

Southern Illinois University



FY 2006 Performance Report

Fulfilling *The Illinois Commitment*

**Building Partnerships
Developing Opportunities
Promoting Excellence**

Submitted by the
Office of Academic Affairs
to the
Southern Illinois University Board of Trustees
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TABLE OF CONTENTS

Introduction	1
All-University Highlights	3
Southern Illinois University Carbondale	7
Southern Illinois University Edwardsville	25
Southern Illinois University School of Medicine	45
Appendices	59
Program Reviews – SIUC	59
Program Reviews – SIUE	69
Program Reviews – SOM	85

INTRODUCTION

Southern Illinois University Performance Report

FY 2006

In February 1999, the Illinois Board of Higher Education adopted *The Illinois Commitment* to guide higher education into the new century. The six goals identified by the board in its statewide conversation with Illinois citizens and revised in 2004 include:

- Helping Illinois sustain strong economic growth through its teaching, service, and research activities
- Joining with elementary and secondary schools to improve teaching and learning at all levels
- Acting creatively to keep college affordable
- Increasing the number and diversity of residents completing training and education programs
- Taking seriously the need to bolster quality in student learning, research, and public service
- Accepting responsibility to improve productivity, operate efficiently, and increase our public accountability

In August 1999, colleges and universities filed their first *Performance Report* with the Board of Higher Education, documenting their efforts to achieve the six broad goals of *The Illinois Commitment*. Those collective efforts were later documented in a December 1999 report to the state by the Board of Higher Education.

The *Illinois Commitment* goals make it clear that higher education is central to the economic and cultural vitality of the state and the well-being of its citizens. The measures detailed herein point to how Southern Illinois University's institutions are meeting the workforce demands in numerous fields such as information technology and health care, in ensuring that college is affordable, in meeting the needs of nontraditional students seeking access to college, and in working with elementary and secondary schools.

The *Southern Illinois University FY 2006 Performance Report* (1) identifies the accomplishments achieved by the University in addressing each of the goals and challenges raised in *The Illinois Commitment*; (2) supplies examples of best practice; (3) presents common institutional and mission-specific indicators; (4) identifies the challenges that remain in the form of FY 2007 plans and FY 2008 priorities; and (5) provides a summary of academic program review findings designed to assess curriculum, teaching, learning, research/creative activity, and service.

This *Southern Illinois University FY 2006 Performance Report* represents our institutional commitment in meeting the mandate of *The Illinois Commitment*.

All-University Highlights

Southern Illinois University is the only senior system of higher education serving the people of the southern half of the state of Illinois. It is a comprehensive university with medical, dental, pharmacy, and law schools and with degree programs ranging from the associate and baccalaureate levels through the master's, professional, and doctoral levels. As the University has grown and flourished, its constituent institutions of SIUC and SIUE have developed comprehensive programs of instruction, research, and public service that have attracted students, faculty, and staff not only from the region but also from throughout the state and nation and from overseas as well. In properly and rigorously meeting its multiple responsibilities, it has brought and will continue to bring educational distinction to southern Illinois and to the state as a whole.

The University's diversity and comprehensiveness are manifest in the distinctive characteristics of both SIUC and SIUE. Both offer a range of undergraduate programs, and both work cooperatively with the public schools and community colleges in their respective regions.

Southern Illinois University Carbondale, the older of the two, is a Carnegie Research Universities (high research activity) institution and a member of both NASULGC and AASCU. It offers associate, baccalaureate, graduate, and professional programs through eight colleges, a law school, and a medical school. Its colleges include Agricultural Sciences, Applied Sciences and Arts, Business and Administration, Education and Human Services, Engineering, Liberal Arts, Mass Communication and Media Arts, and Science. It has developed broad and carefully monitored graduate and research programs of high quality, and its public service and continuing education components have been guided by its location in a region of small communities, farms, and mines. It also has reached out with its degree programs to all regions of the state and nation. A leader in international education, SIUC is a partner in more than 133 international linkages and exchange agreements and conducts off-campus programs on 33 military bases in the United States.

Southern Illinois University Edwardsville, which also includes a center in East St. Louis, a School of Dental Medicine in Alton, and a nursing complex in Springfield, is dedicated to the traditional academic pursuits of instruction, scholarship, and public service and has assigned first priority to excellence in undergraduate education. SIUE also provides graduate educational programs consistent with regional needs and institutional strengths, including several doctoral-level programs offered in cooperation with the Carbondale campus. SIUE's programs range from the more traditional liberal arts to professional programs in business, dental medicine, education, engineering, fine arts, nursing, social work, and pharmacy. SIUE serves the most populous region of downstate Illinois and is centrally located in the eastern metropolitan St. Louis area, one of the oldest and richest cultural centers of the country. Its location governs the urban-oriented nature of its public service and continuing education programs, as well as its commitment to the placebound and the disadvantaged.

In these challenging times, Southern Illinois University is pledged:

- to maintain the high quality of its programs of instruction, research, and public service;
- to monitor judiciously the development of and addition to these programs; and
- to sustain through these programs, its diverse and comprehensive educational contribution to the people of southern Illinois, the state, and the nation.

goal 1: Partner with Illinois businesses to sustain strong economic growth

SIU helps through its:

Graduates

- X SIU confers more than 8,312 degrees annually.
- X SIU has 265,244 living alumni who have benefited from an SIU education.
- X A year after graduation, 93 percent of graduates seeking employment are working.

Services to the Community

- X SIU provides southern Illinois with research, service, and training through its centers and institutes in diverse areas including agriculture, wildlife, coal, public policy, education, environment, archeology, broadcasting, and community services.
- X SIU devoted more than 586 full-time-equivalent employees to providing public services to individuals and organizations outside the University in FY 05.
- X SIU provides medical, dental, and nursing care at clinics throughout southern Illinois.

Direct Economic Impact

- X SIU had an FY 06 budgeted payroll of \$386 million, with employees generating approximately \$39 million to \$46 million in Illinois tax revenue each year.
- X SIU's funding from grants and contracts passed \$105 million in FY 06, with much of the dollars coming into Illinois from out-of-state.
- X SIU provided jobs for more than 7,500 employees in Illinois in FY 06.
- X SIU provided more than 2,142 graduate assistantships, 169 undergraduate assistantships, and over 4,800 student work positions in FY 06.

goal 2: Join elementary and secondary education to improve teaching and learning at all levels

SIU joins with/supports:

K-12 Educators

- X SIU served approximately 2,233 children in its Head Start programs in Jackson, Madison, St. Clair, and Williamson Counties in FY 06.
- X SIU served approximately 7,400 people through the East St. Louis Center in FY 06.
- X SIU provided instructional media service to approximately 10,000 K-12 students in central and southern Illinois in FY 06.
- X SIU partners with eight community colleges in the Land of Lincoln AmeriCorps program. Eleven students participate in the program and spend approximately 20 hours each week in partner schools.
- X SIU operated one charter school and partnered with 105 teacher education partnership schools in 44 districts in FY 06.

Other Colleges and Universities

- X SIU offered 139 capstone programs with community colleges in FY 06.
- X SIU maintained over 3,480 formal program-to-program articulation agreements with community colleges, private colleges, and universities in FY 06.
- X SIU participates actively with community colleges in SICCM and SIHEC consortia.

goal 3: Provide affordable educational opportunities

SIU controls and supports:

Cost of Education

- X In FY 06, SIUC had the lowest tuition and fees for new entering undergraduate students compared to peer Illinois research extensive institutions (University of Illinois at Urbana-Champaign, University of Illinois at Chicago, and Northern Illinois University).
- X In FY 06, SIUE had the lowest tuition and fees for new entering undergraduate students compared to peer Illinois four-year comprehensive master institutions (Western Illinois University, Chicago State University, Eastern Illinois University, Northeastern Illinois University, and University of Illinois at Springfield).

Financial Help for Students

- X SIU provided over \$36 million in wages to more than 13,200 students throughout FY 05.
- X SIU provided over \$97 million in grants, scholarships, and waivers to more than 22,200 students, or 73 percent of the financial aid-eligible student population, in FY 05.
- X Federal, state, institutional, and private scholarships, loans, and employment provided more than 30,500 students, or 72 percent of the student population, with a total of \$274 million in FY 05.

goal 4: Increase the number and diversity of citizens completing education and training programs

SIU offers:

Broad Access

- X SIU enrolls more than 34,900 students each year from all 102 counties in Illinois, every state, and 108 countries.
- X SIU provided degree programs and courses at 30 off-campus sites in Illinois in FY 06.
- X SIU is a charter member of the University Center of Lake County and provided 6 degree programs at the center in FY 06.
- X SIU operates four public radio stations and four public television stations for central and southern Illinois.
- X SIU enrolled more than 6,200 minority students, 18 percent of its student population, in FY 06.
- X SIU enrolled 1,596 international students who made up 5 percent of the student body in FY 06.

Comprehensive Instructional Programming

- X SIU provides a diverse instructional program, offering 2 associate's, 124 bachelor's, 113 master's, and 37 doctoral and professional degree programs; 20 post-baccalaureate certificates; 9 post-master certificates; and 1 post-first professional certificate.
- X SIU provides formal training programs for thousands of southern Illinoisans each year.
- X Through SIU in FY 05, regional citizens earned 1,625 CEUs (Continuing Education Units) and 1,092 CPDUs (Continuing Professional Development Units); 2,121 students enrolled in 63 ILP (Individualized Learning Program) courses; and 466 students enrolled in 65 Web-based on-line semester courses.

goal 5: Ensure accountability for program quality and learning assessment

SIU demonstrates accountability through:

Accreditation

- X SIU assures the quality of its education through 67 national and regional accrediting agencies.
- X Most programs for which accreditation is available are either accredited or in the process of seeking it.

Assessment

- X All degree programs are involved in multi-level (classroom, discipline, and program) assessment.
- X SIU makes extensive use of external reviewers at all academic program levels.
- X On licensing exams, SIU students fare better on average than the state and national averages. Exam results are factored into program evaluation.
- X Faculty continually monitor and assess the critical thinking, written and oral communication, and computational skills of students in their core curriculum.

Constituency Feedback

- X At least 93 external advisory boards are utilized for purposes of internships, job opportunities, best practices, curriculum relevance, and development.
- X More than 82 percent of recent graduates report that SIU faculty were available outside of class, had high expectations for the quality of student work, and provided timely feedback.
- X Approximately one-third of alumni continue their education within a year of completing their bachelor's degree, with more than 90 percent of them saying that their SIU degree prepared them adequately to very well for the additional degree.

goal 6: Improve productivity, cost effectiveness, and accountability

SIU strives to optimize use of its:

Physical Resources

- X SIU invested \$62.6 million in equipment replacement in the last three years.
- X SIU invested \$53.3 million in capital improvements in FY 05.

Financial Resources

- X SIU developed specific performance measures for all programs receiving new funding.
- X SIU received approximately \$16.1 million in total private giving in FY 05.
- X SIU institutions were within 2 percent of the average instructional costs for Illinois public institutions in FY 05.

Human Resources

- X Pursuant to a request from the Illinois Board of Higher Education to reduce the University's administrative costs by 25 percent, SIU not only met the challenge but also reduced administrative costs by an additional 4 percent.

Instructional Resources

- X Since 2000, SIU has eliminated 13 degree programs and has established 38 new degree programs in response to workforce needs.
- X SIU received \$1.52 million in nonrecurring funds from the governor, most of which went to support Vince Demuzio internships and the James E. Walker scholarships.

Southern Illinois University Carbondale

Mission Statement

Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands student horizons and leads to superior undergraduate education.

Seeking to meet educational, vocational, social, and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives SIUC its special character among the nation's research universities, and underlies other academic developments, such as its extensive doctoral programs and the schools of medicine and law.

Committed to the concept that research and creative activity are inherently valuable, the University supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research directions are evolved from staff and facility strengths, and mature in keeping with long-term preparation and planning.

Even as the University constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. The University seeks to help solve social, economic, educational, scientific, and technological problems and thereby to improve the well being of those whose lives come into contact with it.

Focus Statement

Southern Illinois University Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University Carbondale: strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement; supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research; develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies; cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment; strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

*The Performance Report may be found at <http://www.siu.edu/bot/index.htm>.
Additional information about SIUC may be found at <http://www.siu.edu>.*



Key Institutional Indicators

Carnegie Classification: Research Universities (high research activity)
Fall 2005 Undergraduate Student Enrollment: 16,697
Fall 2005 Graduate/Professional Student Enrollment: 4,744
Total Grants and Contracts FY 2005: \$63,690,256

goal 1:

Partner with Industry & Sustain Economic Growth

SIUC has established partnerships with agricultural, technological, biochemical, business, financial, and assorted other industries. Many academic programs require an internship to introduce students to the world of work prior to graduation. Illinois industry benefits from the scientific contributions of Southern Illinois University Carbondale faculty.

FY 06 Accomplishments

- ✘ Southern Illinois University Carbondale's Office of Economic and Regional Development (OERD) was established to serve as a catalyst, hub, and technical assistance provider for economic, community, and regional development in southern Illinois. OERD is active in its mission of improving the economic well-being and the quality of life of those in the southern Illinois region. Various OERD programs include the Center for Rural Health and Social Service Development (CRHSSD), Community and Business Services (CBS), the Illinois Manufacturing Extension Center (IMEC), the Small Business Development Center (SBDC), the Small Business Incubator (SBI), the Southern Illinois Entrepreneurship Center (SIEC), the Southern Illinois Research Park (SIRP), SouthernTECH, and OERD Special Projects.
- ✘ The Southern Illinois Research Park (SIRP) began construction of the 20,000 square foot Enterprise Center, which will accommodate 8-10 enterprises with up to 125 employees. The first SIRP building was completed in January 2006. Also, a \$1 million commitment on a new "ring road" for the 42-acre research park was received from the Federal Highway Fund through the efforts of Congressman Jerry Costello.

Common Institutional Indicators:

- ✘ Efforts continue to enhance student employment prospects through resume writing workshops, internship programs, career assessment workshops, and occupation-specific outreach programs.

Undergraduate Degree Recipients

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
755	835	90.4

Total number of degrees awarded by level:				Percent change from
	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>	<u>FY 03 to FY 05</u>
Associate*	63	76	87	38%
Bachelor	4,600	4,328	4373	- 4.9%
Post-Baccalaureate Certificate	0	6	8	- 6%
Master	898	928	844	16%
Doctorate	126	124	145	15%
Professional	174	174	186	6.8%

*Two associate degree programs remain at SIUC; all others are being phased out.

Partner with Industry & Sustain Economic Growth

goal 1:

Mission-Specific Indicators:

- ✘ SouthernTECH continued to work with high-tech businesses and completed the third annual Southern Angels Business Plan Contest. SouthernTECH received ongoing funding for the program, an Illinois Technology Enterprise Center, to assist high-tech and high-growth start-ups such as Biolnsite and DxR. This program is a very special link to the Southern Illinois Research Park.
- ✘ Community and Business Services (CBS) continued to coordinate the Southern Illinois Economic Development Conference and the Illinois Technology Consortium project. CBS launched the Illinois Aquaculture TechSERV fish marketing project resulting in \$170,709 in new fish sales for southern Illinois fish farmers.
- ✘ OERD Special Projects completed the “Fort Defiance: Confluence of Freedom” national park plan for Cairo, Illinois; launched the Land Between the Rivers National Heritage Area (NHA) project; and provided assistance to the Coal Belt Champion Community, based in Franklin, Perry, Jackson, and Williamson Counties. Special Projects also started/launched the Southern Illinois Investment Company, a non-profit revolving loan fund (RLF) for southern Illinois business financing.
- ✘ The Small Business Development Center completed business plans, loan closings, and investment equity equaling \$5.011 million for 108 enterprises in southern Illinois counties.
- ✘ The Illinois Manufacturing Extension Center served 62 manufacturers with engineering and business projects with an economic impact of \$201.3 million in the past year (as valued by the manufacturers to an independent third party auditor). This included \$198.8 million in increased/retained sales, \$20.7 million in new capital investment, and \$25.2 million in cost savings.
- ✘ The Small Business Incubator took in two new tenants: Envirotex and the Young Entrepreneurs Program. Five tenants -- Adams Printing, Alexien Consultants, Midwest Medical Practice Management, Redox Labs, and Envirotex -- graduated and moved from the SBI program during the year.
- ✘ The Southern Illinois Entrepreneurship Center expanded its operations assisting with major high-growth expansions including the Southern Illinois Baseball Group, Cannon Distributing, The Pillow Shop, Natural Enrichment Industries, and Dinger Bats. The SIEC also assisted with the development of the Southern Illinois Angel’s Network and Shawnee Ventures Equity Fund.

Effective Practice: The Small Business Incubator, through the SIUC Office of Economic and Regional Development, provides University faculty and staff as well as entrepreneurs in the region with access to a wide range of enterprise and business-development services. In addition to assistance with business start-up, strategic partners are centrally located to provide technology transfer, business plan development, assistance in locating pre-seed and early-stage financing, and a host of other services to emerging companies. Those partners include the Southern Illinois Entrepreneurship Center, SIUC Small Business Development Center, Southern Tech Illinois Technology Enterprise Center, and Southern Illinois Research Park.

goal 1:

Partner with Industry & Sustain Economic Growth

Mission-Specific Indicators:

- ✘ ORDA reported grants and contracts for FY 05 totaled \$63,690,256.
- ✘ Since 1996, the SIUC Office of Research Development and Administration has received 162 invention disclosures, filed 66 applications for patents (29 have been issued thus far), and executed 45 licenses or options for inventions. Over the past three years, the number of inventions disclosed, licenses or options, patent applications, and patents issued have remained constant; however, royalty revenue has steadily risen since 2000 from \$60,300 to more than \$466,000 in 2005.
- ✘ The overall picture presented is one of high and increasing productivity in virtually all indicators: tenant and business startups, job creation, loans and external funding secured, student employment created, academic partnerships, and total persons and businesses trained and served.
- ✘ As reflected in this chart, there is a significant increase in the number of jobs created in FY 05 compared to FY 03. Additionally, the number of clients counseled and the number of loans also grew dramatically. Collectively, these data suggest that the University is providing outstanding service to the region.

	<u>FY03</u>	<u>FY04</u>	<u>FY05</u>
Business start-ups/expansions	27	25	170
Jobs created/retained	1,179	3,230*	3,998
Tenant start-ups	7	7	2
Number of clients counseled	334	554	709
Loans secured	\$10.9M	\$5.02M	\$11M

*Two new centers were established in FY 04, Southern Illinois Entrepreneurship Center and SouthernTECH, which brought the number of clients counseled to higher levels compared to the number in FY 03.

FY 07 Plans:

- ✓ Continue to expand offerings at community colleges throughout Illinois.
- ✓ Deliver graduate programs to workers in social service agencies throughout Illinois and other states.

FY 08 Priorities:

- ✓ Improve student retention and graduation rates by 5 percent.
- ✓ Continue to grow student externship opportunities.
- ✓ Expand graduate enrollment by 3 percent.

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

goal 2:

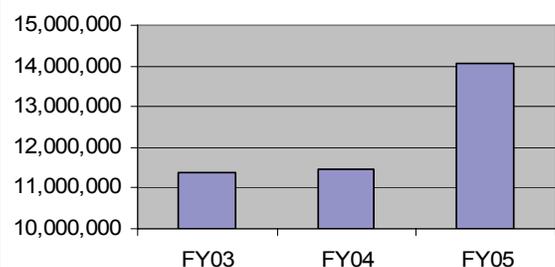
SIUC's historical roots as a normal school have been maintained through its excellent service to the region's teachers and schools. With the Child Development Laboratory, training grants for elementary and secondary education, and its large College of Education and Human Services, SIUC contributes to the education and well-being of Illinois' future leaders and citizens.

Common Institutional Indicators:

Annual Number of Undergraduate Students Completing Requirements for Initial Teacher Certification by Certificate Area

Certificate Area	2002-2003	2003-2004	2004-2005
Early Childhood Education	33	26	20
Elementary Education	140	161	169
Secondary Education	125	151	149
Special Education	80	71	42
Total	378	409	380

External Grants and Contracts, College of Education and Human Services



FY 06 Accomplishments

- ✘ *Diverse Issues in Higher Education* ranks SIUC:

 - 2nd in the number of baccalaureate degrees in education awarded to African American students.
 - 26th in the number of baccalaureate education degrees awarded to American Indian students.
 - 40th in the number of baccalaureate education degrees awarded to Asian American students.
 - 26th in the number of baccalaureate education degrees awarded to Hispanic students.
- ✘ Overall, SIUC was ranked 6th by *Diverse Issues in Higher Education* in the number of baccalaureate degrees awarded in education to all minority groups of students.
- ✘ The Department of Linguistics was authorized by the Illinois State Board of Education to offer a program leading to Type 10 Teacher Certification in English as a New Language.

Effective Practice: The College of Education and Human Services established a Center for Rural Schools and Communities to begin addressing the needs of the region. The Master of Arts in Teaching (MAT) program, a part of the Library of Congress-funded *An Adventure of the American Mind*, is currently training its third and fourth cohorts of students. A state-funded program entitled *Teaching Excellence in Mathematics and Science* began over five years ago. It is a collaborative program aimed at training mathematics and science teachers.

goal 2:

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

Mission-Specific Indicators:

- ✘ The College of Education and Human Services continued offering the elementary education program of study at the University Center of Lake County.
- ✘ The Southern Illinois School Partnership received the Association of Teacher Educators Distinguished Program Award.
- ✘ The vocational education specialty area, recognized as a major area of study in the Department of Workforce Education and Development, was ranked ninth by *U.S. News and World Report*.
- ✘ The College of Education and Human Services plans to increase the administrative, faculty, and student use of LiveText (technology) as a tool to document student learning in undergraduate and graduate programs.
- ✘ The College of Education and Human Services participated in the statewide Associate of Arts in Teaching (AAT) Steering Committee in order to consider the possibility of acceptance of AAT degrees.
- ✘ The year-to-year change over the previous two years has been very small; however, from FY 04 to FY 05 the increase in external grants and contracts has been significant and in the direction desired.
- ✘ The Center for Autism Spectrum Disorders served a total of 139 children and their family members. In addition, the center moved to new facilities in the Wham Building on the Southern Illinois University Carbondale campus.



