meet university and CAS enrollment standards.
- We have removed "Class Restriction" designation from a number of electives that have prevented students from enrolling. Offering these courses more frequently is not currently an option given enrollment standards, but greater flexibility with regards to class restrictions and an emphasis on strategic scheduling have been initially effective in addressing this important student concern.

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

1. Recruitment: T & D has made great strides in recruiting students to either major or minor in their program. They have gone outside of the immediate St. Louis metro region to recruit, and met with great success. Also, Kathryn Bentley's work in East St. Louis has boosted the numbers of African American students in the program. The committee would like T & D to continue with its recruitment efforts, but we also recommend more effort on the part of all faculty to increase the numbers of racial-ethnic minority students.

2. Programmatic concerns: T & D realizes that there are some issues with the courses they currently offer. They are proposing to alter an existing 4-semester sequence of courses that will help students complete their degrees, reflect current industry standards and ensure that more students with their Associate's degree take the correct courses when they begin their studies at SIUE.
3. Facilities and equipment: T & D recognizes that many of the issues pertaining to facilities and equipment are beyond their control. Regardless, these concerns were evident in the previous program review, and they continue to be of great concern to faculty and students. All interviewed parties advocate for updated and safer equipment. Also everyone would like to see more physical space for classes, storage, rehearsals and performances. Updates and more space will not only be beneficial to current students, but they can also be an effective recruiting tool. Moreover, they will also work to ensure that the Dance program gets accredited.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council unanimously agreed that this is a program in good standing. Students speak highly of the mentoring they receive from faculty as well as the numerous opportunities for experiential learning provided in theater and dance. Faculty have taken proactive steps to keep the program's enrollment sustainable. They actively recruit students across a wide geographic area and have worked to make it easier for students to transfer into the program. They have worked hard to achieve gender balance among their majors. They have also made significant strides in their effort to increase the racial and ethnic diversity of their majors.

While impressed by the quality of the undergraduate program in Theater and Dance, there are several suggestions for improvement. The program is encouraged to incorporate quantitative data into its assessment of student learning outcomes. The department also needs to make sure that their 100- and 200-level courses have proper designations and that they follow through soon with the course and program changes they are considering as the approval process takes time. Finally, while Theater and Dance makes a commendable effort with the space they have, the space issue will continue to hinder accreditation and recruitment efforts. Hopefully this can be remedied by the university in the future.