FY 07 Plans:

- ✓ Establish a better working relationship with the members of the Southern Illinois Collegiate Common Market.
- ✓ Offer bachelor's degree completion programs at area community colleges.

FY 08 Priorities:

- ✓ Determine a site to deliver a Type 10 teacher certification in English as a new language.
- ✓ Develop a cooperative grant with Southern Illinois University Edwardsville providing leadership training for youth in southern Illinois and the Metro East area.
- ✓ Continue to seek permanent funding for the Saluki Kids Academy.

Provide Affordable Educational Opportunities

goal 3:

SIUC has maintained a legacy of access to higher education. Through its four-year tuition increase plan and staying competitive nationally in tuition and fee increases, SIUC helps parents plan for the entire cost of higher education.

FY 06 Accomplishments

- ✗ The Finish-In-Four Undergraduate Scholarship program was begun to encourage students to complete their studies sooner by offering a one-time \$500 scholarship awarded during the final semester to students completing their degree within four years. This program was utilized by 200 SIUC students in its first year.
- ✗ Southern Illinois University Carbondale implemented a transfer student scholarship program to award scholarships to academically talented students from community colleges across the state of Illinois. Thirty-four thousand dollars was distributed to 24 students during the 2005-2006 academic year as part of the Community College Scholars Program.
- ✗ Awarded \$189,034,207 in financial aid to all students, an increase of \$11,798,890 over FY 04.
- ✗ Over \$32,000,000 was awarded to student workers and graduate assistants in 2005.

Common Institutional Indicators:

Net Price of Attendance for Undergraduates Who Apply for Aid by Income Quintile, After MAP, IIA, Pell, SEOG and Institutional Grant Aid Are Subtracted

Fall 2004 Data

Total Cost of Attendance (Full-time, Dependent Freshmen Living On-campus): \$14,780

Total Number of First-time, Full-time Illinois Dependent Freshmen Enrolled: 1,208*

Student/Family Income (\$)	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2004													
		Federal Programs				State Programs				Institutional Programs					
		PELL		FSEOG		MAP		IIA		Traineeships		Tuition Waivers			
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$		
0 – 27,067	329	322	1,260,75	2	0	0	0	320	1,168,788	228	114,000	42	103,418	13	37,940
27,068– 47,617	376	311	758,424	0	0	0	0	369	1,160,938	42	21,000	147	239,982	32	77,326
47,618-71,811	251	53	64,150	0	0	0	0	143	303,552	3	1,500	232	406,774	57	172,632
71,812-101,999	132	3	5,750	0	0	0	0	21	30,822	1	500	181	396,514	53	147,952
102,000 and up	59	0	0	0	0	0	0	0	0	0	0	66	164,144	45	149,696
Unknown	61	0	0	0	0	0	0	0	0	0	0	97	230,644	45	136,896

*This total does not reflect the student who qualifies for independent status (i.e., 24 years or older, married, with dependent(s), orphaned or a ward of the court, and/or a veteran) as determined by the Free Application for Federal Student Aid (FAFSA).

goal 3:

Provide Affordable Educational Opportunities

Common Institutional Indicators:

Annual educational expenses per student

In-state graduate tuition and fees (12 hours)	\$6,699
Continuing student out-of-state graduate tuition and fees (12 hours)	\$11,883
New student out-of-state graduate tuition and fees (12 hours)	\$14,475
Continuing student undergraduate tuition and fees (15 hours)	\$6,441
New student undergraduate tuition and fees (15 hours)	\$6,831
Continuing out-of-state undergraduate tuition and fees (15 hours)	\$13,821
New out-of-state undergraduate tuition and fees (15 hours)	\$14,796
Room and board	\$5,446
Books and supplies	\$840
Living expenses	\$2,400
Number of students on financial aid FY 05	25,887
Average debt load of graduating seniors	\$14,708

Mission-Specific Indicators:

- ✘ The Saluki Bound Transfer Grant initiative is designed to make it financially feasible for students who complete community college degrees to enter SIUC the following semester. Students who attend an Illinois community college and complete an associate degree between high school completion and their entry to SIUC in two consecutive calendar years or less will receive a grant equivalent to the differential of SIUC tuition charges from the current term and the term two calendar years previous. Students must start and finish at the same community college and enroll at SIUC the semester immediately after the associate degree is awarded. The grant continues each semester for two consecutive calendar years or until first bachelor's degree is posted, whichever comes first. The amount of a student's financial aid that is restricted to paying tuition, plus this grant, cannot exceed tuition charges for a given semester.
- ✘ Fifty-nine Illinois educators received the Saluki Opportunity Scholarship. This program provides \$250 per semester for enrollment at the graduate level for any student who is employed in an Illinois K-12 institution as an educator, counselor, or administrator.
- ✘ Annual cost of attendance for undergraduates at Southern Illinois University Carbondale in academic year 2005 remained competitive with other state universities at \$15,650 for Illinois residents and \$15,260 for continuing students. New undergraduates entering fall 2005 were guaranteed a single rate for up to 48 continuous months under Illinois law.

Effective Practice: SIUC implemented a new Satisfactory Academic Progress (SAP) policy in fall 2005. While the quantitative and qualitative benchmarks remained unchanged, students who failed to meet the standard for the first time were given a one-year probationary period in which to improve their academic record to meet the minimum standards. An exception involved students who failed to achieve any academic credit for two consecutive semesters. Their aid was terminated, and an appeal process was required to regain financial aid eligibility.

Provide Affordable Educational Opportunities

goal 3:



Fiscal Year 2007 Challenges:
 Identify internal and external resources to fulfill our Illinois Veterans Grant obligations.

In-State Tuition and Fee Cost for AY 2005-2006	
University of Illinois at Urbana-Champaign	\$8,634
University of Illinois at Chicago	\$8,498
Northern Illinois University	\$7,229
Southern Illinois University Carbondale	\$6,831
Illinois State University	\$7,091
Western Illinois University	\$6,899
Chicago State University	\$6,626
Eastern Illinois University	\$6,373
University of Illinois at Springfield	\$5,965
Northeastern Illinois University	\$6,306
Southern Illinois University Edwardsville	\$5,209
Governors State University	\$5,050
AVERAGE COST	\$6,726

FY 07 Plans:

- ✓ Devise a mechanism whereby students from surrounding states are eligible to attend Southern Illinois University Carbondale at in-state tuition rates.
- ✓ Reevaluate existing scholarship programs to identify ways they can be better distributed to impact more students.

FY 08 Priorities:

- ✓ Develop a first-year structured college experience.
- ✓ Encourage greater utilization of the SIU Vince Demuzio Governmental Internship Program.

goal 4: **I**ncrease Diversity & Number of Citizens Completing Education & Training Programs

SIUC enrolled 21,441 students in fall 2005. Seventy-eight percent (16,823) of SIUC students came from Illinois, with representation from every county. SIUC enrolled 3,414 students from other states and 1,204 international students from 104 countries.

FY 06 Accomplishments

- ✘ Six percent of associate degrees, 16 percent of bachelor's degrees, 8 percent of professional degrees, and 12 percent of doctoral degrees were earned by minority students. Foreign students earned 32 percent of total master's degrees and 43 percent of doctoral degrees, a 10 percent increase over last year.
- ✘ SIUC's six-year graduation rate for new full-time freshmen seeking a baccalaureate degree remains steady at 41 percent.
- ✘ SIUC's six-year graduation rate for new, degree-seeking transfer students remains constant at 71.5 percent.
- ✘ Distributed funding to departments to actively recruit underrepresented students from Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI).

Common Institutional Indicators:

One-year retention rates for first-time, full-time, baccalaureate degree-seeking students:

<u>Cohort</u>	<u>Returning</u>	<u>Percent</u>
2000	2001	65.3%
2001	2002	70.9%
2002	2003	68.4%
2003	2004	69.6%
2004	2005	68.2%

One-year retention rates for first-time, full-time, baccalaureate degree-seeking female students:

<u>Cohort</u>	<u>Returning</u>	<u>Percent</u>
2000	2001	70.0%
2001	2002	75.2%
2002	2003	72.0%
2003	2004	73.7%
2004	2005	76.3%

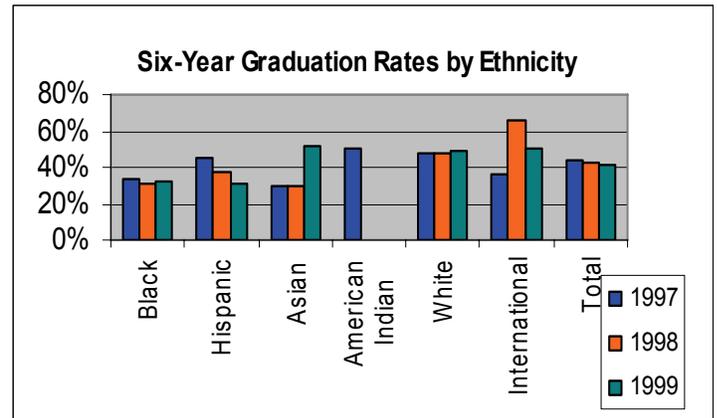
One-year retention rates for first-time, full-time, baccalaureate degree-seeking male students:

<u>Cohort</u>	<u>Returning</u>	<u>Percent</u>
2000	2001	61.6%
2001	2002	67.3%
2002	2003	65.6%
2003	2004	66.5%
2004	2005	62.5%

Increase Diversity & Number of Citizens **goal 4:** Completing Education & Training Programs

Common Institutional Indicators:

- x The University's goal, as outlined in *Southern at 150: Building Excellence Through Commitment*, is to increase the number of students successfully completing undergraduate degree requirements with special focus on devising ways to enhance degree completion in underrepresented minority groups. Because many of these students come to campus with less than optimal preparation for college, programs such as University 101, the Center for Academic Success, and the Writing Center focus on meeting the needs of these students.



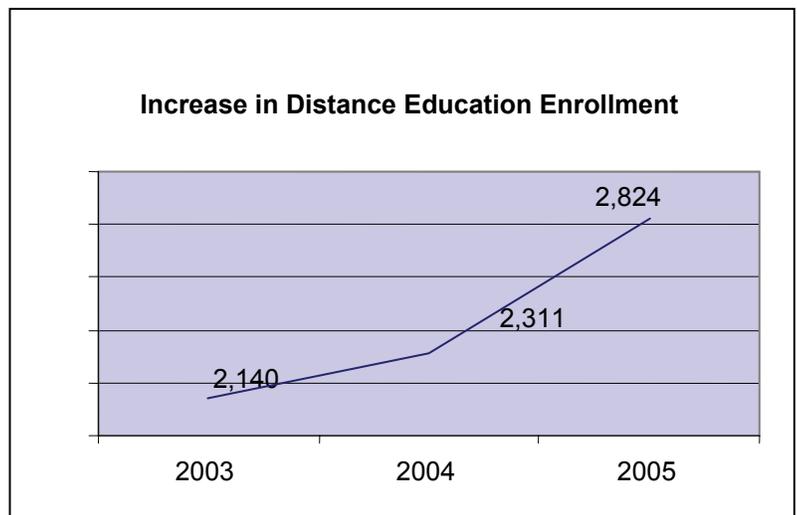
Mission-Specific Indicators:

- x *Southern at 150: Building Excellence Through Commitment* emphasizes that the University aims to actively recruit and retain a student body that reflects the diversity present in the state of Illinois.
- x Fire service management, primarily serving nontraditional students, established a new program site at Parkland College to meet the increased student demand for fire protection services training. New fire service management sites are currently being developed in the state of Texas, with proposed implementation dates in 2007. The fire service management program is currently serving over 130 students in four locations, three in Illinois.
- x In an attempt to provide opportunities for degree completion to a diverse population, efforts are under way to deliver and expand program offerings in the inner-city Chicago area (in locations such as Kennedy King) to those who would not normally have the opportunity.
- x Preliminary plans were developed to offer junior- and senior-level courses at Rend Lake College leading to elementary education teacher certification.
- x A significant indicator of academic success and potential problems is class attendance. To work towards the goal of improved retention rates, the University continues to improve the Early Support Systems program developed during 2005. This program tracks freshman attendance in entry-level English and speech communication classes. Students who miss three or more classes are contacted to assess any problems they may be encountering and to offer assistance.

goal 4: Increase Diversity & Number of Citizens Completing Education & Training Programs

Mission-Specific Indicators:

- ✘ Saluki Advantage Freshman Interest Groups (FIG) assist first-year students with their adjustment to campus. Residential FIGs are designed for 10 to 20 first-year students to take two or more courses together while living in the same residence halls to help with the development of a cohesive community. The FIG program provides academic and personal support with the opportunity to develop study skills in collaboration with peers. FIG participants often have higher grade point averages than non-participants.
- ✘ The College of Education and Human Services has initiated plans to deliver junior- and senior-level courses (two years of program study) leading to a bachelor's degree in early childhood education at Shawnee College.
- ✘ The SIU School of Law Class of 2009 features a diverse class of 124 students that includes 12 percent students of color and 42 percent women. This is the second consecutive year for strong minority enrollment, with the previous year's minority class at 16 percent compared with about 3.5 percent in June 2003. The class also includes one of the higher percentages of women.
- ✘ Off-campus military sites include 33 military bases in 18 states. SIUC enrolled 1,798 off-campus students in military programs in fall 2005 alone.
- ✘ The institution's overall performance goal is to continue to increase the number of available online and print-based distance education courses. SIUC enrolled 2,824 students in distance education classes during the 2004-2005 academic year. One thousand three hundred eighty-four of these students participated in classes utilizing the Internet, while 1,440 completed correspondence courses.
- ✘ The College of Education and Human Services will increase the availability of nontraditional or alternative course delivery, including the feasibility of offering online and blended courses with week-end or evening scheduling format.



FY 07 Plans:

- ✓ Continue to develop courses for distance learning, both Web- and print-based.
- ✓ Increase degree opportunities for place-bound and nontraditional students through distance learning and onsite delivery of SIUC degree programs.
- ✓ Deliver rehabilitation program at El Valor.

FY 08 Priorities:

- ✓ Continue to expand Independent Learning Program (ILP) and Web-based course opportunities for place-bound students by 8 percent.
- ✓ Identify students who are within 25 hours of graduation who possess a 2.5 GPA or above to return to SIUC to complete their degrees.

Ensure Accountability for Program **Quality & Learning Assessment**

goal 5:

SIUC strives for quality in all its programmatic offerings. SIUC is accredited by the North Central Association. Many individual programs, schools, and colleges are endorsed by their own accreditation bodies. SIUC offers accredited academic programs through 46 degree programs in seven colleges and two professional schools. SIUC has improved testing preparation for students. SIUC supports assessment activity in recognition of the fact that, performed properly, assessment can systematically improve academic programs and student achievement.

FY 06 Accomplishments

- ✘ Southern Illinois University Carbondale moved up to third tier in the national universities category of *U.S. News & World Report* magazine's ranking of American colleges and universities.
- ✘ *The Princeton Review* guide (2007) has identified SIUC as one of the "Best in the Midwest" and a "Best Value College."
- ✘ Established a steering committee for the upcoming North Central Accreditation visit.
- ✘ Increased the number of units that had incorporated assessment into their degree programs.

Fiscal Year 2007

Challenges:

Since the University is underfunded and understaffed, we must seek creative ways to maximize the effective use of available resources. In addition, space is also an issue for several departments, which may prevent the University from achieving the desired goals.



goal 5:

Ensure Accountability for Program Quality & Learning Assessment

Common Institutional Indicators:

- ✘ Improve empirical indicators of student satisfaction through enhancing the quality of undergraduate educational experiences. This will be done through the continued assessment of the effectiveness of the University core curriculum. In addition, academic departments are encouraged to regularly evaluate learning outcomes in their majors.
- ✘ The School of Law is working to ensure that a high percentage of its graduates pass the Illinois Bar Exam. Currently, pass rates are in line with statewide averages, and the School of Law is working to enhance its curriculum with the goal of increasing pass rates above statewide averages.

Pass Rates on Professional/Occupational Licensure Examinations Relative to State Averages

Field	Examination	Pass Rates (%)					
		2002		2003		2004	
		Inst'l	State	Inst'l	State	Inst'l	State
Law	Illinois Bar Exam: First-Time Takers, Summer	83	82	79	86	83	86

Mission-Specific Indicators:

- ✘ Mean ACT score of entering freshmen is 21.8; higher than the Illinois state mean, 20.3; also higher than the national mean, 20.9.
- ✘ In a course-by-course assessment of student learning outcomes in University Core Curriculum, 75 percent or more of all students met or exceeded expectations in four of the stated learning objectives. The fifth has not been operationalized for empirical assessment but is a qualitative concomitant of the first four.
- ✘ SIUC is participating in Penn State's Center of the Study of Higher Education assessment project, "Parsing the First Year of College." The resulting data will then be analyzed for the University's self-study document in preparation for a reaccreditation site visit from the Higher Learning Commission of the North Central Association of Colleges and Schools in spring 2009.
- ✘ Health education students who took the National Commission for Health Education Credentialing, Inc. Certified Health Education Specialist (CHES) Examination had a pass rate that met or surpassed the national average percentile for the past three years.

Ensure Accountability for Program **Quality & Learning Assessment**

goal 5:

Mission-Specific Indicators:

School of Allied Health College of Applied Sciences and Arts Pass Rates 2006

Title of Program and Corresponding Examination	1995-2005 SIUC Mean Pass Rate	FY 05 SIUC Pass Rate	FY 06 SIUC Pass Rate	Number of Students Taking Exam	National Pass Rate
Dental Hygiene Program National Board Examination	86.49	87	91	22	n/a
Physician Assistant Program Physician Assistant National Certifying Examination	99	100	100	22	n/a
Dental Technology Program National Board of Certification/National Association of Dental Laboratories Recognized Graduate Exam	98.75	100	100	10	59.2

- ✕ As indicated in the School of Allied Health data, pass rates continue to maintain high percentiles and in some cases even surpass the national pass rate.

FY 07 Plans:

- ✓ Encourage units to investigate the feasibility of utilizing LiveText, a Web-based tool, to document student learning in undergraduate and graduate programs.
- ✓ Expand the technology-supported version of college algebra in the Department of Mathematics by conducting class meetings in computer laboratories and through offering additional support.
- ✓ The faculty will continue to strive to make productivity gains in research as measured by external grant funding and peer-reviewed publications.
- ✓ Offer to members of the NCA Steering Committee opportunities to attend conferences to assist in planning.

FY 08 Priorities:

- ✓ Begin development of the Self Study for the upcoming North Central Accreditation visit.

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

FY 06 Accomplishments

- ✘ The Financial Aid Office has implemented a new Satisfactory Academic Progress (SAP) policy which should not only improve student retention rates but will also reduce staff workload by lowering the number of student appeals for reinstatement of aid by 60 percent.
- ✘ Plant & Service Operations has developed several new sustainable initiatives to improve the University's green-friendly atmosphere, some of which include energy efficiency improvements, water conservation measures, alternative fuel vehicles, landscape waste reclamation, recycling and solid waste diversions, biodegradable cleaning supplies, improved building designs and construction requirements, and air quality improvements. Sustainable initiatives enrich the campus and support the goals established in *Southern at 150: Building Excellence Through Commitment*.

Common Institutional Indicators:

FY 05 Credit Hours Generated

	<u>Undergrad</u>	<u>Graduate/ Professional</u>	<u>Total Credit Hours</u>	<u>Unit Cost Credit Hours</u>	<u>Excluded from Cost Study</u>
College of Agricultural Sciences	16,036	1,968	18,004	17,498	506
College of Applied Sciences & Arts	65,001	164	65,165	41,614	23,551
College of Business & Administration	33,520	5,511	39,031	36,897	2,134
College of Education & Human Services	83,114	25,120	108,234	68,608	39,626
College of Engineering	24,788	5,311	30,099	21,905	8,194
School of Law	0	12,025	12,025	11,992	33
College of Liberal Arts	174,042	17,460	191,502	185,966	5,536
College of Mass Communication & Media Arts	19,221	1,630	20,851	20,513	338
School of Medicine	3,897	18,507	22,404	0	22,404
College of Science	62,791	6,785	69,576	68,727	849
Direct Service Units	1,254	39	1,293	0	1,293
Total Credit Hours Produced	483,664	94,520	578,184	473,720	104,464



Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:

- ✘ SIUC is implementing and increasing many energy efficient and ecologically friendly practices across campus including:
 - ✓ Use of recycled paper products, ecological cleaning products, and soybean-based ink.
 - ✓ Additional recycling containers.
 - ✓ Collection sites for construction byproducts, toner cartridge and overhead film products, aluminum and steel containers.
 - ✓ Continued development of vermicomposting facility processing food waste into a nutrient-rich soil additive.
 - ✓ Utilizing fly ash from the Power Plant in combination with concrete as a building material.
 - ✓ Utilizing used motor oil from Travel Service in a Clean Burn furnace.
 - ✓ New and improved standards for construction and energy efficiency.

- ✘ Promotional methods are being utilized relating to energy efficiency through the use of the SIUC recycling logo appearing on the University recycling trucks, support of conferences and Earth Day celebrations on campus, and promotion of various energy efficiency programs currently under way.

- ✘ New grants are being secured for the purpose of achieving additional green initiatives on campus.

Effective Practice: Plant & Service Operations (PSO) has utilized numerous sustainable initiatives to improve the University's green-friendly atmosphere. These initiatives include energy efficiency improvements, water conservation measures, alternative fuel vehicles, landscape waste reclamation, recycling and solid waste diversions, using biodegradable cleaning supplies, improved building designs and construction requirements, and air quality improvements. Sustainable initiatives enrich our campus and support the goals established in *Southern at 150: Building Excellence Through Commitment*.

FY 07 Plans:

- ✓ Continue to grow grants and contracts as well as patent approval.
- ✓ Continue to utilize integrated or interdisciplinary approach to new program development such as in the proposed minor in forensic science.
- ✓ Encourage more nominations for the Distance Learning Enhancement Award and the Undergraduate Teaching Enhancement Award.

FY 08 Priorities:

- ✓ Continue the University's emphasis on encouraging the acquisition of federal research dollars.
- ✓ Continue the University's Faculty Hiring Initiative to focus on the recruitment of scholars in key areas that meet national, state, and local needs.
- ✓ Continue to explore cost-saving mechanisms within Plant and Service Operations.

Southern Illinois University Edwardsville

Mission Statement

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative, and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region.

Focus Statement

Southern Illinois University Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University Edwardsville:

-offers undergraduate programs and master's programs encompassing instruction in the arts and sciences, education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;

-emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health care needs of the region;

-focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the university is distinctly positioned to offer off-campus completion programs for the central and southern Illinois areas;

-addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine; and

-addresses the need for pharmacists in the central and southern regions of the state through its School of Pharmacy.

*The Performance Report may be found at <http://www.siu.edu/PROVOST>.
Additional information about SIUE may be found at <http://www.siu.edu>.*



Key Institutional Indicators

**Carnegie Classification:
Master's L**

13,460 Students Fall 2005

2,669 Degree Recipients FY 05

**Instructional Costs at 90.4% of State
Average FY 05**

**93% of Accreditable Programs
Accredited**

goal 1:

Partner with Industry & Sustain Economic Growth

FY 06 Accomplishments

- X Constructed Biotechnology Laboratory Incubator.
- X Opened Technology Management Center.
- X Entered first students into the accelerated BSN option.

Common Institutional Indicators:

Percent of undergraduate degree/certificate recipients either employed or enrolled in further education within one year of graduation.

Goal: A high percentage of undergraduate degree recipients are either employed or enrolled in further education within one year of graduation.

FY 05

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
237	271	87.5%

Effective Practice:

Optimizing Green Roof Technologies in the Midwest

The Green Roof Environmental Evaluation Network (G.R.E.E.N., a research collaboration between Southern Illinois University Edwardsville [SIUE], Green Roof Blocks™, Jost Greenhouses, Midwest Trading Horticultural Supplies, Inc., Midwest Groundcovers, JDR Enterprises, and greenroofs.com) was formed in 2005 to evaluate and quantify the performance of green roof technologies in the Midwest. The green roof evaluations being conducted by G.R.E.E.N. are geared to provide municipalities, engineers, architects, contractors, building owners, and other green roof users with guidelines for the best green roof planting medium and green roof species combinations that will tolerate the extreme summer and winter temperatures experienced on roofs in the Midwest. All G.R.E.E.N. research studies are fully replicated scientific experiments that incorporate repeated measurements over extended time periods to evaluate green roof performance. Various types of green roofs and combinations of media type, depth, and plants are being evaluated. Current research is focusing on three green roof systems—a built-in-place system (with medium and materials filling the entire roof area), a modular system (Green Roof Blocks™, 2 ft by 2 ft containers fabricated of heavy gauge aluminum), and a new bag system (Green Paks™, pervious fabric bags made of a non-biodegradable material). The research collaborative has begun optimizing performance of the green roof systems under study, considering tradeoffs between plant performance, storm water quantity and quality, and thermal effects. The research collaborative is interdisciplinary—involving biologists, engineers, horticulturalists, environmental scientists, and business people. The collaborative also engages undergraduate and graduate students in applied research and provides a platform for educating others about green roofs.

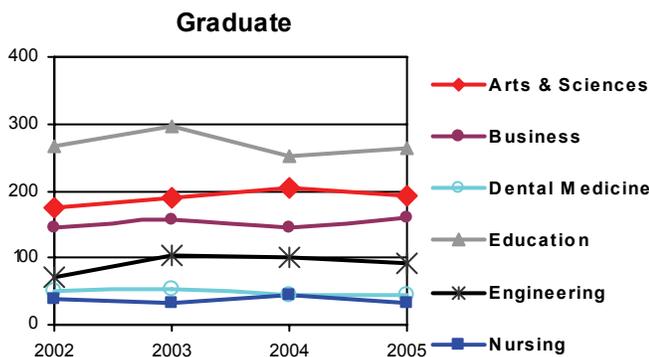
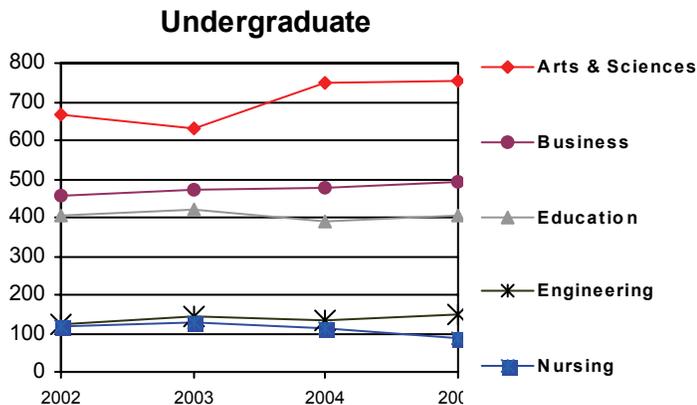
Partner with Industry & Sustain Economic Growth

goal 1:

Mission-Specific Indicators:

Goal 1: Graduate sufficient numbers of students by program to meet the workforce needs of southwestern Illinois.

Degrees Granted in 2002 – 2005¹



¹www.siu.edu/IRS/factbook.html

SIUE's Contribution to Workforce Needs of Southwestern Illinois

College/School	FY05 Total Grads ¹	IDES Projected Employment Change > 10% for 1998-2008 By DES Title ²
Arts & Sciences	944	Natural Scientists, Life Scientists, Computer and Math, Teachers, Writers/Editors, Artists/Entertainers
Business	649	Executive, Administrative, Managerial, Professional Specialty, Marketing/Sales, Computer and Math
Dental	45	Dentists
Education	671	Recreation, Teachers, Counselors, Speech Pathologists and Audiologists
Engineering	241	Engineers, Computer and Math
Nursing	119	Registered Nurses

¹undergraduate and graduate students

²projections for SWIC/LCCC districts and statewide

FY 07 Plans:

- ✓ Work with the president to establish a greater St. Louis Business Council Partnership to assist with the capital campaign.
- ✓ Complete design and begin construction of the new University Park road project.
- ✓ Encourage and enhance economic development and support the full operation of the National Corn-to-Ethanol Research Center.
- ✓ Graduate first student in the accelerated BSN program.
- ✓ In cooperation with University Park, identify major research themes in academic units with relevance to enhancing regional economic development.

FY 08 Priorities:

- ✓ Implement capital campaign.
- ✓ Enhance operations of University Park facilities as well as technology centers such as the Southwestern Illinois Advanced Manufacturing Center to support regional technology needs.
- ✓ Develop strategic plan for University/University Park economic development partnership.

goal 2:

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

FY 06 Accomplishments

- X Entered first students in master of arts in teaching; literacy education; and learning, culture, and society graduate programs.
- X Psychology department received the 2006 Council for Higher Education Accreditation (CHEA) Award for Institutional Progress in Student Learning Outcomes.
- X Awarded grant for Illinois ASPIRE (Alliance for School-Based Problem-Solving and Intervention Resources in Education).
- X Completed Assistive Technology Laboratory and Classroom.
- X Renovated Instructional Materials Center, psychology laboratories, and speech-language clinic.

Effective Practice:

Hands-On Chemistry: Improving Secondary Chemistry Teacher Quality in Southwestern Illinois and the Metro East St. Louis Region

Two workshops are offered for secondary chemistry teachers. Each spring workshop consists of weekly evening classes with a focus on chemistry theory, applications, and problem solving. Each summer workshop consists of seven days of classroom-format discussion (mornings) and laboratory/demonstration sessions (afternoons) on topics in chemistry. Time is built into the schedule for teachers to share their experiences and expertise. The plan is to include all educators in active learning in each meeting, rather than having a traditional lecture. Chemistry workshops have been offered at SIUE for over 20 years, with recent IBHE support of \$65,000 in 2004, \$70,000 in 2005, and \$73,000 in 2006. SIUE provides additional support each year in the form of tuition waivers for participant teachers and partial summer salary for the project director.

Common Institutional Indicators:

Goal: Have the number of undergraduate students completing requirements for initial teacher certification correspond with the needs of the region.

Annual Number of Undergraduate Students Completing Requirements for Initial Teacher Certification by Certificate Area

Certificate Area	2002-03	2003-04	2004-05
Early Childhood Education	37	25	34
Elementary Education	139	122	112
Secondary Education	77	72	71
Special Education	45	22	38
Total	298	241	255

- X The School of Education has taken great care to match the number of students admitted into a particular program with the need for teachers in that area. This approach will continue. Additional resources permitted the admittance of more students into the special education program in FY 05.

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

goal 2:

Fiscal Year 2007 Challenges:

- ✓ Revisit partnership with SIUE-East St. Louis Charter High School.
- ✓ Budgetary limitations.
- ✓ Finding adequate space to house programs, faculty, and staff.
- ✓ NCATE Board of Examiners accreditation visit.
- ✓ Hiring a new dean.
- ✓ Positioning for competitive graduate school market.
- ✓ Data and enrollment management.

Mission-Specific Indicators:

Goal 2A: Increase the number of diverse SIUE teacher/administrator graduates.

Teacher/Administrator Graduates by Race and Gender

Race/Gender	FY04			FY05		
	Male	Female	Total	Male	Female	Total
Black	1	19	20	3	10	13
Native American/Alaskan	1	0	1	0	0	0
Asian	0	1	1	1	0	1
Hispanic	0	3	3	1	3	4
White	42	265	307	64	238	302
Total	44	288	332	69	251	320

NOTE: Physical education and CAS teacher education graduates not included (n=87).

Goal 2B: Graduate SIUE teacher education students in high-demand teaching content areas.

SIUE Teacher Education Graduates in High Demand Certification Areas in Illinois

High-Demand Areas	FY04	FY05
Special Education	22	37
Mathematics	9	14
Foreign Language	2	4
Chemistry	6	5
Biological Science	14	16
Total	53	76

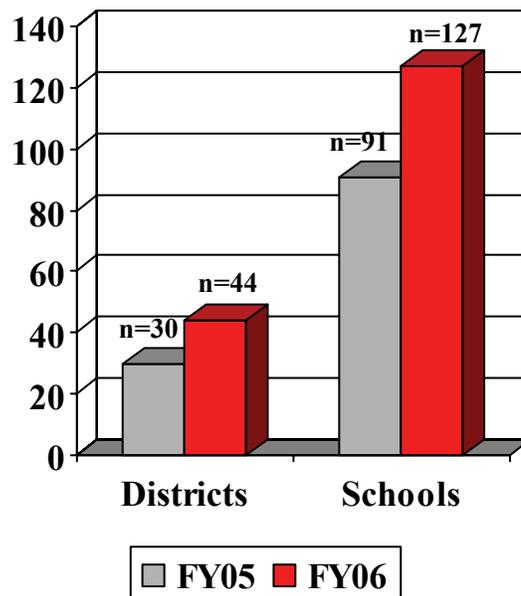
- X Of the 320 undergraduate students completing requirements for initial teacher certification, 23.8 percent of them completed requirements in high-demand certification areas. This is an increase of 1.8 percent over FY 04 graduates in these high-demand areas. SIUE will continue to work toward graduating teacher education students in high-demand areas.

goal 2:

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

Mission-Specific Indicators:

Goal 2C: Establish and strengthen partnerships with our area public schools.



- X Partnership activities take place in 127 schools in 44 school districts in the Greater St. Louis Metro East area. This is an increase of 46.7 percent in partnering districts and 39.6 percent in partnering schools over the previous year. The University will continue to pursue viable partnering opportunities.

FY 07 Plans:

- ✓ Continue to build SIUE-Lincoln Charter High School (Venice, IL) partnership.
- ✓ Revise and resubmit SPA reports and Institutional Report for National Recognition and State Program Approval.
- ✓ Plan for NCATE Board of Examiners accreditation visit.
- ✓ Implement Dean's Scholarship.

FY 08 Priorities:

- ✓ Continue Illinois ASPIRE-South Center.
- ✓ Continue work as part of a consortium with East St. Louis School District 189 and the NAACP to implement state-funded Grow Your Own Teachers program.
- ✓ Continue work on Project PRIME (Promoting, Recruiting, Increasing Minorities in Education).

Provide Affordable Educational Opportunities

goal 3:

FY 06 Accomplishments

- X Maintained tuition and fees as second lowest in the state.
- X Raised over \$204,728 from private sources for scholarship endowments and funds.
- X Low-income, first-generation freshman students received \$425,000 in grants in an effort to increase affordability and decrease student loan borrowing often faced by the economically deprived student.
- X In partnership with the Lessie Bates Davis Neighborhood House, the Office of Financial Aid administered over \$400,000 in TANF scholarship grant funds to assist eligible students with educational expenses.

Fiscal Year 2007 Challenges:

- ✓ Limited financial resources.

Common Institutional Indicators:

Goal: Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, IIA, Pell, SEOG, and institutional grant aid are subtracted.

Fall 2004 Data

Total Cost of Attendance (Full-Time, Dependent Freshmen Living On-Campus): \$14,138

Total Number of First-Time, Full-Time Illinois Dependent Freshmen Enrolled: 511

Student/Family Income (\$)	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2004											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
0 - 27,607	133	132	250,784	43	30,500	117	171,203	65	16,250	41	82,986	7	7,107
27,068 - 47,617	191	165	183,375	69	50,050	168	214,247	10	2,500	22	36,615	8	11,735
47,618 - 71,811	105	45	25,265	22	15,550	79	67,628	1	580	25	42,050	18	25,253
71,812 - 101,999	50	3	1,000	1	700	8	4,480	0	0	31	48,580	31	41,093
102,000 and up	26	0	0	0	0	0	0	0	0	14	15,867	22	27,069
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0

goal 3:

Provide Affordable Educational Opportunities

Mission-Specific Indicators:

Goal 3A: Maintain cost of attending SIUE among the lowest in Illinois.

Goal 3B: Minimize average student debt to one of the lowest in the state.

In-State Tuition and Fee Costs for FY 06*	
University of Illinois at Urbana-Champaign	\$9,966
University of Illinois at Chicago	\$9,742
Southern Illinois University Carbondale	\$7,795
Northern Illinois University	\$7,569
University of Illinois at Springfield	\$7,374
Chicago State University	\$7,305
Illinois State University	\$7,254
Northeastern Illinois University	\$7,096
Eastern Illinois University	\$7,068
Western Illinois University	\$6,411
Southern Illinois University Edwardsville	\$6,285
Governors State University	\$5,440
AVERAGE COST**:	\$7,442

*Two terms/16 hours per term.

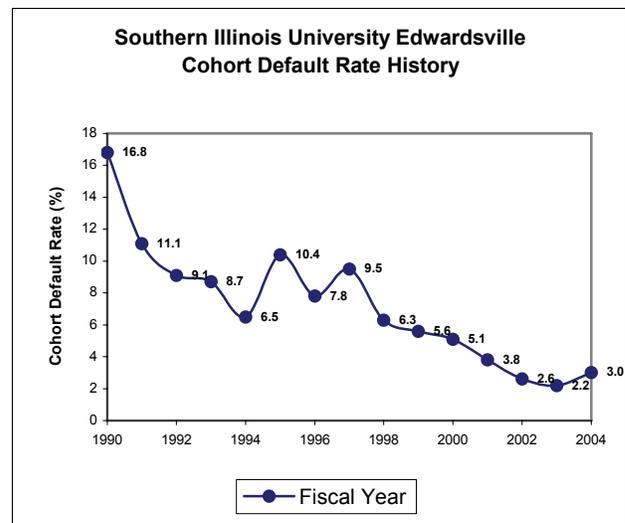
**All costs from institutional websites. Many institutions are still in the process of determining final FY 2006-2007 costs.

Average Student Debt for FY 05 Graduates With Loans at Illinois Public Four-Year Select Universities²

National Average Debt ¹	\$17,100
U-I Champaign	\$15,696
SIUE	\$15,409
Eastern	\$14,836
Illinois State University	\$13,921
Western	\$13,900
SIUC	\$12,366
Northeastern	\$11,765

¹National Student Loan Survey "College on Credit: How Borrowers Perceive Their Education Debt." Survey sponsored by the Nellie Mae Corporation. Debt is the average for public four-year institutions.

²Data Source: School reported 03-04 CB – 2003-2004 College Board Survey.



Provide Affordable Educational Opportunities

goal 3:

Mission-Specific Indicators:

Goal 3C: Increase scholarship funds and endowments.

**Scholarship/Endowed Scholarship Contributions
FY 02 – FY 06**

Contributions/Pledge Payments to:	FY 02	FY 03	FY 04	FY 05	FY 06
Scholarship Funds	\$51,071	\$59,215	\$68,379	\$72,744	\$62,970
Endowments that Feed Scholarships	180,526	\$144,815	\$191,149	\$70,976	\$141,758
Fiscal Year Total	\$231,597	\$204,030	\$259,528	\$143,720	\$204,728

FY 07 Plans:

- ✓ Continue the Lessie Bates Davis Neighborhood House partnership.
- ✓ Continue the “Low Income Grant Funds” program.
- ✓ Maintain affordable tuition and fees in comparison to peer institutions.

FY 08 Priorities:

- ✓ Increase scholarship/endedowed scholarship contributions.

goal 4: Increase Diversity & Number of Citizens Completing Education & Training Programs

FY 06 Accomplishments

- X Hired ten new minority faculty members.
- X Johnetta Haley scholarships supported 165 minority students; 32 Johnetta Haley scholars graduated in FY 2006.
- X Conducted Phone-A-Thon (three evening events). Calls were made by students or the GAME and FAME and LASO organizations to increase the enrolled minority student numbers at SIUE by congratulating newly admitted students and encouraging them to attend Springboard.
- X Sponsored the Multicultural Student Reception (MSR), the first annual reception to bring underrepresented students and their parents to campus to familiarize them with opportunities existing at SIUE.
- X Junior high and high school students visited SIUE and participated in a three-day residential program for college preparation (MECCA Youth Leadership and Upward Bound).
- X Saw a significant increase of requests for group tours of SIUE.
- X The Minority Recruitment Initiative Advisory Board (MRI) involved high school guidance counselors and community educators in the recruitment and retention of underrepresented students.
- X Enrolled the first pharmacy class.
- X Participated in the American Association of State Colleges and Universities (AASCU) "Graduation Rate Outcome Study."

Effective Practice:

Summer Bridge

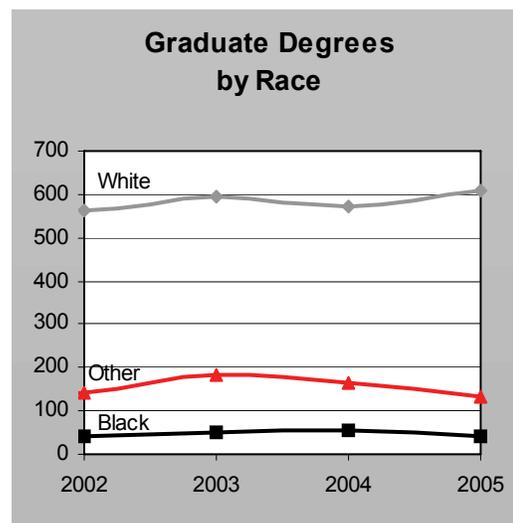
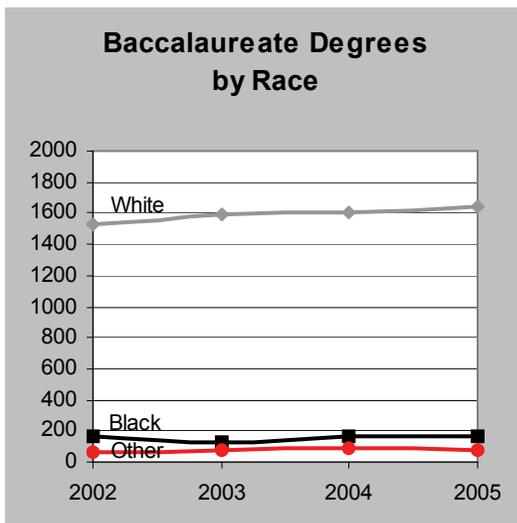
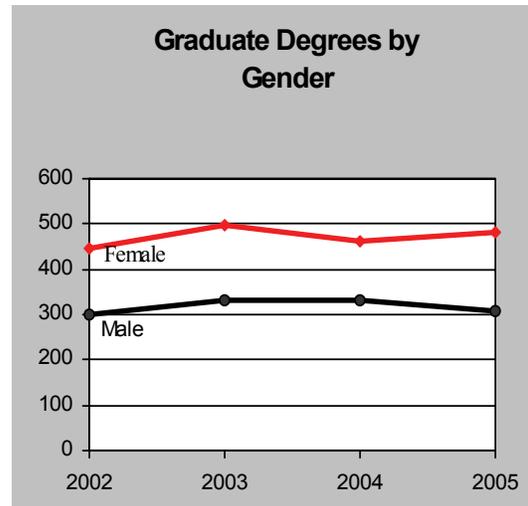
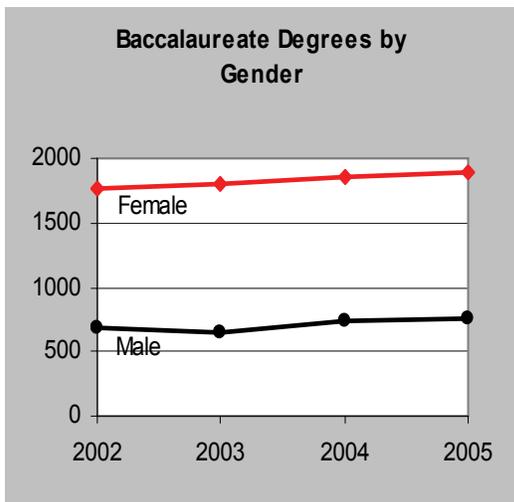
Students who have been admitted to SIUE for fall term but who must take developmental coursework in reading, writing, and mathematics are invited to participate in the six-week intensive (Monday-Thursday, 8:00 a.m.-5:00 p.m.) program for a fee of \$700. Students may live on campus by paying a prorated summer housing fee. Up to 20 students per section are screened and accepted into the program. Students earn three hours of credit (awarded at the end of fall term) for completion of a freshman seminar (UNIV 112) and work in the Writing Center (ENG 100) during the program. In addition, they improve their foundational skills in reading, writing, and math, thus bypassing developmental coursework in which they would have been required to enroll during fall term. Students participate in classes provided by lecturers in Instructional Services, receive individual and small group tutoring in math and writing, discover and make use of academic and recreational campus resources, meet with faculty to learn classroom expectations and opportunities, meet with an academic advisor, and develop a supportive community of learners that extends into the academic year.