Program Review Schedules

Southern Illinois University Carbondale

Program Review Schedule
Southern Illinois University Carbondale
July 1, 2019

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
19.0901	B.S. in Fashion Design and Merchandising	CASA	2007	2017-18	pending final decision		x		National Association of Schools of Art and Design (NASAD)			10/4/2001	9
52.0999	B.S. in Hospitality and Tourism Administration	COAG	2010-11	2017-18	pending final decision		x		Accreditation Commission for Programs in Hospitality Administration (ACPHA)			4/11/2007	9
50.0701	B.A. in Art	COLA	2007	2017-18	pending final decision		x		National Association of Schools of Art and Design (NASAD)			4/4/2016	9
50.0702	B.F.A. in Art	COLA	2007	2017-18	pending final decision		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	pending final decision		x		National Association of Schools of Art and Design (NASAD)				9
50.0703	Post-Baccalaureate Certificate in Art History	COLA		2017-18	pending final decision		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	pending final decision		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	pending final decision		x		National Association of Schools of Art and Design (NASAD)			2/28/2001 8/21/2006	9
51.0701	B.S. in Health Care Management	CASA	2014-15	2018-19	delayed by accrediting agency		x		Association of University Programs in Health Administration (AUPHA)				1,9
51.0907	A.A.S. Radiological Sciences	CASA	2015-16	2018-19	pending final decision		x		Joint Review Committee on Education in Radiologic Technology (JRCERT)	Reinstated Aug-2011			9
44.0701	B.S. in Social Work	COEHS	2010	2018-19	pending		x		Council on Social Work Education (CSWE)				9
44.0701	M.S.W. Master of Social Work	COEHS	2010	2018-19	pending		x		Council on Social Work Education (CSWE)				9
	Center for Autism Spectrum Disorders	COEHS	2008	2018-19		x				7/7/2003			9
09.0101	Ph.D. in Communication Studies (Theatre)	COLA	2010-11	2018-19			x		National Association of Schools of Theatre (NAST)				9
24.0101	B.A. and B.S. in University Studies	COLA	2010-11	2018-19		x							9
	University Core Curriculum	PVC	2002-03	2018-19	overdue	x							9
11.0103	B.S. in Information Systems Technologies	CASA	2010-11	2019-20		x				5/28/2015		9/22/1999	
15.0399	B.S. in Electronics Systems Technologies	CASA	2010-11	2019-20		x							9
51.0602	B.S. in Dental Hygiene	CASA	2014-15	2019-20			x		Commission on Dental Accreditation (CODA) of the American Dental Association				1, 9
51.0701	Master of Health Administration	CASA		2019-20		x	Initial Review			12/1/2015			9
51.0706	Master of Health Informatics	CASA		2019-20		x	Initial Review			12/1/2015			
90.0301	Touch of Nature, Camp Little Giant	CHAN	2010-11	2019-20			x		American Camp Association (ACA)				
01.0000	B.S. in Agricultural Systems and Education; Agricultural Syst. Tech.Spec.	COAG	2010-11	2019-20		x						11/5/2003 3/3/2011	9
01.0000	Ph.D. in Agricultural Sciences	COAG	2011-12	2019-20		x				12/4/2007			8,9
01.0103	B.S. in Agribusiness Economics	COAG	2010-11	2019-20		x							9
01.0103	M.S. in Agribusiness Economics	COAG	2010-11	2019-20		x							9
19.0501	M.S. in Food and Nutrition	COAG	2011-12	2019-20		x						8/4/2004	9
30.1901	B.S. in Human Nutrition and Dietetics	COAG	2010-11	2019-20			x		Accreditation Council for Education in Nutrition and Dietetics (ACEND) formerly (CADE) of the American Dietetic Association (ADA)			4/11/2007	9
14.0501	M.S. & Master of Engineering in Biomedical Engineering	COE	2011-12	2019-20		x				8/14/2007			9
15.0303	B.S. in Electrical Engineering Technology	COE	2014-2015	2019-20			x		Accreditation Board for Engineering and Technology (ABET)			8/4/2004; 6/2016 name change	9
15.0303	B.S. in Electrical Engineering Technology, Elect. Eng. Tech specialization	COE	2013-14	2019-20			x		Accreditation Board for Engineering and Technology (ABET)			6/2/2016	9
30.9999	M.S. Supply Chain Management and Engineering	COE / COB	-	2019-20		x				2/5/2015			9
13.0301	M.S. Ed. in Curriculum and Instruction	COEHS	2014-15	2019-20		x							9
13.0301	Ph.D. in Education (Curriculum and Instruction)	COEHS	2014-15	2019-20		x							9
13.0401	M.S.Ed. in Educational Administration	COEHS	2014-15	2019-20		x						8/15/2003	9
13.0401	Ph.D. in Education (Educational Administration)	COEHS	2014-15	2019-20		x							9
13.0406	Post-baccalaureate Certificate College Teaching Higher Education	COEHS		2019-20	x			1/17/2016			9	A	9
13.1001	B.S. in Special Education	COEHS	2012	2019-20			x		(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				
13.1001	Ph.D. in Education (Counselor Education)	COEHS	2011-12	2019-20			x		Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9

13.1101	M.S.Ed. in Counselor Education	COEHS	2016-17	2019-20			x		Council for Accreditation of Counseling and Related Educational Programs (CACREP)			Jul-2014 name change	9
13.1202	B.S. in Elementary Education	COEHS	2012	2019-20			x		(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/Association for Childhood Education, International (ACEI)/National Council for Teachers of Mathematics (NCTM)				9
13.1206	Enrollments suspended - Master of Arts in Teaching (M.A.T.)	COEHS	2012	2019-20		x				8/14/2003			1,9
13.1210	B.S. in Early Childhood	COEHS	2012	2019-20			x		(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children (NAEYC)				9
13.1305	B.S. in English	COEHS	2012	2019-20			x		(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/National Association for Sport & Physical Education (NASPE)				9
13.1314	B.S. in Physical Education Teacher Education	COEHS	2012	2019-20			x		(CAEP) formally National Council for Accreditation of Teacher Education (NCATE)/National Association for Sport & Physical Education (NASPE)			11/20/2007	9
31.0505	B.S. in Exercise Science	COEHS	2011-12	2019-20		x						11/20/2007	9
51.0201	B.S. in Communication Disorders and Sciences	COEHS	2016-17	2019-20		x			Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.2399	Post Baccalaureate Certificate in Substance Use Disorders and Behavioral Addictions	COEHS	2013	2019-20			x		Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IADAPCA); Council on Rehabilitation Education (CACREP) w/MS Rehab Couns	12/19/2005		Name change 2/2016	9
51.2399	B.S. in Behavior Analysis and Therapy	COEHS		2019-20	Initial review	x				10/7/2014			9
51.2399	B.S. in Rehabilitation Services	COEHS	2011-12	2019-20		x							2
42.0101	Ph.D. in Psychology, Clinical	COLA	2012	2019-20			x		American Psychological Association (APA), Committee on Accreditation				9
50.0501	B.A. in Theater	COLA	2012	2019-20			x		National Association of Schools of Theatre (NAST)				9
50.0501	M.F.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	2018 Flagged for Priority Review	National Association of Schools of Theatre (NAST)	5/23/2008			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
13.1399	M.S. in Mathematics and Science Education	COS	2014-15	2019-20		x				1/22/2009			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
26.0301	B.A. and B.S. in Plant Biology	COS	2010-11	2019-20		x		2018 Flagged for Priority Review				4/10/2001 3/16/2007	9
26.0301	M.S. in Plant Biology	COS	2010-11	2019-20		x							9
26.0301	Ph.D. in Plant Biology	COS	2010-11	2019-20		x							9
26.0502	B.S. in Microbiology	COS	2010-11	2019-20		x						9/29/2003	9
26.0701	B.A. and B.S. in Zoology	COS	2011-12	2019-20		x							9
26.0701	M.S. in Zoology	COS	2011-12	2019-20		x							9
26.0701	P.S.M. in Zoology	COS		2019-20		x				3/29/2017			9
26.0701	Ph.D. in Zoology	COS	2011-12	2019-20		x							9
03.0103	Ph.D. in Environmental Resources and Policy	GRAD	2011-12	2019-20		x						10/27/2016	9
09.0102	Post-baccalaureate Certificate Civil Society, Communication, and Media Practices	MCMA		2019-20	x	initial review				3/27/2013			9
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
90.5122	Center for Rural Health & Social Service Development	SOM	2011-12	2019-20		x							9
	Laboratory Animal Program	SOM	2015-16	2019-20			x		Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999	9
04.0201	B.S. in Architectural Studies	CASA	2013	2020-21			x		National Architectural Accrediting Board (NAAB)				9
04.0201	Master of Architecture	CASA	2013	2020-21			x		National Architectural Accrediting Board (NAAB)	10/10/2006			9
30.9999	B.S. in Technical Resource Management	CASA	2012-13	2020-21		x						10/27/2005	9
43.0202	B.S. in Public Safety Management	CASA	2015-16	2020-21			x		International Fire Service Accreditation Congress (IFSAC)			3/15/2016	9
43.0202	M.S. in Public Safety and Homeland Security Administration	CASA	2015-16	2020-21		x				2011		3/15/2016	1,3,6,8,9,10
49.0104	B.S. in Aviation Management	CASA	2012-13	2020-21		x						7/15/1999	3,9