Increase Diversity & Number of Citizens **goal 4:** Completing Education & Training Programs

Common Institutional Indicators:

Goal: Increase the number of students graduating in all race/ethnicity groups.

2002-2005 Degree Recipients



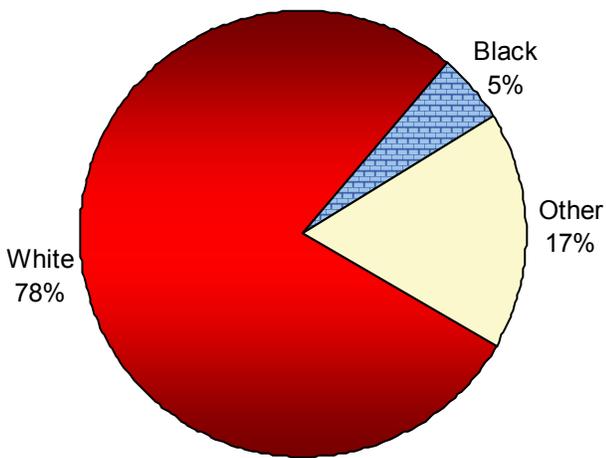
goal 4: Increase Diversity & Number of Citizens Completing Education & Training Programs

Mission-Specific Indicators:

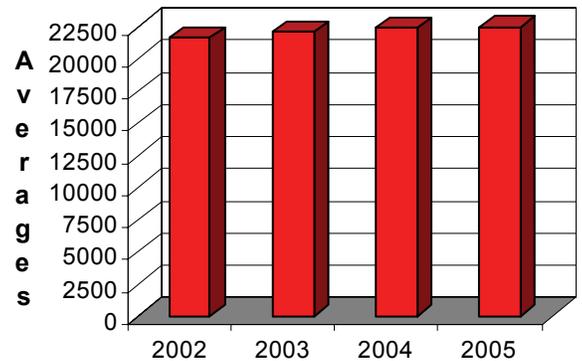
Goal 4A: Have a racially and ethnically diverse SIUE graduating class that reflects southwestern Illinois.

Goal 4B: Offer courses and programs in a manner accessible to the citizens of the metropolitan area.

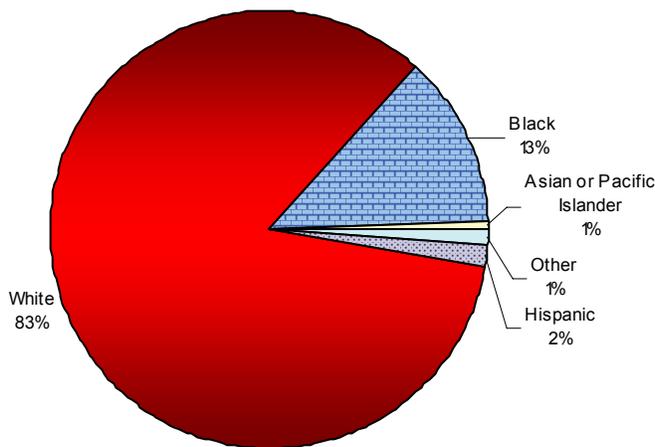
FY 05 SIUE Graduates by Race/Ethnicity



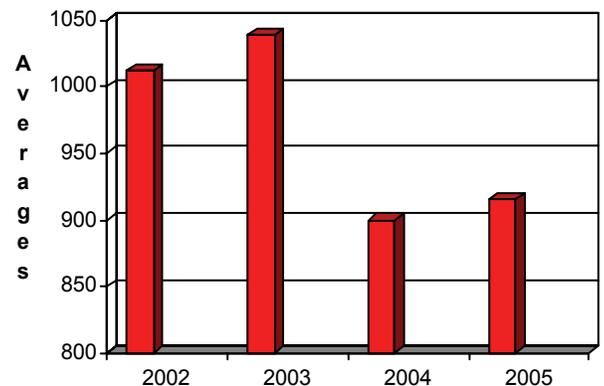
Average Credit Hours Taken in Evening Courses for Academic Years 2002-2005



SIUE 14-County Region by Race/Ethnicity



Average Credit Hours Taken in Saturday Courses for Academic Years 2002-2005



Increase Diversity & Number of Citizens **goal 4:** Completing Education & Training Programs

Mission-Specific Indicators:

Goal 4C: Increase the number of opportunities for students to complete courses online.

Goal 4D: Sustain a viable number of dental school graduates practicing in central and southern Illinois.

RN/BSN Internet Course Enrollment¹

FY 05	FY 06
473	203

¹FY 04 was the first year all RN to BSN courses were offered via the Internet.

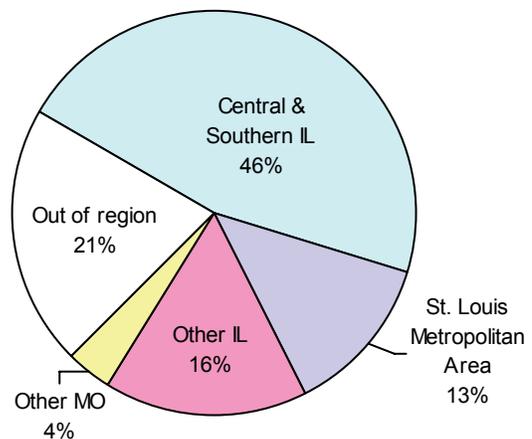
Internet Course Enrollment

FY 05	FY 06
523	397

Internet Course Sections Offered

FY 05	FY 06
51	38

Percent of Dental School Graduates Place of Practice by Region and State for 2003-2006



FY 07 Plans:

- ✓ Increase number of minority students and faculty.
- ✓ Hire African American liturgist/director of Black Studies.
- ✓ Continue to identify promising minority high school students with the Phone-A-Thon, Multicultural Student Reception, MECCA Youth Leadership and Upward Bound programs, group visits, and the MRI Advisory Board.
- ✓ Increase number of Johnetta Haley scholarship recipients.
- ✓ Enroll second pharmacy class.
- ✓ Arrange site visit with AASCU Graduation Rate Outcome Team and begin to implement recommendations.

Fiscal Year 2007 Challenges:

- ✓ Limited financial resources.
- ✓ Limited staff resources.

FY 08 Priorities:

- ✓ Develop a new Office of Educational Outreach to coordinate and expand the University's academic resources to enable undergraduate, graduate, and professional students to complete their educational/professional goals in a timely manner.
- ✓ Formalize strategic planning partnerships between academic units and the East St. Louis Center.
- ✓ Review and enhance institutional-wide programming in social and cultural diversity.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

FY 06 Accomplishments

- ✘ SIUE has been recognized in *U.S. News and World Report's* 2006 edition of *America's Best Colleges* as a "Program to Look for" for its senior capstone experience. Of the 15 colleges and universities name "best" for their senior capstone experience, SIUE was 1 of only 3 public universities.
- ✘ SIUE was listed in the "Top Schools" category of the 2006 *U.S. News and World Report* rankings. The University was ranked 58 out of 142 universities in the Midwestern Master's Universities category and 38 out of 142 in peer rankings for academic reputation by presidents, chancellors, provosts, and directors of admission.
- ✘ Reviewed 5 undergraduate and 2 graduate programs.
- ✘ Implemented the Accelerated Baccalaureate in Nursing program, which will provide more nurses to the region.
- ✘ Obtained planning funds for the Science Building expansion/renovation.
- ✘ Received a \$1,495,000 non-recurring grant from the Illinois Department of Financial and Professional Regulation for the implementation of the School of Pharmacy in FY 07.
- ✘ Improved strategic planning processes in conjunction with an AQIP Action Project.
- ✘ The New Freshman Seminar has been designed and will be implemented for one-half of the incoming freshman class in fall semester 2006.
- ✘ The Institute for Urban Research (IUR) became a Research Support Center with the mission of supporting research that addresses the problems and issues faced by urban areas, especially the core cities and older suburbs of such areas. Since February 2006, the Research Support Center has created three multi-disciplinary research teams. Each team received \$50,000 and IUR support staff for two years to develop its research agenda and to write grants seeking external support for that agenda. A \$15,000 grant has already been received, and additional grant proposals seeking \$425,000 from local, state, and federal agencies have been developed.

Common Institutional Indicators:

Goal 1: At least 75 percent of baccalaureate graduates in 2000: (1) indicate a positive/strongly positive attitude toward the University and their major; and (2) rate educational effectiveness at a moderate level or above.

2005 Baccalaureate Survey: 5-Year Follow-Up of 2000 Graduates	
Graduate Satisfaction	Educational Effectiveness
What is your present attitude toward the institution? What is your present attitude toward your degree major? How well did your degree prepare you for the career path you are following?	How effective were your college experiences in: <ul style="list-style-type: none"> • Helping to better develop your critical thinking ability? • Helping to better develop your sense of ethics? • Contributing to a better understanding of diversity? • Helping you to become a more active citizen? • Improving the quality of your life (aside from financial benefits)?

Ensure Accountability for Program Quality & Learning Assessment

goal 5:

Common Institutional Indicators:

Goal 2: Pass rates on the NCLEX and the National Dental Board Exam, Part II will be above the national average.

Field	Examination	Pass Rate Information for Selected Exams: Number of Students Tested, Institutional Pass Rate & National Pass Rate								
		2002-03			2003-04			2004-05		
		# Students	Pass Rate (%)		# Students	Pass Rate (%)		# Students	Pass Rate (%)	
			Inst'l	Nat'l		Inst'l	Nat'l		Inst'l	Nat'l
Dentistry	National Dental Board Exam, Part II	46	100%	94%	45	98%	92%	44	100%	92%
Nursing	National Council Licensure Exam, RN	78	88%	87%	101	93%	85%	64	89%	84%

Mission-Specific Indicators:

Goal 5A: Every eligible program accredited.

Accredited Programs

Specialized Accrediting Agencies Providing Accreditation

Accreditation Board for Engineering and Technology

Accrediting Council on Education in Journalism and Mass Communications

American Council for Construction Education

American Dental Association Commission on Dental Accreditation

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association

Association to Advance Collegiate Schools of Business

Commission on Collegiate Nursing Education

Council on Accreditation of Nursing Anesthesia Educational Programs

Council on Social Work Education

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

National Council for Accreditation of Teacher Education

The American Art Therapy Association and American Chemical Society have formally reviewed and approved SIUE's programs as meeting their standards.

goal 5:

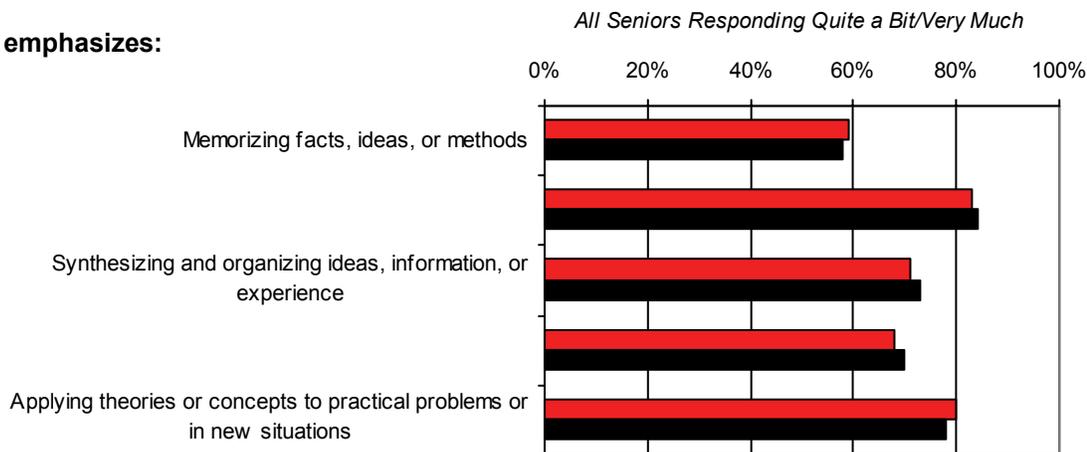
Ensure Accountability for Program Quality & Learning Assessment

Mission-Specific Indicators:

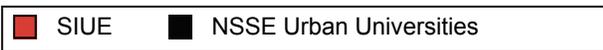
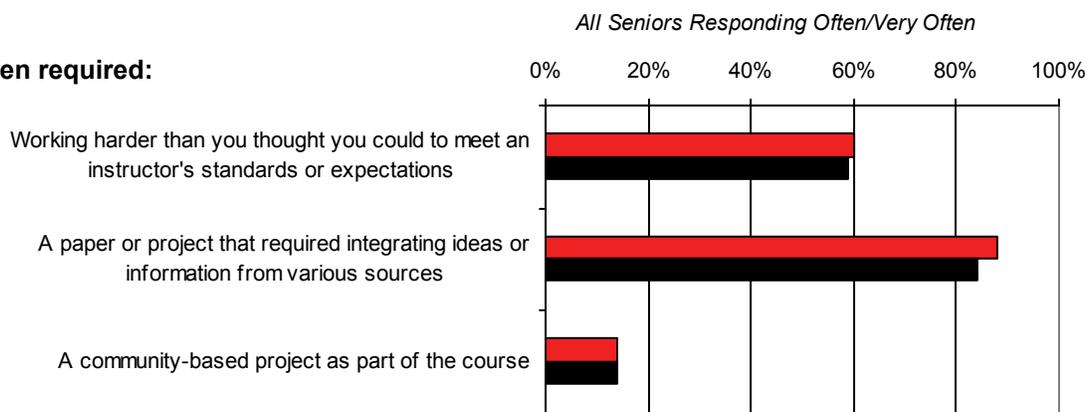
Goal 5B: SIUE achieves high level of student engagement in courses \geq other metropolitan universities.

Educational Practices in Courses Reported by Seniors*

Coursework emphasizes:



Courses taken required:



*Source: National Survey of Student Engagement 2005

Effective Practice:

School of Dental Medicine Outcomes Assessment Program

The School of Dental Medicine is committed to providing its students with an exceptional quality program and to prepare them for state licensure and dental practice. The school is also committed to ongoing assessment of this process and its effectiveness. The school manages an Outcomes Assessment Program for this purpose. To measure whether SDM students have achieved competence in their educational process, three measurable outcomes, one of which is performance on the National Dental Board Examinations (Part II), are considered. The published results allow comparison of performance between School of Dental Medicine students and dental students nationally. As board scores are made available, the associate dean prepares and distributes a report to the Curriculum Committee, department chairs, and Outcomes Assessment Council. The information is then analyzed by these groups, and recommendations are made for curricular changes, such as adding new courses, restructuring/modernizing courses, and resequencing courses. As a result of the Outcomes Assessment Program, there has been increased awareness of and effort towards improved performance by both students and faculty.

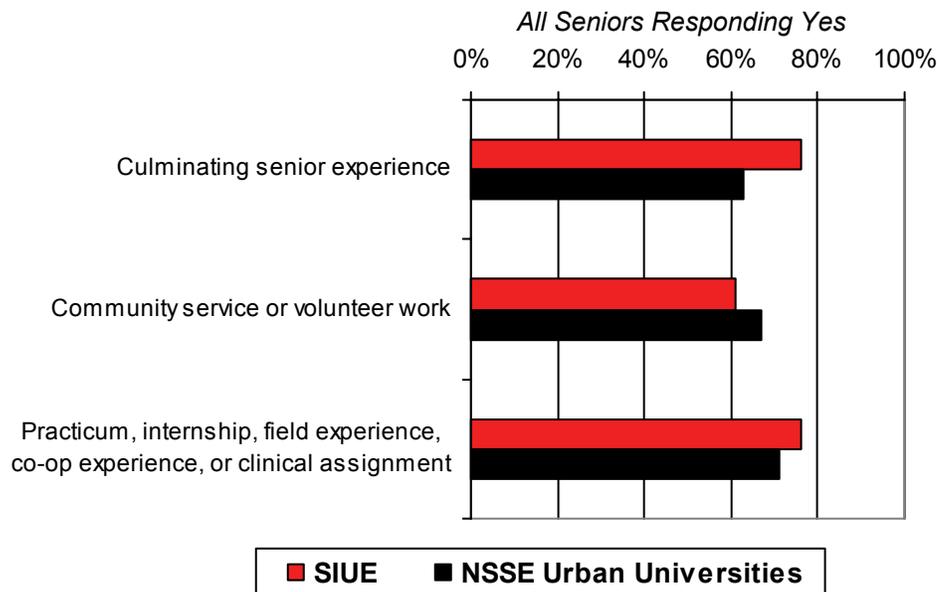
Ensure Accountability for Program Quality & Learning Assessment

goal 5:

Mission-Specific Indicators:

Goal 5C: SIUE achieves high level of student engagement in educational experiences \geq other metropolitan universities.

Educational Experiences*



*Source: National Survey of Student Engagement 2005

FY 07 Plans:

- ✓ Seek accreditation for theater, dance, and art and design.
- ✓ Begin Phase I of the Strategic Advancement of Graduate Education (SAGE) Project in the College of Arts and Sciences to revise and reinvigorate graduate programs.
- ✓ Seek construction funds for Science Building expansion/renovation.
- ✓ Seek recurring funding for the School of Pharmacy.
- ✓ Complete Action Project to review and improve the Senior Assignment. The effectiveness of that improvement will be measured by NSSE for the next four years.
- ✓ Complete an AQIP Quality Checkup and begin two new Action Projects based on the feedback received and campus discussions.

Fiscal Year 2007 Challenges:

- ✓ Limited resources.
- ✓ Once a plan for revising the General Education Program has been completed in spring 2007, SIUE will face the challenge of implementing a new curriculum for all programs and all undergraduate students.
- ✓ A continuing challenge is to develop new senior leadership in the faculty and staff to replace recent retirements.

FY 08 Priorities:

- ✓ Begin Phase II of the Strategic Advancement of Graduate Education.
- ✓ Begin construction of Science Building.
- ✓ Begin implementation of revised General Education curriculum.

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

FY 06 Accomplishments

- ✗ Completed construction of the School of Dental Medicine expansion project.
- ✗ Completed concept development for a Student Academic Success Center and obtained Board of Trustees approval for a fee to finance the facility.
- ✗ Completed design and began construction of Evergreen Residence Hall to open in the fall of 2007.
- ✗ The Committee to Promote a Culture of Academic Success developed recommendations.

Common Institutional Indicators:

Goal 1: Costs as a percent of state weighted costs will be ± 5 percent of the state average.

Discipline Unit Cost Study				
Cost* Per Student Credit Hour				
	<u>FY 02</u>	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>
Lower Division	\$161.14	\$154.33	\$175.09	\$152.49
Upper Division	\$228.57	\$205.37	\$240.83	\$207.83
Graduate I	\$389.36	\$396.86	\$465.48	\$453.10
Graduate II	\$489.70	\$492.37	\$625.71	\$785.58

Costs* as Percent of State Weighted Costs, After Fixed Cost Reductions				
	<u>FY 02</u>	<u>FY 03</u>	<u>FY 04</u>	<u>FY05</u>
	97.0%	95.9%	91.8%	Not available

*Costs include all costs through University overheads. O&M physical plant costs are not included.

Goal 2: Increase the percent of first-time, full-time degree-seeking freshmen who complete their degree within 150 percent of catalog time or are still enrolled or transferred.

<u>New Freshmen Fall:</u>						
	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>
Completed, Still Enrolled, or Transferred Within Six Years	69.4%	72.6%	66.7%	84.8%	77.4%	75.9%

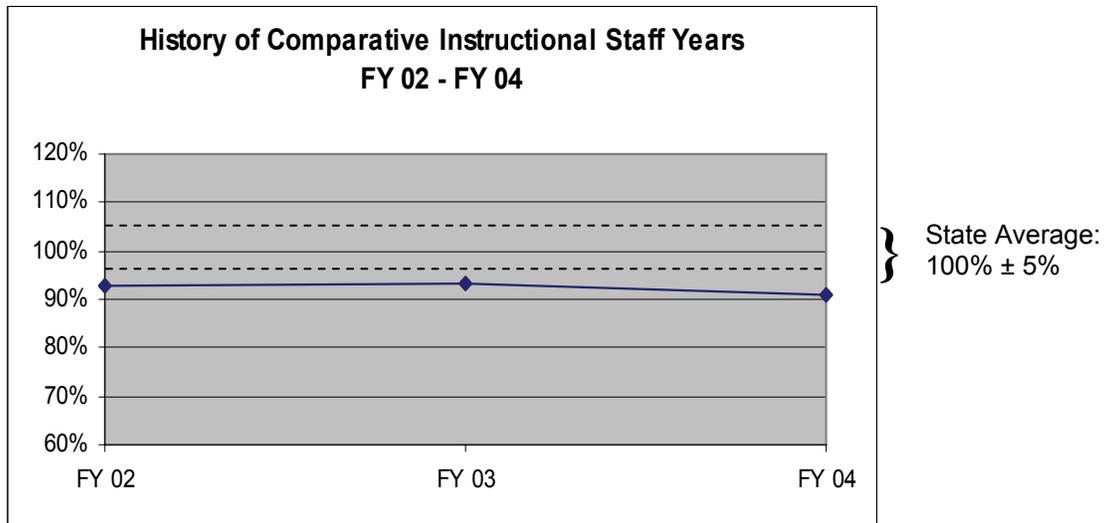
Source: IPEDS Graduation Rate Surveys, 1994, 1995, 1996, 1997, 1998 and 1999 Fall Cohorts.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:

Goal 6A: Instructional staff years will be within ± 5 percent of the Illinois public university staff year average.



Note: A staff year is one person working full-time for 12 months.
 Sources: IBHE Faculty Credit Hour Studies: FY91-FY04; SIUE Comparative Instructional Staff Year Studies: FY91-FY04.
 Additional detail is available at <http://www.siu.edu/IRS/annex?CompINstruc.html>.

Fiscal Year 2007 Challenges:

- ✓ As the discipline cost study and comparative instructional staff year numbers indicate, there is no excess capacity in the University to meet increasing instructional, programming, and facility demands.

Effective Practice:

Chiller Project

The former central cooling system for the campus consisted of four single-stage, lithium bromide absorption chillers, one two-stage lithium bromide absorption chiller, and two electric driven centrifugal chillers. The ability to properly cool the campus' major facilities was dependent on the reliable functioning of all of those chiller units. However, the chillers were obsolete (more than 35 years old), no longer energy efficient, and in extremely poor condition. For example, in June 2000, all four single-stage chillers failed at once, leaving the campus with inadequate cooling.

As a result of the Chiller Project, the chillers were replaced with a centrifugal chiller and a new chilled water storage tank that now holds 3.3 million gallons of chilled water. The tank utilizes the principles of thermal stratification for chilled water storage and allows chilled water to be produced at night at low utility rates and used during the day.

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

Mission-Specific Indicators:

Goal 6B: Maintain/implement continuous quality improvement processes.

SIUE recently completed two AQIP Action Projects and will be replacing them with two new Action Projects in fall 2006 after completing the AQIP Quality Checkup in October. In developing new Action Projects, SIUE will respond to feedback from the Quality Checkup and the annual Action Project updates and will engage campus discussions in a variety of arenas (faculty listserv, Academic Affairs Conference, Faculty Senate, and AQIP Task Forces). The existing Action Projects inform and direct the continuous quality improvement process on campus:

♦ *Integrate Strategic Planning and AQIP Action Projects*

During 2005-2006, key improvements have been made in the strategic planning process. The SIUE strategic plan is now coordinated with the SIU president's annual goals and objectives, and the SIUE chancellor's annual review connects with the plan's short-term goals. The vice chancellors report on their functional area's progress on the short-term goals during Chancellor Council meetings, making monitoring of progress on the strategic plan's short-term goals routine and systematic. This Action Project has been completed and will be retired.

♦ *Meta-Assessment in Response to the Systems Appraisal Feedback Report and National Survey of Student Engagement (NSSE) Results*

This Action Project has been modified to involve academic departments directly in improving the Senior Assignment as both a culminating senior experience and as an assessment device. A new director of undergraduate assessment and program review is leading this effort. The effectiveness of this project will be monitored using NSSE results and the next AQIP Systems Appraisal scheduled for 2007-2008.

♦ *Reshape New Transfer Student Transition*

The New Transfer Student Transition completed its work in 2006, and SIUE will retire this Action Project. Based on recommendations and guidance from the task force, SIUE has implemented a transfer student orientation program named TRANSFERmation.

FY 07 Plans:

- ✓ Successfully complete AQIP Quality Checkup.
- ✓ Implement recommendations of the Committee to Promote a Culture of Academic Success.
- ✓ Implement Banner Student Information System.
- ✓ Implement Banner Human Resources.
- ✓ Finalize a campus facilities master plan.
- ✓ Begin design of a Student Academic Success Center.
- ✓ Continue construction of Evergreen Hall.
- ✓ Refine the Emergency Management Plan and implement a management and response structure.
- ✓ Implement campus-wide computer lease program to enhance technology cost effectiveness.

FY 08 Priorities:

- ✓ Seek state funding for additional tenure-track faculty positions.
- ✓ Complete construction of Evergreen Hall.
- ✓ Develop plans to renovate and redesign the Morris University Center Bookstore.

Southern Illinois University

School of Medicine

Mission Statement

The mission of the SIU School of Medicine is to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, and research.

SIU School of Medicine will realize this mission through collaboration and partnership with the region's community health care organizations and the University's other health science programs, and through education, patient care, and research programs designed to improve the health of the region.

Focus Statement

SIU School of Medicine will realize its potential as one of the nation's premier community-based medical schools. The school will become the centerpiece of a community-based, regionally focused academic medical center of exceptional quality. In doing so, the school will maintain a leadership role in medical education, patient care, and research that will meet the emerging needs of health care delivery in the 21st century. The school will be a state medical school, providing the highest quality medical education; a regional medical center, providing exemplary medical care; a nationally recognized program for undergraduate medical education and graduate education and training; and an internationally recognized program of biomedical research, centered on the health care needs of the region's citizens.

From SIU School of Medicine, Southern at 150 - A Vision Statement.

Additional information about SIU School of Medicine may be found at <http://www.siumed.edu>.

Health and Health Science for Illinois

 Counties with SIU Physician Graduates, Clinical Residents and/or Fellows in Medical Practice

CLINICAL SERVICE/EDUCATIONAL OUTREACH SITES

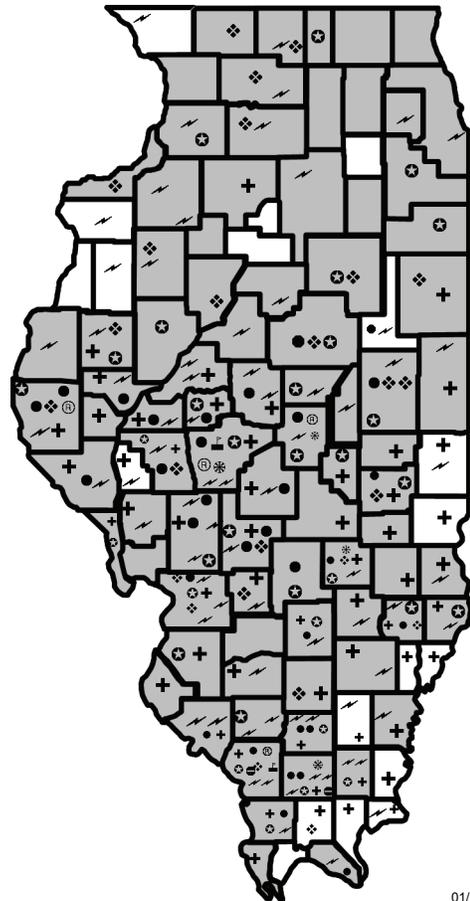
-  Alzheimer Disease and Related Disorders
-  Cancer Institute
-  Patient Care/Training Clinics (Family and Community Medicine, Internal Medicine, Neurology, Pediatrics, Psychiatry, and Surgery)
-  Telehealth Partnerships

RURAL HEALTH INITIATIVE

-  Rural Health Partnerships

COMMUNITY-BASED EDUCATIONAL/RESEARCH SITES

-  Science and Research Campus
-  Family Practice Residency Sites
-  Community Preceptors
-  MEDPREP Preceptors



Locations approximate within county; one or more sites or projects per location.

01/2006 (0A)

goal 1:

Partner with Industry & Sustain Economic Growth

FY 06 Accomplishments

X Medical Education: Prepared medical students and resident physicians for the region; 291 medical students and 273 residents were trained in FY 2006.

X Patient Care: Provided physician services to 112,108 patients during 339,631 visits/encounters in SIU Physicians & Surgeons clinics during FY 2006. Added specialist physicians in oncology, pediatrics, family medicine, obstetrics and gynecology, internal medicine, surgery, psychiatry, and other medical and surgical specialties.

X SIU Cancer Institute: Expanded patient care, research, education, and outreach in cancer/ oncology. Provided primary and specialty-based care to cancer patients, and conducted prevention and patient education outreach sessions in the community. Expanded research in cancer and numerous clinical trials bringing new treatments to the region's cancer patients. Renamed the "SimmonsCooper Cancer Institute at SIU" in recognition of the generous pledge of \$10.2 million by the law firm of SimmonsCooper LLC.

X Rural Health: Under the Rural Health Initiative, established partnerships with community organizations to expand access to essential health care in the region. Supported 24 active rural health and community projects.

X Telehealth: Provided telehealth clinical service programs in dermatology consultation and direct patient care, neurology consultations, radiology services, and home-based wound care. Expanded the statewide telehealth network to additional critical care hospitals.

Goal Highlights:

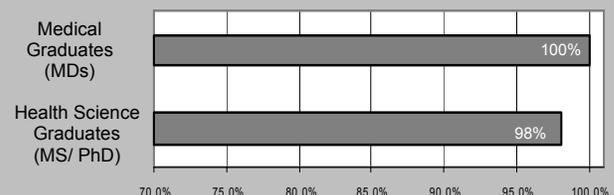
SIU School of Medicine's academic and patient care programs enhance Illinois' economic and business environment through direct impact upon the health care market and related industries. These programs exemplify the school's contribution to regional economic development and health care service, consistent with the *Southern at 150: Building Excellence Through Commitment* plan.

Good Practice:

St. John's Children's Hospital: St. John's Children's Hospital is a collaborative effort of St. John's Hospital, Springfield, and SIU School of Medicine, to expand and improve children's health care services, education, research, and outreach for the communities of central and southern Illinois. Since its inception in 2004, the Children's Hospital has attracted pediatric subspecialists in ambulatory pediatrics, neonatology, critical care, cardiology, pulmonary medicine, gastroenterology, neurology, orthopedics, plastic surgery, and hematology/oncology. More subspecialists are being recruited now. Many of these pediatric subspecialists are nationally and internationally recognized for their clinical expertise and research endeavors. Patient care services for children have greatly expanded and coordination of care has greatly improved. Medical education and research programs have been enhanced. The medical school's Department of Pediatrics is the academic home of the Children's Hospital, and SIU's chair of Pediatrics serves as the medical director of the Children's Hospital. This program supports *Southern at 150: Building Excellence Through Commitment* aspirations for service in the region and cooperative ventures supporting development.

Common Institutional Indicators:

DEGREE RECIPIENTS EMPLOYED OR ENROLLED IN FURTHER STUDY AFTER ONE YEAR GRADUATING CLASSES 2001—2005



Note: Health Science Graduates: MBMB (Molecular Biology, Microbiology, and Biochemistry), Pharmacology, and Physiology programs; known status only.
Source: Program Offices. December 31, 2005.

(1A)



Partner with Industry & Sustain Economic Growth

goal 1:

Mission-Specific Indicators:

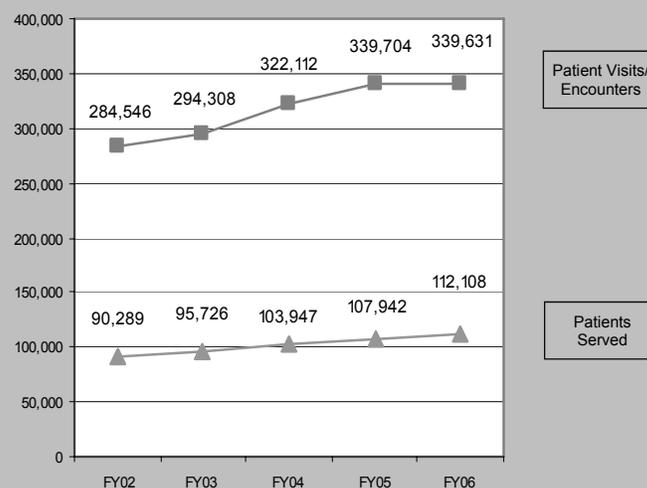
SIU MEDICAL SCHOOL GRADUATES IN PRACTICE

Practicing in	Graduates Through 2003	11 Year Change (1993 - 2003)
All Locations	1,509	+55.4%
Illinois	642	+65.0%
Downstate Illinois	502	+65.1%
Rural Illinois	175	+82.3%
Primary Care	740	+41.0%

Note: Medical Graduates since 2003 are still in residency training.
Source: Alumni Affairs. June 30, 2006.

(1B)

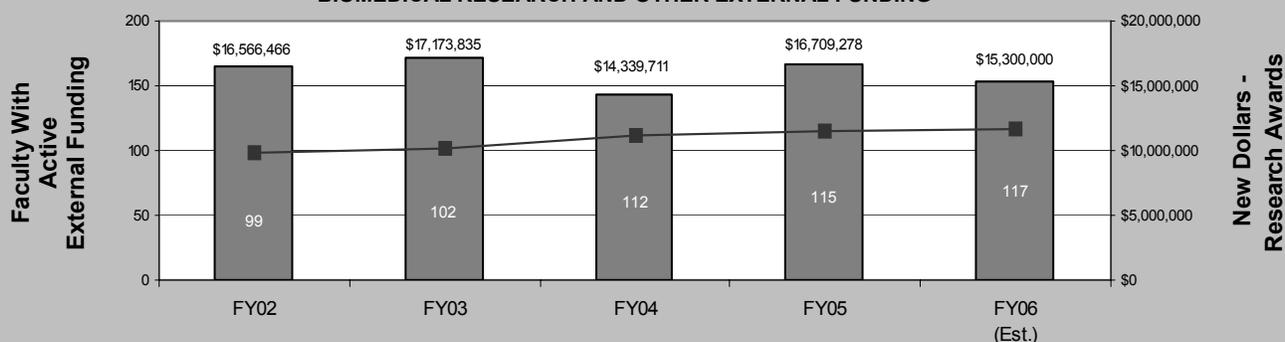
PATIENT CARE IN SIU CLINICS



Source: SIU Physicians & Surgeons. June 30, 2006.

(1C)

BIOMEDICAL RESEARCH AND OTHER EXTERNAL FUNDING



Source: Research and Faculty Affairs. June 30, 2006.

(1D)

FY 07 Plans:

- ✓ **Medical Education:** prepare physicians for practice in the region's rural, downstate, and underserved areas.
- ✓ **Patient Care:** expand primary and specialty patient care services, particularly in cancer care and children's health.
- ✓ **Biomedical Research and Technology:** expand funded research and support to biotechnology development in the region, particularly through technology transfer activities and in cooperation with regional development organizations.

FY 08 Priorities:

- ✓ **Medical Education:** continue physician education and placement in central and southern Illinois, and expand the Academy for Scholarship in Education.
- ✓ **Patient Care:** improve the region's access to high-quality patient care through additional community-based clinics and medical specialties.
- ✓ **Centers of Excellence Programs:** obtain additional funding for the Cancer Institute and initiatives in children's health, aging, and neuroscience; the medical school designated these areas as "Centers of Excellence" programs in its *Southern at 150 - A Vision Statement*.

goal 2:

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

FY 06 Accomplishments

- X Clinical Outreach:** Provided patient care and regional outreach programs in 109 separate clinics/ outreach sites in 58 communities. Examples include primary care clinics, surgical clinics, psychiatric and Alzheimer's disease outreach clinics in downstate communities. Developed the Care-A-Van mobile clinic to provide primary and preventative care services on site at high schools in southern Illinois.

- X Regional Educational and Training Activities:** Continued programs providing patient care and medical student/resident training in regional locations including SIU's Family and Community Medicine medical education/patient care clinics in Carbondale, Decatur, Springfield, and Quincy; and the community-based student training (preceptorship) program, rotating medical students through local physicians' offices, clinics, and hospitals.

- X Continuing Medical Education:** Conducted continuing medical education programs for physicians, other health care providers, and community leaders during FY 2006. Topics included emerging treatments in Alzheimer's disease, cancer, obesity, and infectious diseases; practice issues in primary care and specialty care; and grand rounds on medical and surgical issues. Developed Web-based CME programs and expanded programs offered via telehealth.

- X Community Education:** Provided numerous public education programs around the region including sessions regarding cancer, diabetes, heart disease, stroke, and Alzheimer's Disease. Continued "Hometown Housecalls," a monthly program of health issues offered on PBS stations throughout Illinois, and expanded the "Think First" injury prevention program into additional downstate schools.

Goal Highlights:

SIU School of Medicine's programs and initiatives increase educational opportunities for the school's medical students and residents and expand community access to the school's academic resources. Effective outreach is a central element of the *Southern at 150: Building Excellence Through Commitment* strategy for service to the community.

Common Institutional Indicators:

Good Practice:

Academy for Scholarship in Education: The Academy for Scholarship in Education advances SIU at the forefront of medical education innovation and research. To encourage this innovation and spawn multidisciplinary research, the academy is fostering collaboration among faculty from all medical disciplines. The academy is also recognizing and rewarding faculty excellence in teaching and assessment, program development and evaluation, medical educational materials development, educational leadership, and formal research in medical education. Faculty development is a key strategy of the academy as it offers monthly workshops on medical education topics. The academy utilizes existing faculty and staff, augmented with additional funds from the medical school, for its programs. This leverages the medical school's significant expertise in medical education, and provides the basis for attracting extramural support for related research.



TOTAL LEARNERS ACADEMIC YEAR 2005 / 2006

Student Groups	Enrollment	Completed Training/ Graduated
Medical Students	291	2,058
Resident Physicians/ Fellows	273	1,685
Graduate Science (MS / PhD)		
MBMB	66	149
Pharmacology	18	51
Physiology	19	140

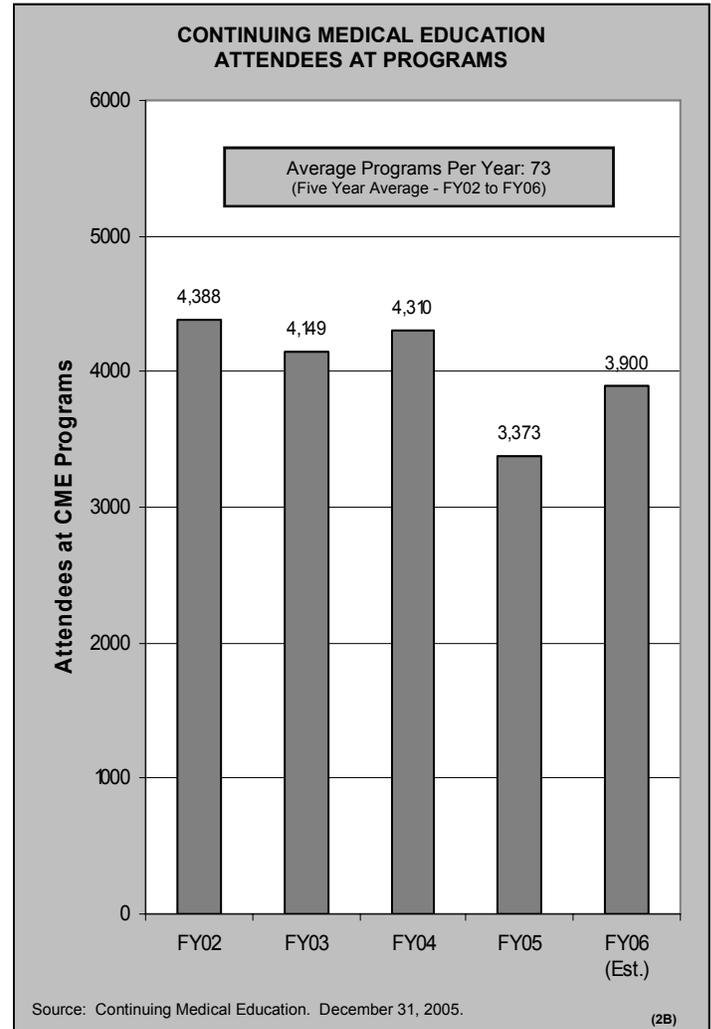
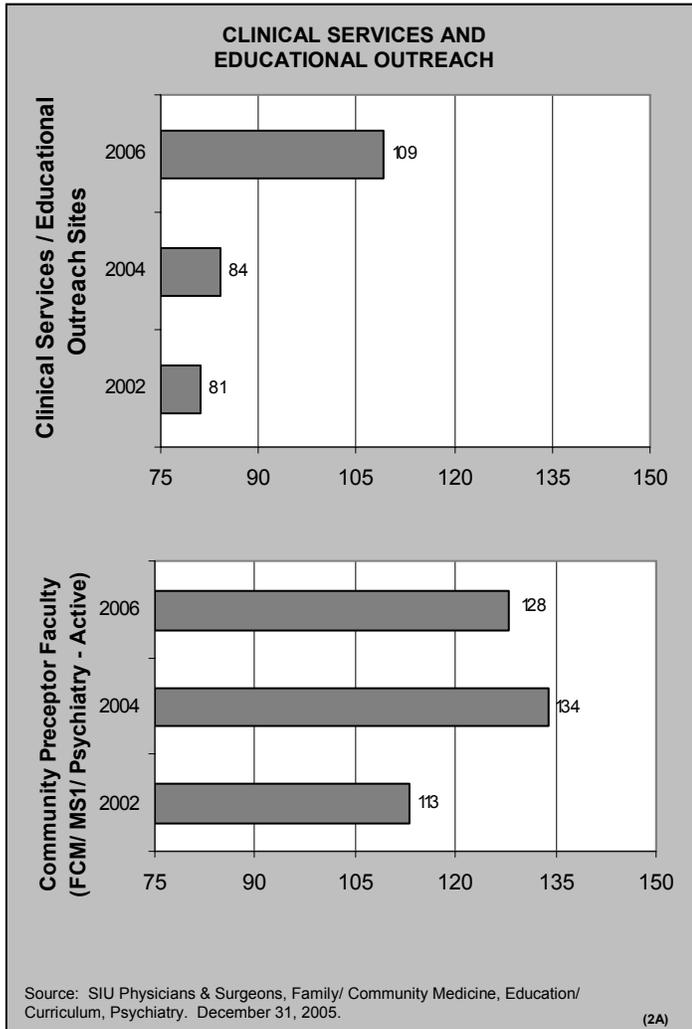
Note: "MBMB" is Molecular Biology, Microbiology, and Biochemistry. Completed Training/ Graduated and Resident/ Fellows counts as of June 30, 2006; others as of December 31, 2005. Source: Student Affairs, Residency Affairs, and Program Offices.