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				9,10
51.0907	B.S. in Radiologic Sciences (Radiation Therapy)	CASA	2012	2020-21			x		Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.0907	M.S. in Radiologic Sciences	CASA		2020-21		x				10/7/2015			9
90.0301	Touch of Nature	CHAN	2012-13	2020-21		x							9
01.0901	B.S. in Animal Science	COAG	2012-13	2020-21		x							9
01.0901	M.S. in Animal Science	COAG	2012-13	2020-21		x							9
01.1101	M.S. in Plant, Soil and Agricultural Systems	COAG	2012-13	2020-21		x					1/8/2009		9
03.0501	B.S. in Forestry	COAG	2010	2020-21			x		Society of American Foresters (SAF)		8/4/2004		9
03.0502	M.S. in Forestry	COAG	2012-13	2020-21		x					11/3/2016		9
90.0110	Beef Evaluation Station	COAG	2012-13	2020-21		x							9
90.0111	Illinois Soybean Center	COAG	2012-13	2020-21		x					5/31/2007		9
52.0201	B.S. in Business and Administration	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business		3/27/2001		9
52.0201	Executive M.B.A.	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0201	M.B.A.	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business		7/21/2003		1
52.0201	Ph.D. in Business Administration	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	B.S. in Accounting	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	M.Acc. Master of Accountancy	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0601	B.S. in Business Economics	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. in Finance	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business		6/11/2000		9
52.1301	B.S. in Management	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. in Marketing	COB	2016-17	2020-21			x		AACSB International - The Association to Advance Collegiate Schools of Business				9
14.0801	B.S. in Civil Engineering	COE	2014-15	2020-21			x		Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. in Computer Engineering	COE	2014-15	2020-21			x		Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9
14.1001	B.S. in Electrical Engineering	COE	2014-15	2020-21			x		Accreditation Board for Engineering and Technology (ABET)				9
14.1901	B.S. in Mechanical Engineering	COE	2014-15	2020-21			x		Accreditation Board for Engineering and Technology (ABET)				9
14.2101	B.S. in Mining Engineering	COE	2014-15	2020-21			x		Accreditation Board for Engineering and Technology (ABET)				9
15.0612	B.S. in Industrial Management and Applied Engineering	COE	2015-16	2020-21			x		Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	10/18/2007		5/31/2001	9
13.0402	M.S.Ed. in Educational Administration, Principalship program	COEHS	2014-16	2020-21			x				8/16/2003	1, 5, 6, 7, 8, 9	
30.1101	Post-Baccalaureate Gerontology Certificate Program	COEHS	2012-13	2020-21	x			11/9/1999		9	A		10
31.0101	B.S. in Recreation Professions	COEHS	2014-15	2020-21			x				9/27/2016		
31.0101	M.S.Ed. in Recreation Professions	COEHS	2015-16	2020-21			x				9/27/2016		9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2018-19	2020-21			x		Association for Behavior Analysis International (ABAI)				9
05.0201	B.A. 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	2018 Flagged for Priority Review				10/26/2005	9
16.0102	M.A. in Linguistics	COLA	2012-13	2020-21			x				4/22/2016		9
22.0302	B.S. in Paralegal Studies	COLA	2011	2020-21			x		American Bar Association (ABA) Standing Committee on Paralegals		3/8/2004 1/11/2005		9

38.0101	B.A. in Philosophy	COLA	2012-13	2020-21		x		2018 Flagged for Priority Review					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
45.0701	Post Baccalaureate Certificate in Geographic Information Science	COLA		2020-21	x	x				7/12/2012			9
45.0701	Post Baccalaureate Certificate in Sustainability	COLA		2020-21	x	x				7/12/2012			9
50.0901	B.A. in Music and B.Mus.	COLA	2010	2020-21			x	2018 Flagged for Priority Review - BA only	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
90.4005	Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	COS/SOM	2012-13	2020-21						6/1/2000			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
09.0102	Post-Baccalaureate Cert in Civil Society, Communication, and Media Practice	MCMA		2020-21	x			3/27/2013		9	A		
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 & Digital Media	MCMA	2012-13	2020-21		x						8/21/2006; 12/5/2012	9
1.1099	B.S. in Fermentation Science	PVC		2020-21	Initial review	x				3/9/2016			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
11.0701	B.S. in Computer Science	COS	2015-16	2021-22			x		Accreditation Board for Engineering and Technology (ABET)				9
15.0803	B.S. in Automotive Technology	CASA	2018-19	2022-23			x		ASE Education Foundation (ASE)			4/7/2009	9
90.5207	Small Business Development Center	CHAN	2014-15	2022-23		x							9
52.0301	Undergraduate Certificate in Accounting	COB		2022-23	x	initial review				5/11/2017			9
13.0403	M.S.Ed. in Educational Administration, Superintendency program	COEHS	2014-17	2022-23		x						8/17/2003	11
13.1001	Post-baccalaureate Certificate - Special Education	COEHS		2022-23	x	initial review				12/17/2017			9
31.0504	B.S. in Sport Administration	COEHS	2014-15	2022-23		x							9
45.0102	Post-baccalaureate Certificate - Quantitative Methods	COEHS		2022-23	x	initial review				6/22/2016			9
05.0207	Women, Gender and Sexuality Studies Post Baccalaureate Certificate and Minor	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	Ph.D. in Sociology	COLA	2014-15	2022-23		x							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
90.0907	Radio Station WSIU	MCMA	2014-15	2022-23		x							9
90.0907	Television Station WSIU	MCMA	2014-15	2022-23		x							9
90.0907	Television Station WSIU (Olney)	MCMA	2014-15	2022-23		x							9
51.1201	Doctor of Medicine	SOM	2015-16	2022-23			x		Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9
90.1418	Materials Technology Center	VCR	2014-15	2022-23		x							9
49.0102	A.A.S. in Aviation Flight	CASA	2018-19	2023-24			x		Aviation Accreditation Board International (AABI) & Flight Standards District Office				9
50.0408	B.S. in Interior Design	CASA	2017-18	2023-24			x		Council for Interior Design Accreditation (Formerly FIDER); National Association of Schools of Art and Design (NASAD)				9
52.0201	Post-baccalaureate Certificate - Analytics for Managers	COB		2023-24	x	initial review				12/19/2018			9
19.0799	B.S. in Child and Family Services	COEHS		2023-24	Initial review	x				1/29/2018			9
45.0701	B.A. and B.S. in Geography and Environmental Resources	COLA	2015-16	2023-24		x						8/4/2004	9
45.0701	M.S. in Geography and Environmental Resources	COLA	2015-16	2023-24		x						7/11/2002 8/4/2004	9