(2c)

Join Elementary & Secondary Education to Improve Teaching & Learning at All Levels

goal 2:

Mission-Specific Indicators:



FY 07 Plans:

- ✓ **Community Health and Education Initiatives:** continue development of community-based health and education programs in partnerships with regional groups.
- ✓ **Clinical Outreach Programs:** extend essential primary and specialty clinical care programs within central and southern Illinois; in particular, those in cancer/oncology and children's health.
- ✓ **Continuing Medical Education:** continue CME program.

FY 08 Priorities:

- ✓ **Community Health and Education Initiatives:** increase the number and variety of these programs through additional community partnerships.
- ✓ **Clinical Outreach Programs:** expand the range and activity of community-based clinical programs; emphasize cancer/oncology and children's health.
- ✓ **Continuing Medical Education:** consistent with the *Southern at 150: Building Excellence Through Commitment* strategy regarding continued education for professionals, expand CME topics, sessions, and locations.

goal 3:

Provide Affordable Educational Opportunities

FY 06 Accomplishments

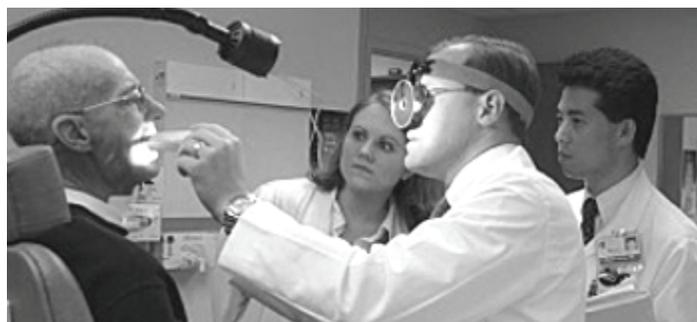
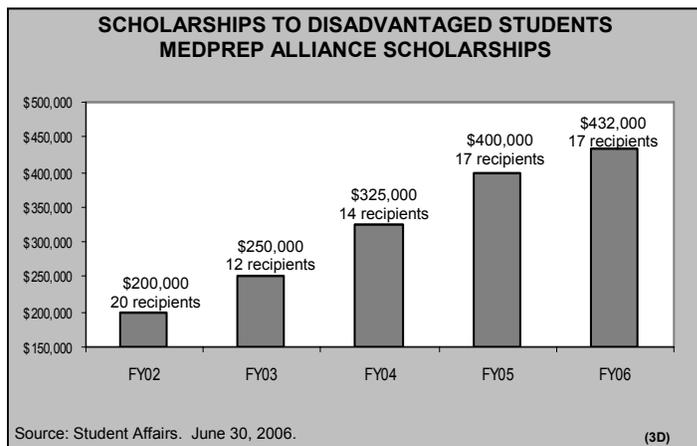
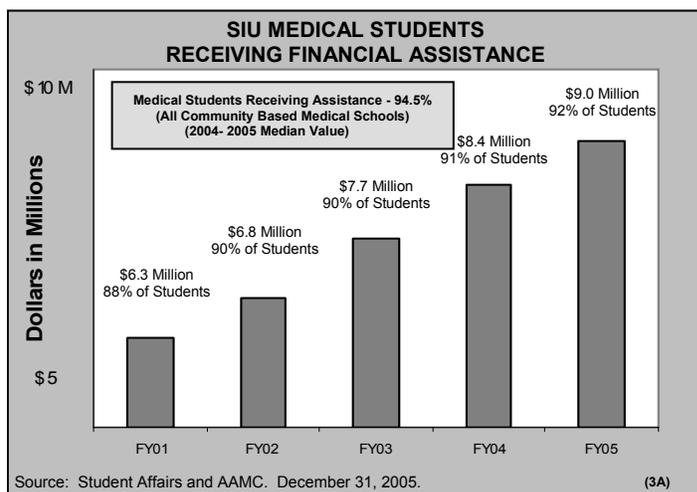
X Student Services: Continued successful student services and benefits programs, including new student orientation, student mentoring, student performance/improvement assessment, scholarships and student advisement, financial consulting services, career counseling, wellness activities, disability insurance program, diversity training, and student research support. These services support the *Southern at 150: Building Excellence Through Commitment* aspiration of meeting or exceeding the expectations of students.

X Financial Assistance: Assisted medical students in qualifying for and managing their educational grants, scholarships, and loans. Consulting begins during the student's interview and continues through graduation, with frequent information sessions and one-on-one consultations with financial experts. Students with loans receive frequent counseling regarding minimizing and managing their debt after graduation. Over 90 percent of SIU's medical students receive financial assistance to supplement their education.

X Careers in Medicine: Provided career counseling to all medical students across the four years of medical school. Program includes workshops on interest assessment, seminars on residency requirements and practice styles/lifestyles, mentoring, and application assistance to residencies. Practicing physicians, medical educators, and departmental interest groups conduct the program and provide individualized counseling.

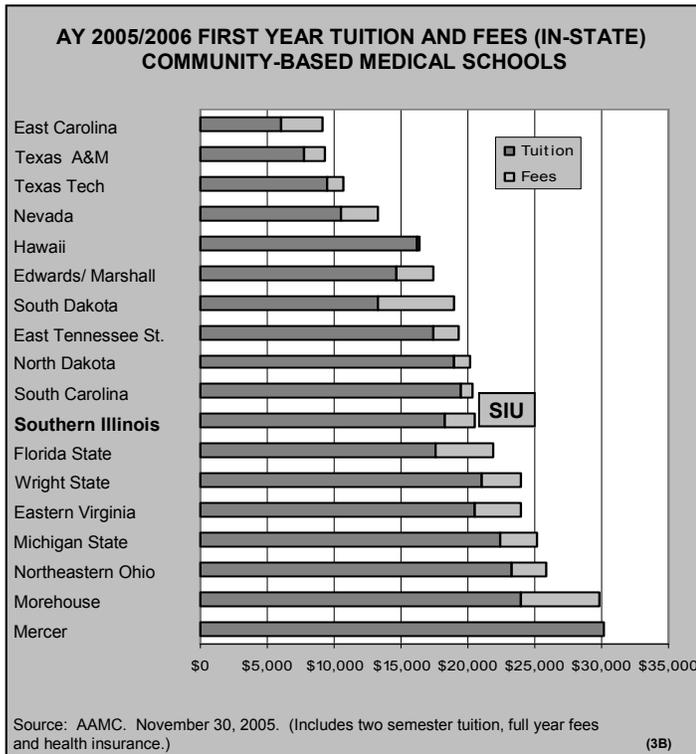
Goal Highlights:

Southern at 150: Building Excellence Through Commitment promotes value in tuition and additional funding for student scholarships. SIU School of Medicine is committed to these principles as it strives to maintain affordability in its tuition, increase its funding of medical school scholarships, and provide other services and benefits of value to medical students, resident physicians, and graduate science students.



Provide Affordable Educational Opportunities

goal 3:



Mission-Specific Indicators:

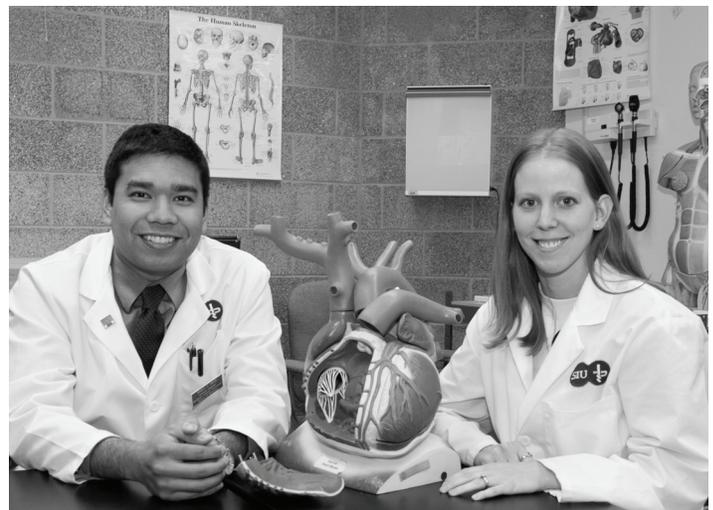
MEDICAL STUDENT RECRUITMENT (5 YEAR AVERAGE: ACADEMIC YEARS 2001/2002 - 2005/2006)

Recruitment Stage Counts	5 Year Average SIU
Applicants	1,072
Accepted Applicants	166
Matriculated Students	72

Ratio of:	SIU	National
Applicants to Accepted Applicants	6.5 : 1	2.0 : 1
Accepted Applicants to Matriculated Students	2.3 : 1	1.1 : 1
Applicants to Matriculated Students	14.9 : 1	2.1 : 1

Source: Student Affairs (October 31, 2005) and AAMC (June 30, 2006). (3C)

X Student Recruitment: Encouraged pre-medicine students from around Illinois to apply to SIU's medical school and medical/dental preparation program during recruitment visits to colleges and universities. Represented the medical school during recruitment fairs and conferences as well as in small group and individual settings at the state's public universities and private universities and colleges. Provided information regarding SIU and its programs; and counseled students on health careers, application processes, and financing for medical school. Also provided information to advisors, professors, and other individuals on the campuses to assist them in encouraging their students' interests in medical careers.



FY 07 Plans:

- ✓ **Student Support Activities:** maintain support services in recruitment, orientation, and counseling; expand diversity programs.
- ✓ **Student Scholarships:** maintain the MEDPREP Alliance Scholarship program; solicit donations to be used for student scholarships.
- ✓ **Tuition:** maintain affordability in tuition.

FY 08 Priorities:

- ✓ **Student Support Activities:** continue efforts to expand student support services.
- ✓ **Student Scholarships:** supportive of the *Southern at 150: Building Excellence Through Commitment* strategies for expanding the student scholarship programs, continuously seek additional funding for such programs.
- ✓ **Tuition:** maintain affordability in tuition.

goal 4: Increase Diversity & Number of Citizens Completing Education & Training Programs

FY 06 Accomplishments

X Diversity Programs: Expanded recruitment, mentoring, and community outreach programs. Instituted the Minority Alumni Reunion and further developed the Minority Alumni Association to encourage participation and support from this important group. Continued successful programs such as the Ethnic Heritage Celebration series and the Community Minority Advisory program. Conducted a diversity awareness program for the school's Executive Committee. In concert with the Department of Family and Community Medicine, offered the Minority Faculty Externship, a program of electives and clerkship rotations for medical students to train in underserved minority communities. These programs are designed to enhance appreciation of diversity, consistent with the *Southern at 150: Building Excellence Through Commitment* values and commitments.

X Diversity in Student Population: Continued efforts to increase diversity in the student population. Matriculating class in 2005 has 20 percent minority students in Underrepresented in Medicine (UIM) categories, the largest minority population of any class ever admitted to SIU's medical school. UIM students were 15 percent of the entire student body in FY 2006. Also in this year, 75 percent of the students were from downstate Illinois communities, 36 percent were from rural counties.

X MEDPREP Alliance Scholarships: Allocated \$432,000 in MEDPREP Alliance Scholarships to students from disadvantaged backgrounds to attend SIU's medical school.

X Minority Faculty Recruitment Plan: Developed and implemented the medical school's Minority Faculty Recruitment Plan. The plan's purpose is to foster a working environment that is culturally and ethnically diverse, increase opportunities for underrepresented minority populations, and develop a workforce that is reflective of the community. Diversity is particularly important in the medical school's faculty as this enriches the learning and scholarly environment, provides role models and mentors for students, and promotes an appreciation for racial and ethnic diversity present in the school's broader community.

Goal Highlights:

Diversity is a core value identified in the *Southern at 150: Building Excellence Through Commitment* plan. SIU School of Medicine continues efforts to diversify its faculty, staff, and student populations and to increase the pool of qualified disadvantaged and minority students pursuing medical careers.

MEDPREP ACADEMIC YEAR 2005 / 2006

74 MEDPREP students: (AY 2005/ 2006)	73 (99%) minority 60 (81%) women
1,093 MEDPREP alumni: (June 30, 2006)	873 (80%) minority 606 (55%) women

Source: MEDPREP Program, December 31, 2005, and June 30, 2006.

(4C)

MEDICAL STUDENTS FROM DOWNSTATE AND RURAL ILLINOIS ACADEMIC YEAR 2005 / 2006

Indicator	Percentage From	
	Downstate Illinois	Rural Illinois
Total Enrollment	75%	36%

Note: Based on medical student counts for all four medical school classes in Academic Year (2005/2006); hometown designations. Source: Student Affairs. December 31, 2005.

(4B)

Good Practice:

Medical/Dental Education Preparatory Program (MEDPREP): Founded in 1972, the nationally recognized MEDPREP provides an opportunity, in a supportive environment, for students to demonstrate their potential for success in health professional schools. Designed as a two-year post-baccalaureate program for disadvantaged students, MEDPREP provides an environment in which students can hone their test-taking skills and enhance their academic record before matriculating in a health professional school. Students tailor their academic program to maximize their preparation. Faculty members are available for individual consultation and tutoring. Small group interaction and group study are encouraged. MEDPREP graduates qualify for the medical school's MEDPREP Alliance program, a special admissions program encouraging their admission to SIU's undergraduate medical education program and providing up to \$25,000 per year to attend SIU's medical school. MEDPREP has prepared 1,093 students for success in medical, dental, or other health professional schools.

Increase Diversity & Number of Citizens goal 4: Completing Education & Training Programs

Common Institutional Indicators:

MEDICAL STUDENT COMPLETION AND GRADUATION RATES BY GRADUATING CLASS

Student Category	Graduating Classes					
	2005 Actual		2006 Actual		5 - Year Total 2002 - 2006	
	Number	Percent	Number	Percent	Number	Percent
Minority Students	9	13.4%	19	26.4%	70	20.0%
African American	2	3.0%	5	6.9%	16	4.6%
Hispanic American	1	1.5%	3	4.2%	10	2.9%
Non-Hispanic/ All Other	6	9.0%	11	15.3%	44	12.6%
Disabled Students	0	0.0%	0	0.0%	0	0.0%
Female Students	38	56.7%	35	48.6%	172	49.1%
All Graduating Students	67	100.0%	72	100.0%	350	100.0%

Note: Student categories listed here (Minority Students, Disabled Students, Female Students) are not mutually exclusive. All Graduating Students is the total count of medical students graduating in the periods noted; this includes the student categories listed above and all other students. All Graduating Students counts, as such, are not the sum of the categories shown in the table. Source: Student Affairs. October 31, 2005, and June 30, 2006.

(4D)

Mission-Specific Indicators:

SIU SCHOOL OF MEDICINE AND COMPARABLE POPULATIONS (2006)

Comparative Groups	Minority Groups				Total Minorities
	African American	Native American	Hispanic American	Asian/ Pac. Islander/ Other	
SIU School of Medicine Medical Students (Academic Year 2005/2006 Enrollment)	10.7%	1.4%	3.1%	10.3%	25.4%
Comparative Populations					
Central/Southern Illinois	6.9%	0.2%	1.9%	1.1%	10.1%
Cook/Collar Counties/Northern Illinois	16.6%	0.1%	14.4%	4.6%	35.7%
All Illinois	13.7%	0.1%	10.7%	3.5%	28.0%

Source: 2000 US Census; Student Affairs. October 31, 2005. Slight differences due to rounding.

(4E)

FY 07 Plans:

- ✓ **Diversity Initiatives:** continue diversity recruitment efforts through additional campus visits, hosting prospective students on campus, workshops for admissions faculty, and expanded meetings with minority alumni; continue implementation of the minority faculty recruitment plan.
- ✓ **MEDPREP:** continue post-baccalaureate and regional outreach programs.
- ✓ **MEDPREP Alliance Scholarships:** offer scholarship support at the current level.

FY 08 Priorities:

- ✓ **Diversity Initiatives:** expand the school's diversity efforts; increase minority representation in the faculty.
- ✓ **MEDPREP:** continue the successful MEDPREP program.
- ✓ **MEDPREP Alliance Scholarships:** maintain current funding for these scholarships; this priority supports the *Southern at 150: Building Excellence Through Commitment* strategies for both student scholarships and diversity.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

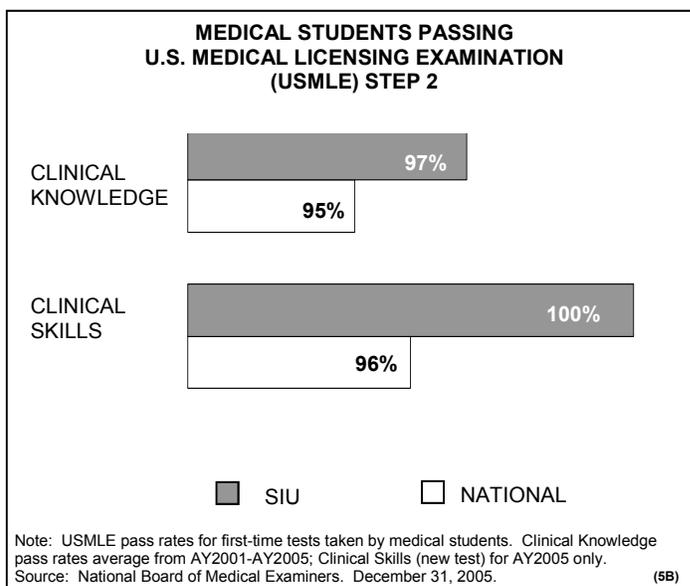
FY 06 Accomplishments

- X Undergraduate Medical Program:** Continued preparations (data collection and internal review) for the Liaison Committee on Medical Education accreditation review of the undergraduate medical education program. Established the Academy of Scholarship in Education to advance medical education's practice and research. Developed new or enhanced student examinations and revised various curricular materials. Designed new Web-based learning modules and electronic patient logbooks. Expanded medical education research.
- X Graduate Medical Program:** Began preparations (data collection and reviews of institutional standards/issues) for the upcoming accreditation review by the Accreditation Council for Graduate Medical Education. Completed internal reviews of all residencies and fellowships.
- X Student Assessments:** Developed the Senior Clinical Competency Remediation Examination and the Head-to-Toe Physical Examination to assess and improve student learning of clinical skills. Continued refinements of the Clinical Competency Examinations, including revisions associated with new national testing standards (i.e., USMLE Step 2 Clinical Skills). Improved assessment question banks for basic and clinical science clerkships. Implemented a new, more detailed patient satisfaction rating method for use in assessments across all four years of medical school.
- X Computer Technologies for Students and Faculty:** Upgraded wireless connectivity on the Springfield site to comply with the Health Insurance Portability and Accountability Act (HIPAA); replaced power supplies to the Springfield central computer facility. Established the South Auditorium/Springfield "smart classroom" and upgraded videoconferencing gateways. Increased the Medical Library's electronic collections to 500 online subscriptions with access to over 4,500 full-text online journals through consortial packages.
- X Faculty Education:** Increased the number and variety of faculty education programs. Provided new and expanded workshops on grant writing. Continued Web-based training and workshops on medical research utilizing human subjects. Provided medical education-related faculty education sessions through the newly established Academy for Scholarship in Education.

Goal Highlights:

Excellence in professional education and leadership in research, scholarly, and creative activities—key aspects of *Southern at 150: Building Excellence Through Commitment*—are integral to the mission of SIU School of Medicine. The medical school has effectively adapted its curricula and programs to better meet the needs of students and the community.