	Center for English as a Second Language	COLA	2014-15	2023-24			x		Commission on English Language (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)				9
30.0601	P.S.M. in Advanced Energy and Fuels Management	GRAD	2015-16	2023-24		x				6/2/2009			
90.2615	Neuroscience Institute	SOM	2018-19	2023-24		x				4/9/2015			5
90.4405	Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		x				Jan-97			9
51.0201	M.S. in Communication Disorders and Sciences	COEHS	2016-2017	2024-25			x		Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.2208	M.P.H. Master of Public Health	COEHS	2017-18	2024-25			x		Council on Education for Public Health (CEPH)	6/8/2004		9/27/2016	9
16.0101	M.A. in Languages, Literatures, & Cultures	COLA	2011-12	2024-25		x						2/14/2002 5/31/2006	9
16.0101	B.A. in Languages, Cultures, and International Studies	COLA	2016-17	2024-25		x				10/31/2013			9
45.1101	M.A. in Sociology	COLA	2014-15	2024-25		x							9
50.0703	M.A. in Art History and Visual Culture	COLA	2014-15	2024-25		x				6/7/2011			9
27.0101	Post-baccalaureate Certificate - Dual Credit Mathematics	COS		2024-25	x	initial review				3/14/2019			9
12.0301	B.S. in Mortuary Science and Funeral Service	CASA	2017-18	2025-26			x		American Board of Funeral Service Education (ABFSE)				9
51.0907	M.S. in Medical Dosimetry	CASA	2017-18	2025-26			x		Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007*		3/3/2009	5, 10
51.0907	Post-Baccalaureate Certificate in Magnetic Resonance Imaging	CASA		2025-26	x			2/8/2013			9		
01.0699	B.S. in Horticulture	COAG	2017-18	2025-26		x						7/6/2013	8,9
01.1201	B.S. in Crop, Soil and Environmental Management	COAG	2017-18	2025-26		x						7/6/2013	8,9
14.0101	Ph.D. in Engineering Science	COE	2017-18	2025-26		x				10/11/2006		12/2/2004	9
14.0801	M.S. in Civil Engineering	COE	2017-18	2025-26		x							5,9
14.0899	M.E. in Civil & Environmental Engineering	COE	2017-18	2025-26		x				4/7/2009			9
14.1001	M.S. in Electrical and Computer Engineering	COE	2017-18	2025-26		x						8/4/2004	9
14.1001	Ph.D. in Electrical and Computer Engineering	COE	2017-18	2025-26		x						10/11/2006	9
14.1901	M.S. in Mechanical Engineering	COE	2017-18	2025-26		x							9
14.2101	M.S. in Mining Engineering	COE	2017-18	2025-26		x							9
15.0613	M.S. in Quality Engineering and Management	COE	2017-18	2025-26		x						6/14/2012	9
40.0501	B.A. and B.S. in Chemistry	COS	2017-18	2025-26	x				American Chemical Society (Membership)				9
40.0501	M.S. in Chemistry	COS	2017-18	2025-26		x							9
40.0501	Ph.D. in Chemistry	COS	2017-18	2025-26		x							9
40.0601	Post-Baccalaureate Graduate Certificate in Earth Science	COS	2017-18	2025-26	x					5/29/2001	9		
40.0601	B.A. and B.S. in Geology	COS	2017-18	2025-26		x							9
40.0601	M.A. and M.S. in Geology	COS	2017-18	2025-26		x						5/29/2001 5/17/2002	9
40.0601	Ph.D. in Geosciences	COS	2017-18	2025-26		x				10/12/2010		2/9/2011	9
40.0801	B.S. in Physics	COS	2017-18	2025-26		x							9
40.0801	M.S. in Physics	COS	2017-18	2025-26		x							9
40.0801	Ph.D. in Applied Physics	COS	2017-18	2025-26		x				2/1/2005			9
	STEM Education Research Center	COS	2017-18	2025-26		x			Permanent IBHE status due Sept 2020	5/28/2014			9
22.0101	Doctor of Jurisprudence	LAW	2018	2025-26			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
9.0401	Undergraduate Certificate in Journalism and Mass Communication (online)	MCMA		2025-26	x					1/23/2013		9	9
90.4005	Fermentation Science Institute	PVC	2017-18	2025-26		x				6/13/2014			9
90.4202	Clinical Center	PVC	2017-18	2025-26		x							9
90.0303	Fisheries, Aquaculture, and Aquatic Sciences (CFAAS)	VCR	2017-18	2025-26		x						7/15/1999, 6/7/2012	9
90.0306	Cooperative Wildlife Research Laboratory	VCR	2017-18	2025-26		x							9
90.4006	Advanced Coal and Energy Research Center (ACERC)	VCR	2017-18	2025-26		x						10/16/2014	9
13.0406	M.S.Ed. in Higher Education	COEHS	2018-19	2026-27		x							9
13.1307	B.S. in Public Health	COEHS	2018-19	2026-27		x							9
13.1307	Ph.D. in Education (Health Education)	COEHS	2018-19	2026-27		x							9
13.1320	B.S. in Workforce Education and Development	COEHS	2018-19	2026-27		x						8/15/03 3/9/2005	1, 8, 9
13.1320	M.S.Ed. in Workforce Education and Development	COEHS	2018-19	2026-27		x						1/10/2003	9
13.1320	Ph.D. in Education (Workforce Education and Development)	COEHS	2018-19	2026-27		x							9
31.0505	M.S.Ed. in Kinesiology	COEHS	2018-19	2026-27		x						8/23/2006	9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2018-19	2026-27			x		Council on Rehabilitation Education (CORE); Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)				9,10
51.2399	Ph.D. in Rehabilitation	COEHS	2018-19	2026-27		x						2/1/2005	9
90.1313	Center for Workforce Development	COEHS	2018-19	2026-27		x				5/29/2001			9
9.0101	B.S. in Communication Studies	COLA	2018-19	2026-27		x							9
9.0101	M.A. in Communication Studies	COLA	2018-19	2026-27		x						6/2/2009	9