Common Institutional Indicators:



**SATISFACTION WITH MEDICAL SCHOOL
CURRICULUM AND GRADUATES**

**THREE-YEARS POST GRADUATION
(5 YEAR AVERAGE ON A 10 POINT SCALE:
CLASSES 1998 - 2002)**

Indicator	5 Year Average Score
SIU Graduates' Satisfaction with Medical Curriculum	7.66
Residency Supervisors' Satisfaction with SIU Graduate's Performance	8.32

Note: Satisfaction survey results; five-year average on a 10 point scale. Based on graduating classes. Source: Education/Curriculum. December 31, 2005. (5A)

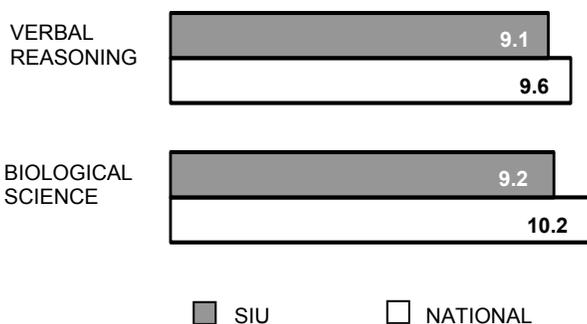
Ensure Accountability for Program Quality & Learning Assessment

goal 5:

Mission-Specific Indicators:



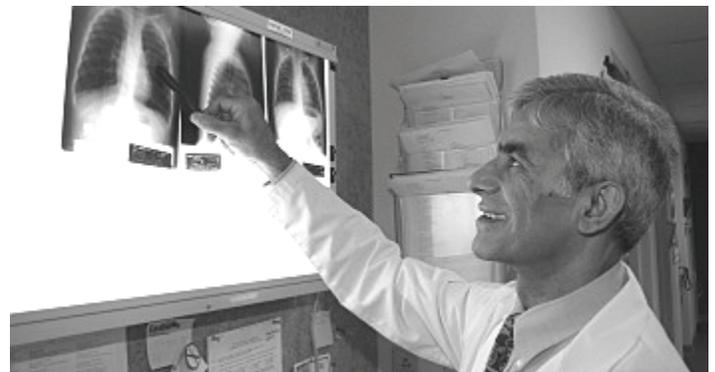
MEDICAL COLLEGE ADMISSIONS TEST (MCAT)



Note: Five-year average scores (classes 2005—2009), based on a 15-point scale. MCAT scores are only one factor considered in the application process. Source: Student Affairs and AAMC. October 31, 2005. (5C)

Good Practice:

Graduate Medical Education Programs Review: Along with its Springfield-based affiliated teaching hospitals—Memorial Medical Center and St. John’s Hospital—SIU School of Medicine operates seventeen clinical residencies and ten fellowships in fourteen primary disciplines in its graduate medical education programs. Clinical residents and fellows immediately contribute to the region’s health care system and often remain in the region to practice medicine once their training concludes. In FY 2006, the medical school conducted a comprehensive internal review of the region’s needs for medical specialists. The study team assessed supply and demand for existing residencies/fellowships, quality and regulatory issues, and potential for growth. The group prepared recommendations regarding changes in the current reallocation of residency/fellowship positions and composed a set of priorities for new or expanded programs. This review exemplifies the *Southern at 150: Building Excellence Through Commitment* strategy for service to the region.



FY 07 Plans:

- ✓ **Undergraduate and Graduate Medical Programs:** obtain reaccreditation of the undergraduate medical education program; continue to review and improve the medical programs’ curricula and delivery methods.
- ✓ **Medical Education:** strengthen the Medical Education department and the new Academy for Scholarship in Education through faculty recruitments, research/scholarship commitments, and other means.
- ✓ **Faculty Education:** continue faculty development training by increasing workshops on special topics.

FY 08 Priorities:

- ✓ **Undergraduate and Graduate Medical Programs:** obtain reaccreditation of the graduate medical education program.
- ✓ **Computer Technologies:** continue improvements of computer technologies used in student education and faculty research.
- ✓ **Faculty Education:** continue faculty development training in support of academic and service requirements.

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

FY 06 Accomplishments

X Capital Improvement and Expansion: Obtained operations and maintenance funding for the Springfield Combined Laboratory Facility (SCLF) addition in FY 2007; readied the building for occupancy. Began site preparation for the Cancer Institute facility; completed bidding for construction. Completed various renovation projects in University buildings. Negotiated all contracts for and began implementation of the energy conservation projects, a series of improvements to reduce energy costs. Acquired additional land for future campus development. Began processes to update the school's master space plan and disaster recovery response plan.

X Development Programs: Obtained a \$10.2 million endowment pledge in support of the Cancer Institute from the law firm of SimmonsCooper LLC. Continued successful fundraising programs such as the employee giving programs, alumni solicitations, Camp COCO golf outing, "Dinners for Donors," Children's Miracle Network, and fundraising programs for specific academic or service initiatives. Expanded efforts to increase medical school endowments. Instituted the Planned Giving Society to encourage donations pledged during estate planning.

X Electronic Health Records: Began installation of electronic health records (EHR) software for the SIU physician practice organization, SIU Physicians & Surgeons, Inc. EHR will allow patient information to be efficiently and securely stored, retrieved, and communicated within the medical school's practice sites, including SIU clinics, St. John's Hospital/Springfield, and Memorial Medical Center/Springfield. Pilot sites will be implemented in FY 2007.

X Research Support: Conducted the Annual Trainee Research Symposium; provided collated weekly lists of research and clinical presentations; increased the number of symposia and presentations regarding research. Allocated research funding through the Central Research Committee and Excellence in Academic Medicine programs. Continued to support student research and associated travel. Received reaccreditation of the research animal care facility. Expanded the capabilities of the research imaging facility. Appointed a new associate dean for research and faculty affairs, director of laboratory animal medicine, and director of technology transfer.

Goal Highlights:

SIU School of Medicine has actively sought to improve productivity, cost effectiveness, and program accountability through targeted investments and process improvements. Consistent with *Southern at 150: Building Excellence Through Commitment*, these efforts strengthen the medical school's fiscal health and advance continuous improvement of its programs.



Common Institutional Indicators:

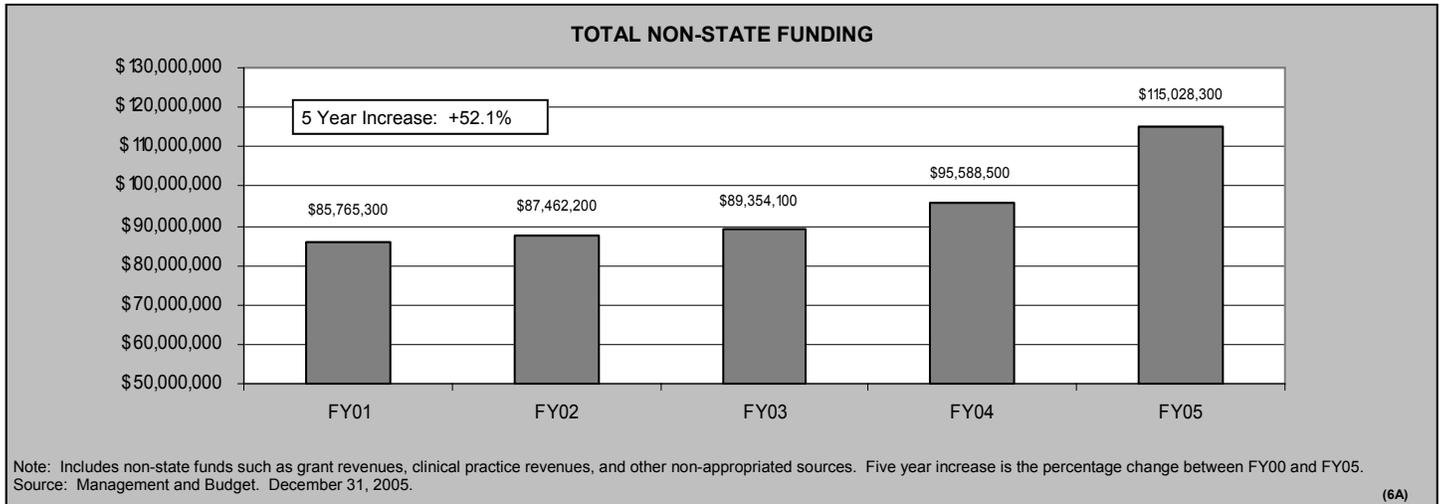
Good Practice:

Open Access Clinics Project: The "Open Access Clinics" project improves patient scheduling within the SIU Physicians & Surgeons clinics (SIU's physician practice organization clinics), enhances access to SIU's physicians, and fosters greater patient satisfaction. This approach eliminates unnecessary waits for appointments by predicting and managing patient demand and better matching physician availability to demand. An additional benefit is improved continuity of care. SIU's Family and Community Medicine/Springfield and Internal Medicine departments have piloted Open Access Clinics. Each has established physician teams who see the same panels of patients. Patient schedulers work together to coordinate physician visits, maintain available open times on the physician teams' schedules, and allow patients to visit when needed. Together with implementation of the medical school's call center and its use for patient scheduling, Open Access Clinics are making more efficient use of resources and improving patients' experiences. This project exemplifies the streamlining and improving of administrative processes in support of service to the region's citizens, objectives of *Southern at 150: Building Excellence Through Commitment*.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:



FY 07 Plans:

- ✓ **Development Programs:** expand fundraising activities in support of Centers of Excellence programs.
- ✓ **Capital Improvement and Expansion:** complete site preparation and begin construction of the Cancer Institute building; acquire land as necessary; and complete planned renovation and construction projects.
- ✓ **Research:** increase extramural funding for research; expand multi-disciplinary, collaborative research programs; maintain current levels of central support for research.

FY 08 Priorities:

- ✓ **Development Programs:** continue efforts to increase fundraising in support of high-priority projects.
- ✓ **Capital Improvement and Expansion:** continue construction of the Cancer Institute facility and various infrastructure improvement projects.
- ✓ **Research:** fully support the *Southern at 150: Building Excellence Through Commitment* strategies for research leadership and improved standing in the research community by expanding funded research, particularly through multi-disciplinary and collaborative projects.

Appendix A
SIU CARBONDALE
Program Review Report

1. **Reporting Institution** _____ Southern Illinois University Carbondale _____
2. **Program Reviewed** _____ Psychology _____
3. **Date** _____ July 2006 _____
4. **Contact Person** _____ Thomas C. Calhoun _____
 - 4.1. **Telephone** _____ (618) 536-6607 _____
 - 4.2. **E-mail** _____ calpro@siu.edu _____
 - 4.3. **Fax** _____ (618) 453-4710 _____

5. **Major Findings and Recommendations**

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

(a) Changes in the overall discipline or field:

The Department of Psychology keeps abreast of developments in the discipline of psychology, aligning undergraduate and graduate programs to prepare students for a variety of pursuits within the field. For example, the areas of cognitive science and neuroscience represent the future of psychology as a discipline, and the department is building on its strengths in these areas. Further, the application of psychology, as practiced by licensed psychologists and other mental health workers, is subject to many professional trends and legal mandates which are closely monitored by departmental subunits involved in the graduate training of these individuals.

(b) Student demand:

Although the psychology major has averaged over 430 majors during the past five years, the number has increased and stabilized, approaching 500 students in fall 2003. Since 2000, the department has awarded, on average, 125 bachelor of arts degrees, 16 master's degrees, and 16 Ph.D.s per year. The psychology faculty provide a tremendous service instruction to non-majors accounting for over 70 percent of credit hours generated from outside the College of Liberal Arts.

(c) Societal need:

A degree in psychology equips students for a variety of occupational areas including, but not limited to, social service agencies, correctional facilities, child-service agencies, as well as other occupations where the student's training in methodology could aid non-profit as well as for-profit organizations. It also serves as a conduit for law school or graduate school.

(d) Institutional context for offering the degree:

The Department of Psychology is located in the College of Liberal Arts. The department offers undergraduate and graduate programs leading to the master of arts, master of science, and doctor of philosophy degrees. The department chair reports to the dean of the college. Psychology is the only SIUC doctoral program to

graduate doctorates in less time than the discipline national average. The graduate program is also large, averaging 121 students over the past five academic years.

(e) Other elements appropriate to the discipline in question:

The department is especially strong in its clinical and counseling specialization and, because of this strength, plays a pivotal role in the University's Clinical Center and Counseling Center. Graduate students are able to enhance their learning by applying classroom knowledge to the interactions that they have with clients served by these centers.

(f) Other:

The department successfully recruits and graduates students from various racial and ethnic backgrounds. The department has been successful in recruiting faculty members from various racial and ethnic backgrounds in part because of the Faculty Hiring Initiative and the ability to access the minority revolving fund. The department has been recognized nationally by the American Psychological Association for its production of African American Ph.D.s.

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

Both the internal and external review teams reported that the department offers an educational program of high quality at the graduate and undergraduate levels. The external review report noted that the curriculum is comprehensive and its focus on multiculturalism and diversity praiseworthy. Both review teams commented positively on the research productivity of the department's faculty, noting opportunities for students to gain valuable experience working in faculty labs. It was also reported that over 70 percent of the credit hours generated by their curriculum comes from majors outside the department. The review teams, although very pleased with the department, identified a number of areas where improvements could be made including, but not limited to, the advisement process, more clearly advertised opportunities for undergraduate students to engage in research with faculty, continued discussion regarding the number of hours in research courses that may be counted in the major, greater use of "clicker technology," consideration of developing Web-based versions of some of its courses, involvement of graduate students in more independent teaching, and expansion of the range of graduate course offerings in the experimental area.

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

The majority of the recommendations contained in the 1997 review have been addressed. Specifically, the department annually assesses its undergraduate and graduate curricula and develops new graduate assistant opportunities. The department also provides summer salary support for development of grant proposals and gives teaching credit to faculty who provide high levels of indirect teaching in their grant-funded labs. Additionally, because of retirements, the department reorganized its specializations in experimental psychology by discontinuing some specialties and created a new specialization, brain and cognitive sciences. Similar changes were made in the clinical program. Although the lack of available useable space was a concern noted in the previous review, this issue remains today although some relief has occurred as a result of financial support provided by the College of Liberal Arts and the Graduate School.

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

At the undergraduate level, a number of actions have been instituted since the review as guided by the director of Undergraduate Studies and the Undergraduate Program

Committee: (a) held a forum on teaching techniques relevant to increasing student engagement in the classroom, (b) opened a regular communication process with the College of Liberal Arts advisors, (c) updated course titles to better reflect current disciplinary standards, and (d) created a small space within the department for students to congregate. In addition, for the 2006-2007 academic year, plans have been made to increase undergraduate advisement contacts within the department, to provide more direct supervision and support of graduate students teaching undergraduate courses, to investigate the research involvement of undergraduates, and to evaluate the other undergraduate curricular changes suggested by the reviews (such as granting more allowable credit for directed research). Application has been made for funds to support a mentoring program for freshman and sophomore psychology majors from various racial/ethnic backgrounds.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

Program Review Report

- 1. **Reporting Institution** _____ Southern Illinois University Carbondale _____
- 2. **Program Reviewed** _____ Small Business Development Center _____
- 3. **Date** _____ July 2006 _____
- 4. **Contact Person** _____ Thomas C. Calhoun _____
 - 4.1. **Telephone** _____ (618) 536-6607 _____
 - 4.2. **E-mail** _____ calpro@siu.edu _____
 - 4.3. **Fax** _____ (618) 453-4710 _____

5. Major Findings and Recommendations

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

(a) Changes in the overall discipline or field:

N/A

(b) Student demand:

N/A

(c) Societal need:

The Small Business Development Center (SBDC) is a grant-funded program supported by the U.S. Small Business Administration. Services provided by the SBDC include one-on-one business counseling and management assistance as well as assistance with business plan development, market research, identification of resources, financial planning, and education and training opportunities. The Illinois Department of Commerce and Economic Opportunity (DCEO) is the lead agency for the state's SBDC centers, and the SBDC is a key component in the governor's Illinois Entrepreneurship Network (IEN) which facilitates interaction between entrepreneurs and existing resources. In addition, the SBDC is a functional part of the governor's "Opportunity Returns—Southern Region" plan for continued small business development efforts in the region.

(d) Institutional context for offering the degree:

N/A

(e) Other elements appropriate to the discipline:

N/A

(f) Other:

N/A

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

The SIUC SBDC is considered to be one of the very best in the state by its peers as well as by the Illinois DCEO. The staff is of the highest quality with education and experience that far exceeds the standards set for SBDC personnel within the state of Illinois. The

SBDC staff has developed an efficient response mechanism for the hundreds of inquiries received in order to provide the staff with adequate time to dedicate to ongoing clients' needs. In addition to fulfilling the state guidelines, the SBDC also supports the mission of the University. The reviewers recommended that SBDC should pursue increased University awareness of the services they have available, perhaps through the utilization of occasional newsletters. This increased awareness could forge a relationship between the SBDC and various academic programs for the purpose of offering students practical business experiences.

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

This is the center's first review.

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

The Small Business Development Center has begun making presentations to classes offered here on campus specifically focusing on the development of a working relationship with the College of Business and Administration and the Department of Workforce Education and Development. It is the center's intent to eventually work with students from these areas on real-life projects in conjunction with the center's clients.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

Program Review Report

1. **Reporting Institution** _____ Southern Illinois University Carbondale _____
2. **Program Reviewed** _____ Sociology _____
3. **Date** _____ July 2006 _____
4. **Contact Person** _____ Thomas C. Calhoun _____
 - 4.1. **Telephone** _____ (618) 536-6607 _____
 - 4.2. **E-mail** _____ calpro@siu.edu _____
 - 4.3. **Fax** _____ (618) 453-4710 _____

5. Major Findings and Recommendations

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

(a) Changes in the overall discipline or field:

The field of sociology is becoming extremely interdisciplinary in its focus, and this department is rising to meet those expectations. Specifically, the department continues to work with the Center for the Study of Crime, Delinquency and Corrections' program in administration of justice, the women's studies program, and the Black American studies program in developing and delivering a variety of courses designed to prepare students to operate in a global economy. The department, in order to achieve this objective, has also begun to expand its faculty appointments by including faculty members from other departments such as forestry and journalism in its program.

(b) Student demand:

Over the past ten years, the undergraduate program has served an average of 52 majors per semester with 65 declared during fall 2005. (This number excludes double majors who list sociology second.) Fall semester 2004 statistics indicate 10,600 undergraduate credit hours were generated. The department also offers an M.A. program averaging 4.5 graduates per year and a Ph.D. program averaging 5.2 graduates per year.

(c) Societal need:

Because of the nature of the discipline of sociology, its focus centers around studying problems that confront society such as poverty, delinquency, race relations, etc. Because of this, the department's curriculum is well-positioned to prepare students to work in a number of agencies or organizations that are created to address these problems. Recent Ph.D.s are finding employment as tenure-track faculty in major universities throughout the United States. Undergraduates are also securing employment in a variety of social service agencies.

(d) Institutional context for offering the degree:

The Department of Sociology is located in the College of Liberal Arts. The department offers an undergraduate major and graduate programs leading to the master of arts and doctor of philosophy degrees. The department chair reports to the dean of the College of Liberal Arts.

(e) Other elements appropriate to the discipline in question:

The program is strong academically, particularly at the graduate level, and makes an important contribution to the core curriculum program, providing instruction to over 1,200 students during the past fall semester.

(f) Other:

N/A

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

The internal and external review teams note that the department has addressed the shortcomings identified in the 1998 review. They particularly note increased research publications by its faculty, the securing of external grants, and the reduction in time to degree for its graduate students. Reviewers indicated that more attention needs to be paid to several aspects of the undergraduate program including refining course offerings and developing a strategic plan for all programs. It appears that the department is dependent upon too many graduate assistants for the provision of instruction in the undergraduate courses. This problem could be alleviated by increasing the number of new faculty through faculty hiring initiatives and by reducing faculty turnover. An increase in faculty numbers would also allow for increased interdisciplinary collaboration as that established with the administration of justice program; a joint appointment would be most beneficial in this regard. A more clearly defined assessment of undergraduate student outcomes needs to be developed for core classes. Efforts should be made to publicize the faculty's impressive research productivity. Financial resources should be sought to upgrade the departmental computer lab.

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

The Department of Sociology has responded to recommendations made in the previous review by instituting more effective and clearly articulated policies and procedures, greatly improving the collegial atmosphere within the department. In addition, there has been a marked improvement in the areas of research and scholarship since the last review.

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

Since this review, the administration has promptly responded to the request for assistance with upgrading the computing facilities, and renovation of the computer lab and conference room is currently under way. The dean of the College of Liberal Arts has recommended pursuing a faculty hiring initiative and has also requested funding for a post-doctoral teaching fellow or full-time term faculty member as a means of improving delivery of undergraduate courses. Chairs and directors have met with University media personnel to establish a procedure for publicizing scholarly research and faculty achievements. The dean of the Graduate School has promised funds to assist the department in providing an annual colloquium series.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

Program Review Report

- 1. **Reporting Institution** _____ Southern Illinois University Carbondale _____
- 2. **Program Reviewed** _____ Touch of Nature Environmental Center _____
- 3. **Date** _____ July 2006 _____
- 4. **Contact Person** _____ Thomas C. Calhoun _____
 - 4.1. **Telephone** _____ (618) 536-6607 _____
 - 4.2. **E-mail** _____ calpro@siu.edu _____
 - 4.3. **Fax** _____ (618) 453-4710 _____

5. Major Findings and Recommendations

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

(a) Changes in the overall discipline or field:

N/A

(b) Student demand:

N/A

(c) Societal need:

Touch of Nature Environmental Center (TON), because of its structure, is well suited to meet a variety of society's needs; for example, its therapeutic recreation program provides services for individuals with special needs. The Spectrum Wilderness program, an environmental education component of TON, provides services to the Department of Human Services and the Department of Children and Family Services. TON also has a conference facility for private use such as weddings receptions and meetings by other organizations.

(d) Institutional context for offering the degree:

N/A

(e) Other elements appropriate to the discipline in question:

N/A

(f) Other:

Because of the nature and mission of TON, opportunities, although underutilized, exist where students from the College of Education and Human Services, College of Agricultural Sciences, and College of Business and Administration could and should have access to internship experiences.