9.0101	Ph.D. in Communication Studies	COLA	2018-19	2026-27		x							9
23.0101	B.A. in English	COLA	2018-19	2026-27		x							9
23.0101	M.A. in English	COLA	2018-19	2026-27		x							9
23.0101	Ph.D. in English	COLA	2018-19	2026-27		x							9
23.0501	M.F.A in Creative Writing	COLA	2018-19	2026-27		x							9
45.0601	B.A. in Economics	COLA	2018-19	2026-27		x						1/16/2003	9
45.0601	M.A. and M.S. in Economics	COLA	2018-19	2026-27		x							9
45.0601	Ph.D. in Economics	COLA	2018-19	2026-27		x							9
26.0901	B.S. in Physiology	COS	2018-19	2026-27		x						9/29/2003	9
26.0902	Post-Baccalaureate Certificate in Anatomy	COS	2018-19	2026-27	x			9/10/2001				A	9
27.0101	B.A. and B.S. in Mathematics	COS	2018-19	2026-27		x							9
27.0101	M.A. and M.S. in Mathematics	COS	2018-19	2026-27		x							9
27.0101	Ph.D. in Mathematics	COS	2018-19	2026-27		x							9
26.0205	M.S. in Molecular Biology, Microbiology & Biochemistry	COS/SOM	2018-19	2026-27		x						5/11/2004	9
26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	COS/SOM	2018-19	2026-27		x							9
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	COS/SOM	2018-19	2026-27		x							9
	University Honors Program	PVC	2018-19	2026-27		x							
26.0205	Ph.D. in Molecular Biology, Microbiology & Biochemistry	SOM	2018-19	2026-27		x							9
26.1001	M.S. & M.A. in Pharmacology & Neuroscience	SOM	2018-19	2026-27		x						6/2/2009	9
26.1001	Ph.D. in Pharmacology & Neuroscience	SOM	2018-19	2026-27		x						6/2/2009	9
90.5113	Parkinson Disease Center	SOM	2018-19	2026-27		x				4/25/2000			9
90.5113	Simmons Cancer Institute	SOM	2018-19	2026-27		x				4/5/2000			9
90.5114	Center for Alzheimer Disease and Related Disorders	SOM	2018-19	2026-27		x							9
51.0806	A.A.S. in Physical Therapist Assistant	CASA	2017-18	2027-28			x		Commission on Accreditation in Physical Therapy Education (CAPTE)				9
51.0912	M.S. in Physician Assistant Studies	SOM	2017-18	2027-28			x		Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006		7/1/2012 moved from CASA to SOM	9
47.0609	B.S. in Aviation Technologies	CASA	2011	At FAA Discretion.			x		Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999	8,9

Program Review Schedules

Southern Illinois University Edwardsville

Program Review Schedule
Southern Illinois University Edwardsville

Undergraduate Programs

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences							
Anthropology	2011-12	In Good Standing	2004	2019-20	2022-23		
Applied Communication Studies (formerly Speech Communication)	2017-18	In Good Standing	2009-10	2025-26	2020-21		
Art	2017-18	In Good Standing	2009-10	2025-26	2020-21		2021-22
Art & Design	2017-18	In Good Standing	2009-10	2025-26	2020-21		2021-22
Biological Sciences	2016-17	In Good Standing	2008-09	2024-25	2019-20 No Interim		
Chemistry	2014-15	In Good Standing	2008-09	2018-19	reviews because of short ACS cycle		2018-19
Criminal Justice Studies	2014-15	In Good Standing	2005-06	2021-22	2018-19		
Economics	2012-13	In Good Standing	2005-06	2018-19**	2020-21		
English	2017-18	In Good Standing	2009-10	2025-26	2020-21		
Environmental Sciences			New 2016	2024-25		2019-20	
Foreign Language & Literature	2011-12	In Good Standing	2007-08	2022-23	2018-19		
Geography	2014-15	In Good Standing	2004-05	2021-22	2018-19		
History	2014-15	In Good Standing	2004-05	2021-22	2018-19		
International Studies		new 2015		2023-24	2027-28	2018-19	
Liberal Studies	2014-15	Flagged for Priority Review	2006-07	2018-19	2021-22		
Mass Communications	2011-12	In Good Standing	1999	2019-20	2022-23		2022-23
Mathematics & Statistics	2016-17	In Good Standing	2008-09	2024-25	2019-20		
Music	2017-18	In Good Standing	2009-10	2025-26	2020-21		2019
Philosophy	2013-14	In Good Standing	2006-07	2020-21	2023-24		
Physics (includes Earth Space & Science)	2013-14	In Good Standing	2006-07	2020-21	2023-24		
Political Science	2014-2015	In Good Standing	2005-06	2021-22	2018-19		
Social Work	2017-18	In Good Standing	2009-10	2025-26	2021-22		2019
Sociology	2014-2015	In Good Standing	2005-06	2021-22	2024-25		
Theater & Dance	2010-11	In Good Standing	2002-03	2018-19	2021-22		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business							
Accountancy	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021
Business Administration	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021
Business Economics/Finance	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior							
Early Childhood Education	2015-16	In Good Standing	2003-04	2020-21*	2018-19		2020
Elementary Education	2015-16	In Good Standing	2003-04	2021-22*	2018-19		2020
Middle Level Education			new 2015	2021-22*	2022-23	2016-17	2020
Exercise Science	2013-14	In Good Standing	2003-04	2020-21	2023-24	Note program changed from Exercise and Wellness to Exercise Science in 2011	2019
Nutrition			new 2014	2022-23	2025-26	2017-2018	
Psychology	2010-11	In Good Standing	2003-04	2019-20**	2021-22		
Public Health (was Health Education)	2011-12	In Good Standing	2003-04	2019-20	2022-23		2022
Special Education	2015-16	In Good Standing	2003-04	2020-21*	2018-19		2020
Speech Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2019-20**	2021-22		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering							
Civil Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Computer Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Computer Science	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Construction Management	2012-13	In Good Standing	2004-05	2018-19*	2021-22		2018
Electrical Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Industrial Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23	Manufacturing was eliminated (was Industrial and	2020
Mechanical Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Mechatronics and Robotics Engineering		new 2015		2023-24	2026-27	2018-19	2020

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing							
All Undergraduate Nursing Programs	2014-15	In Good Standing	2006-08	2021-22	2024-25		2019

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Interdisciplinary							
Integrative Studies		new 2014		2022-23	2025-26	2017-18	

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Program Review Schedule
Southern Illinois University Edwardsville

Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences								
Applied Communication Studies (formerly Speech Communication)	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		
Art	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		2021-22
Art Therapy Counseling	2016-17	In good standing	2009-10	2013-14	2024-25	2019-20		2019
Biological Sciences	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
						No interim reviews because of short accrediting agency cycle		
Chemistry	2013-14	In good standing	2008-09		2018-19			
Creative Writing			new 2018		2026-27		2021-22	
Criminal Justice Studies			new 2018		2026-27		2021-22	
English	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		
Environmental Sciences	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Environmental Science Management	2016-17	Flagged for priority review	2012-13	2012-13	2020-21	2018-19		
Geographical Studies	2014-15	In good standing	2005-06	2010-11	2021-22	2018-19		
History	2014-15	In good standing	2004-05	2010-11	2021-22	2018-19		
Mass Communications	2011-12	In good standing	1998-99	2014-15	2019-20	2022-23		
Mathematics	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Music	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		2019
Public Administration	2012-13	In good standing	2003-04	2003-04	2019-20	2022-23		2019
Social Work	2014-15	In good standing	2005-06	2010-11	2021-22	2018-19		2019
Sociology	2017-18	Flagged for priority review	2014-15	2010-11	2021-22	2024-25		

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)	Year of Next External Review if Externally Accredited
Accountancy	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
Business Administration	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
CMIS	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
Marketing Research	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021

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)	Year of Next External Review if Externally Accredited
College Student Personnel Admin				new 2014	2019-20	2022-23	2016-17	
Curriculum & Instruction	2015-16	In good standing	1992-93	2010-11	2021-22	2018-19		2020
Educational Administration (including the PM)	2015-16	In good standing	2011-12	2006-07	2022-23	2018-19		2020
Educational Leadership Doctorate Degree	2015-16	In good standing		new	2022-23	2018-19		2020
Instructional Technology	2017-18	Flagged for priority review	2010-11	2013-14	2021-22	2020-21		2020
Kinesiology	2016-17	in good standing	2011-12	2006-07	2024-25	2019-20		2020
Learning, Culture, & Society	2011-12	In good standing	2011-12	2014-15	2019-20	2022-23	2008-09	2020
Literacy Education	2011-12	In good standing	2011-12	2007	2019-20	2022-23	2008-09	2020
			new 2018		2026-27		2022-23	
Psychology (including School Psychology)	2010-11	In good standing	2003-04	2013-14	2019-20**	2021-22		School Psych - 2018-19
Special Education (including the PM)	2015-16	In good standing	2003-04	2010-11	2020-21	2018-19		2020
Speech-Language Pathology	2010-11	In good standing	2001-02	2013-14	2019-20**	2021-22		2018

Teaching	2011-12	In good standing	2011-12	2006-07	2019-20	on internal moratorium	2008-09	
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	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)	Year of Next External Review if Externally Accredited
Engineering								
Civil Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Computer Science	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Electrical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Industrial Engineering	2017-18	In good standing		2014-15	2025-26	2020-21	2012-13	
Mechanical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		

	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)	Year of Next External Review if Externally Accredited
Nursing								
Nursing	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Nurse Educator	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Family Nurse Practitioner	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Health Care & Nursing Administration	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Nurse Anesthesia	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2020
Doctor of Nursing Practice					2018-19*	2021-22	2014-15	2018

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

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Pharmacy								
Pharmaceutical Sciences			new 2016		2024-25		2019-20	
Doctor of Pharmacy	2014-15	In good standing	2009		2022-23	2018-19	2009-10	2022

				Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Other	Last Full Review	Review Status, if Indicated	Previous Full Review					
Health Care Informatics					2020-21	2023-24	2016-17	
Masters of Integrative Studies					2022-23	2025-26	2017-18	

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Program Review Schedule
Southern Illinois University Edwardsville

Centers, Institutes, and Public Service Units	Full Review
Center for Advancement of Management and Productivity	2019-20
Center for STEM Research, Education, and Outreach	2024-25
Environmental Resources Training Center	2019-20
Radio Station WSIE-FM	2019-20
The University Museum	2019-20
University Services to East St. Louis	2019-20
National Corn to Ethanol Research	2024-25