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

The major finding of both review teams is that Touch of Nature (TON) has tremendous potential since it is a comprehensive center offering programs and educational experiences in environmental education, recreation, experiential learning, academic support, and conference facilities. Although TON has tremendous potential, the external and internal review teams identify several areas where improvements can be made. The external and internal review teams note that TON lacks a clear understanding of its mission and the variety of ways it can serve the SIUC campus. Related to this shortcoming is the need to develop a comprehensive strategic plan which seriously addresses issues of vision, marketing, mechanisms for improving communications among staff members, and better linkages with the main campus; the need to develop an advisory board; the need for facility improvement; and the need to change the reporting authority in all programming endeavors to an academic unit.

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

The previous review of TON suggested that a strategic plan be developed, and this external review recommends that a new strategic plan be developed with emphasis being placed on vision and direction of TON. The previous review, as does this review, also notes the need for improved communication between staff members. Although efforts were made to address this issue since the last review, it continues to be an area of concern. In response to the earlier review, a marketing director's position was created; however, the position was subsequently eliminated.

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

One major recommendation of the external committee was that TON no longer report to Plant and Service Operations but rather be housed in an academic unit on the main campus. The Board of Trustees adopted the recommendation of the chancellor at its July 2006 meeting that TON report to the provost and vice chancellor until a permanent academic home can be identified. In the interim, TON will report to the Division of Continuing Education, which reports to the associate provost for academic affairs.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

Due to the nature of the changes recommended for the Touch of Nature Environmental Center, the program will be flagged for an interim review in three years to address actions taken since this program review.

Appendix B

SIU EDWARDSVILLE

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts and Bachelor of Science, Major in Anthropology
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

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

The Department of Anthropology serves the University community in two ways. First, it provides general education courses for undergraduates regardless of their major field of study. Many students choose to declare a major in anthropology based on their experiences in these courses. Secondly, with the addition of new faculty, the department provides an undergraduate program that offers a broad view of anthropology that addresses all four fields of the discipline: cultural, physical anthropology, archaeology, and linguistic.

Enrollment numbers have remained relatively consistent since the last program review, averaging 32 full-time majors, with two-thirds of the majors being female. Transfer students make up two-thirds of the majors; average graduation time is five years.

The quality of students appears to be similar with those of majors as a whole at the University, and the range of ethnic diversity has remained consistent over the ten-year period since the last review. Many students take courses in anthropology; there is a moderate demand for the major, especially given the limited or perceived limited employment prospects.

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

- Because of the small number of faculty, it is impossible to offer all listed courses on a regular basis, thus weakening the curricular design of the program. In addition, more courses are being developed to fill needs in museology and methods for cultural anthropology.
- The Senior Assignment is offered on a rotation basis and changes in focus depending on the faculty directing the projects. Further, the lack of a uniform structure in the Senior Assignment does not make for a culminating experience.
- Courses offered are well received and thought to be of high quality. At the same time, courses can be taken in any sequence, and students sometimes perceive that they are a random collection of courses. Courses may not be as effective as they

could be if the program was more tightly structured. The program relies on faculty advisement to control when courses are taken in each student's program. Courses need to be reviewed for their content and coverage. With such a broad and ambitious program, repetition defeats the goals of the department.

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

- Two new tenure-track faculty members were recruited to join the department in August 2004.
- A consultant was hired to assist the chair and the department.
- New library materials were acquired. According to the report "Library and Information Services-General Information and Resources for the Undergraduate Program in Anthropology," holdings in the area of anthropology have recently increased to complement the changing nature of new faculty. Five hundred forty titles have been added in the last four years, and now more than 85 journals are available in electronic format. A large number of videos and DVDs are also available.

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

- The department will develop a strategic plan. Within this strategic plan, the department must fully address all the recommendations made by the program review.
- Both the college and the department will determine if it is possible for a faculty of five to offer courses in four sub-disciplines and incorporate a new specialization. There are several options that might be considered. These include limiting the number of sub-disciplines in the anthropology department, incorporating sub-disciplines into other departments and creating a program patterned on area studies programs (i.e., women's studies, Latin American studies), or incorporating the areas of study into other related departments.
- The department will review all course offerings for any repetition and articulate the content of each course so that courses complement each other to form a good foundation for understanding the field of anthropology. It will eliminate courses that are no longer being offered.
- The department will continue to address student and faculty concerns about the Senior Assignment. The Department of Anthropology will develop and implement a detailed, structured Senior Assignment program designed to fully integrate all requirements for obtaining an undergraduate degree in anthropology. The implementation plan will identify academic requirements and timelines for completion of a quality project for majors by the time of their senior year.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The department has the ability to offer a high-quality liberal arts education that is consistent with the University's mission. However, a culture of conflict permeates and hinders positive working relationships in the department. The current working environment in the department discourages faculty from advancing in position, responsibility, and opportunity. Another result of the internal turmoil of the department is that the conflicts have affected not only the caliber of materials being taught but also the students' individual progress toward completion of their major.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Science, Major in Construction Management
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@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].

An initial five-year accreditation of the construction program at SIUE was approved by the ACCE Board of Trustees in July 2001. Identified strengths included students, faculty, administrative support for the program, industry advisory committee, and employment potential. Identified weaknesses included a lack of sufficient construction experiences on the part of the faculty; lack of a completed and operational Outcome Assessment plan; and lack of publication of information to the general public about the objectives of the program, assessment measures, student achievements, and employment rates. All the weaknesses had been addressed by the third-year progress report.

The curriculum has been undergoing modifications continuously over the last four years to bring it in line with the accreditation requirements of the American Council for Construction Education and to incorporate emerging technologies like computer applications in construction. In addition, the name of the degree has been changed to construction management from construction. This name more accurately reflects the business and management courses that are part of the curriculum and indicates the direction the program is taking.

Senior Assignment projects often show great creativity and skill. In addition, students who graduate from the construction management program are able to secure well paying jobs in the community. Because of the opportunity for internships with local companies, graduates are often hired into a job where they completed their internship.

The majority of freshmen complete their degrees in close to five years, and the majority of transfer students complete their degrees in two to three years. There have been no serious impediments to timely progress toward a degree. Currently, enrollment is on the rise showing a 45 percent increase in three years. The retention rate is 74 percent, which is higher than the retention rate of the university as a whole.

Several program development issues are being addressed. There are currently efforts to develop a credit internship class as recommended by the Advisory Board. The program is also working with the Department of Public Administration and Policy Analysis on an M.S. in public works administration with specialization in public works management. Courses in construction and civil engineering may be incorporated in this specialization.

The program is currently working on a marketing plan with Enrollment Management. Professionals in the industry are coming to programs for more professional development. Construction safety, construction leadership, and a professional construction management program have been offered. Industry response has been enthusiastic in all these endeavors.

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

- Enrollment is on the increase and requires additional labs. Offering more sections could help to alleviate the space issue.
- There is a need for more faculty with a construction background, and an experienced person is needed to teach project management.
- Some concern has been expressed about the quality of students admitted into the program, especially in terms of the abilities with which they start the program.
- The ratio of minority students to the total student population is very low. The program currently consists of approximately 8 percent minority and approximately 16 percent women.
- Approximately 50 percent of construction students participate in scholarly activities within the department, with a number of students also participating in regional or national competitions.

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

- Established a time line for curricular review and development.
- Improved communication of student employment possibilities.
- Brought normative costs into line with IBHE data.

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

- The department will examine ways to accommodate more students in construction labs.
- In hiring new faculty, priority will be given to applicants with a construction background.
- The department will examine ways to increase its efforts to recruit students of appropriate quality for the program.
- The department will examine ways to increase its efforts to recruit students from minority populations, including those with disabilities, in order to reflect the population in the community that it serves.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The program is effective in that students leave with good basic knowledge of the discipline, critical thinking in the discipline, speaking in the discipline, a sense of ethics within the discipline, opportunities for further education, and preparation for a future career.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts and Bachelor of Science, Major in Foreign Languages
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The program is enjoying a period of significant growth in the department. First-year classes are brimming with students—and often exceed the recommended limit of 20 to 25 students per class. Enrollments in Spanish at the first- and second-year level are so strong that the College of Arts and Sciences awarded the department a new Spanish position in order to deal with enrollment growth. Initiatives with regard to updating the curriculum, retention, and the department's advocacy of study abroad will lead to a steady increase in enrollment and number of declared majors and minors.

Recent years have fostered increased collaboration with other programs. The department is currently working with the School of Business to provide an international business specialization in French, German, or Spanish. A Chinese course and the international business specialization were the product of two federal Title VIa grants. IS courses are in development with the Departments of Sociology and Music. The department chair is also working with the School of Nursing to explore the possibility of offering Spanish for nursing professionals. A need has been expressed for more career-based language courses to meet the demands of the medical profession, social work, law, teaching, and speech pathology as well as other professions that conduct business in international markets. The department is also committed to its role as part of the general education program. New languages such as Chinese have been added.

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

- To increase retention, the Department of Foreign Languages and Literatures has instituted the "focus" program. Requiring fewer hours than a minor, a language focus program is available in French, German, and Spanish. Upon successful completion of the focus, students receive official recognition on their transcripts and a departmental diploma.
- Majors in the Department of Foreign Languages and Literature spend their senior year researching and writing an essay in the target language. They do this in consultation with a faculty mentor, and the final product is presented orally to a group of faculty and students. Faculty and students are satisfied that the exercise allows majors to develop knowledge in a specialized field while also demanding written and oral communication skills in that target language. Students found it a challenge and felt it served as a "final integrating experience," a "way to demonstrate what I've

learned,” and an “opportunity to do scholarly research with a faculty member.” Faculty see the assignment as an effective final integrating experience, as a measure of student learning and program performance, and as an opportunity for student-faculty shared scholarship.

- In response to a burgeoning Hispanic population in the United States, the Spanish group has retooled its curriculum to include fruitful partnerships with the Schools of Education and Nursing in an ongoing, valuable effort to produce graduates with much needed, marketable language skills. One faculty member who teaches Chinese is replicating this with the School of Business, and efforts in those directions appear to be ongoing throughout the rest of the department. The department’s overall, long-standing partnership with the School of Education continues to produce excellent foreign language teachers.
- The difference between freshman and senior students in terms of baccalaureate general education objectives is striking. The students generally progress from beginning to intermediate foreign language skills to quite advanced skills. Their level of sophistication with regard to research skills and critical thinking also progresses from the level of beginner to a much more sophisticated and insightful level.

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

- One faculty member has been assigned as an academic adviser to serve as a liaison between Academic Advising and the Department of Foreign Languages and Literature.
- NCATE and ACTEL standards germane to oral proficiency have been raised for teachers of a foreign language from intermediate to what is termed the “advanced low” level. Faculty consistently use the target language in their courses with minimal English being spoken, and then only for directions or procedural matters.

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

- Ways to implement the Foreign Language Training Center (FLTC) proposal for renovation, including updating computers and technologies, will be explored.
- Additional personnel support for the Foreign Language Training Center and appropriate compensation will be examined.
- The department will monitor enrollment pressures and, if data indicate, offer more advanced courses.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The department is thriving. There is strong momentum in the area of curriculum revision. The department is approaching the question of retention head on and has developed a promising plan for improving retention (introduction of “focus”). The language programs meet all the requirements of the respective accrediting bodies.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Arts, Geographical Studies
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The population of geographical studies graduate students is a mix of recent college graduates and working professionals, attempting the MS degree. For those lacking experience, their peers provide the bigger picture and guidance selecting the specialization. For those coming back to school after many years, younger peers offer a chance to refresh fundamentals and help restore skills unused at work. This, combined with high expectations from the faculty, does provide an intense learning experience.

The program sets high standards. Students are sufficiently challenged by the course of studies they are pursuing and have expressed particular satisfaction with the seminars they are taking. There is good evidence that the students are meeting or exceeding the program's learning objectives. The faculty, collectively, feels that the program would improve if they were able to attract more outside students into the graduate program; currently most graduate students in the program were SIUE undergraduates.

There is ample evidence of a high quality of scholarly activity amongst the members of this faculty to support graduate education. The program has had a remarkable turnover in recent years, resulting in a shift toward untenured faculty members who publish frequently and pursue grants and monies with significant success.

The Department of Geography has close ties with industrial partners and local communities. This is an excellent opportunity for the students to engage in projects and test their knowledge against "real-life" challenges. The labs are heavily occupied by the students and assistants and have an atmosphere of intense work. Their attitudes indicate high morale and excitement about their projects.

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

- The recent changes in the program's exit requirements are the result of assessment. The department has recently added a written exam option as an exit requirement. However, faculty have expressed concern that the format of the written exam does not provide an adequate assessment of students' training in research and spatial analysis.

- Both students and faculty feel that the library does not carry many of the needed books and journals, and that while there is some access to online resources, they are, as a rule, too dependent on interlibrary loan.
- While the quality of advising is fine, there is a concern that a more balanced representation of the two key areas of study in the field, physical geography and human geography, be presented. There also is concern that students are not adequately informed about how to acquire the needed credits in the span of two successive years. Most students seem to believe that they cannot finish the program in less than three years.

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

- Geographic Information Systems (GIS) was made an integral part of the curriculum. GIS is an excellent way to apply the core knowledge of physical and human geography, and having access to the GIS Laboratory enhances the entire learning experience by providing motivation and a sense of accomplishment.
- The Department of Geography increased requirements involved in the nonthesis option after the last review. In addition to the final written examination, an additional assignment is expected of students. It involves a mini-project which supplements the culminating experience with a practical component.

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

- The department will continue the work on incorporating an assessment of students' research and spatial analysis skills into the written exam exit option.
- The department will examine ways to build the library resources in the areas of greatest importance to the graduate program.
- Advisors will ensure they are addressing both core areas adequately so that students are not being pushed into one direction or another, but are, rather, in a position to make an informed choice. They will also advise students on how to schedule their courses to enable them to complete the program in two years.
- The department will examine ways to actively pursue recruitment of outside students.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The graduate program in geographical studies is a program with many strengths, not the least of which is a dedicated and energetic faculty. The quality of instruction is more than sufficient for graduate students to achieve learning goals. Though there are some relatively minor issues that the program needs to address, there is no question that it should continue.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts and Bachelor of Science, Major in Geography
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Department of Geography houses 12 full-time faculty and numerous support staff. The geography department provides courses for general education requirements as well as courses for geography majors. Enrollment in the lower-level courses has increased consistently since the last program review.

In 2000, the Department of Geography significantly modified its curriculum. The changes were deemed necessary to keep up with the changing needs of students and to reflect the specialty areas of new faculty members. In order to give students more opportunities to explore the field of geography and take more courses, the department designed an Area of Specialization, or AOS. An AOS is like a minor field taken within the Department of Geography. Since the launch of the new curriculum in fall 2000, there have been continuous changes with more courses being added in the areas of techniques and human and physical geography.

In 2002, geography resumed teaching geography certification and has developed a specific course structure for those seeking a geography teaching certification.

The majority of students take five years to complete their undergraduate geography degree, and over the past five years there appears to be a positive trend in completion rates. It must be noted that many students do not start out as geography majors, but instead change their major in midstream of attempting another degree. However, few students leave the geography program once they begin.

Recent graduates are starting to get jobs that are more closely related to the field of geography and are more satisfied with their jobs. They also believe that the department is doing a better job of preparing them for their jobs.

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

- With very few exceptions, the Senior Assignment has shown that majors are achieving disciplinary goals. The topics chosen are typically germane to geography and are logically organized, well researched, and most often well written. The faculty within the Department of Geography work closely with students during the Senior

Assignment to ensure that it is a true culminating experience that helps tie their SIUE educational experience together.

- In terms of desired characteristics and capabilities, students in the Department of Geography excel, with their greatest strengths in knowledge and integration and application of knowledge, coupled with citizenship and life-long learning.
- The fact that geography majors must take courses in the areas of human geography, physical geography, regional study, and geographic techniques and that each of these courses explicitly includes both the disciplinary and general education objectives means that seniors with a geography major are well-rounded scholars as well as having depth of knowledge in several different areas.
- Currently, the student population taking geography courses lacks diversity. The faculty rely mainly upon the general education courses as a source for attracting students to the major. Several other resources need to be utilized for attracting students to the major.
- Delays in completing degree requirements due to inappropriate advising have occurred. Students do not always feel confident about the advising they receive.
- Four field study courses afford students the opportunity to conduct research off-campus. Undergraduate students gain experience through hands-on field research as well as the camaraderie and intellectual stimulation of working closely with faculty and graduate students from both SIUE and other institutions of higher learning. Such fieldwork offers undergraduate students a unique experience that allows them to take what they have learned in a traditional classroom and apply it to the real world. Where such fieldwork and applied learning is utilized, both students and faculty report that students are highly engaged and energized.

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

- Expanded undergraduate internships and strengthened ties with local government offices and industry such as the City of St. Louis, Madison County, the Department of Natural Resources, the Corp of Engineers, local mapping companies such as I-maps, and the Department of Geography's Laboratory for Applied Spatial Analysis.
- The Senior Assignment was completely revised, and as part of the department's Benchmark Program, courses were aligned with the Senior Assignment.

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

- The Department of Geography should strengthen its recruitment and retention of students by developing a comprehensive plan. The plan might include attending SIUE visit days (currently the department participates in Preview SIUE), traveling to select high schools with the University recruiters, developing a brochure which introduces students to the careers in geography, updating and creating an informative website for the department, and networking with business and industry for retraining currently employed persons in related careers.
- Three areas of advising will be addressed: (1) program requirements and expectations; (2) advising load for faculty; and (3) training in preparation for the major advising.
- The department will examine providing students with more interactive learning opportunities and field experiences.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The Department of Geography is a highly dynamic and innovative component of undergraduate education at Southern Illinois University Edwardsville. The faculty members are knowledgeable, collegial, and highly effective in providing a quality education for students. The breadth of the geography program, the quality of its faculty, and its strong links to employment opportunities lead to a valuable education.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Arts, Historical Studies
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Department of Historical Studies graduate program has three aspects. The largest is the MA in history. Most students are in this program. The MA program is designed to prepare students for Ph.D. programs or to support in-service high school history teachers. The department has recently developed a post-baccalaureate certificate in museum studies. That program is very small, with its first official students beginning work in 2003. The department also offers a joint cooperative doctoral program with SIUC.

The Department of Historical Studies' graduate program is designed to foster an appropriately scholarly approach to the discipline by focusing on understanding ideas rather than learning facts.

It is clear that the department is achieving its goals in the MA program as measured by completing the core and all other requirements as well as by its graduates having success in entering Ph.D. programs and obtaining teaching positions in schools and community colleges. The program is appropriately rigorous. The success of graduates who pursue doctoral studies seems to validate the perceived rigor of the program.

The overwhelming majority of students report that their educational and long-term professional goals are being met by both individual courses and the overall program, and that the quality of instruction is strong.

It is clear that the faculty are keeping up in their field and are able to support the academic rigor of the program.

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

- Both faculty and students strongly expressed the need for more courses at the 500 level.
- There is some confusion of the role of the core colloquium course within the curriculum. To avoid the disconnect for students between learning the "facts" of history rather than the "theory," the department needs to make clear to the students what its goals are.
- There is some confusion about how thesis advisors are selected and how to progress through the program.
- There is little diversity among students in the graduate program.

- Many students with full-time day jobs (a substantial subset of the overall graduate student population) report significant difficulty meeting the language requirement because language classes are scheduled during the day.

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

- The program has been recently revised. It now includes a four course core. Two courses are a year-long sequence to teach the theories of history, historical writing, and analytical thinking. The other two courses are seminars which are less focused and represent presentations on various aspects of the discipline. All courses are offered at night to accommodate students who work during the day.

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

- The department will examine ways to add more 500-level courses that will not negatively impact other departmental needs.
- The content and programmatic role of the core colloquium will be clarified.
- The department will make an extra effort to inform graduate students of departmental procedures.
- The department will consider additional ways to attract a more diverse body of students.
- The department will examine ways to coordinate with the language faculty regarding evening or weekend scheduling, or identify an acceptable evening alternative to the language requirement.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The history graduate program is one of the premier programs on campus. The operation of the program is fully consistent with the mission of the University. The graduate program of the Department of Historical Studies clearly complements a fine undergraduate major and provides opportunities for students to continue their education beyond that program. The graduate program's special role is to provide advanced education for in-service teachers and for students continuing on to the Ph.D.

The department has revised its program to emphasize scholarly values in its discipline. The faculty agree on these aims. The program clearly provides what the students need for success in their field.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts and Bachelor of Science, Major in Historical Studies
3. **Date** July 2006
4. **Contact Person** Sue Thomas
 - 4.1. **Telephone** (618) 650-3639
 - 4.2. **E-mail** suthoma@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The historical studies curriculum is delivered by 18 tenured and tenure-track professors and lecturers, plus several call staff members. During the last several years, the faculty has gone through a period of major generational change due to retirements. The tendency to replace the specialty of each retiring faculty member in an identical manner has been avoided. The department has consciously attempted to restructure itself by hiring young scholars who can provide students with knowledge of the wider world and expose them as never before to the history and culture of societies outside of North America and Europe. As a corollary to this well-planned restructuring, the department today numbers more women and minorities among its ranks.

The department teaches a full four-year range of undergraduate courses and serves its majors, minors, and undergraduate students seeking to fill general education requirements in the areas of social science, intergroup relations, international issues and cultures, and interdisciplinary studies. The department actively supports all interdisciplinary minors offered in the College of Arts and Sciences, which includes Black American studies, classical studies, peace and international studies, religious studies and women's studies. The department provides anywhere from 10 to 15 percent of its undergraduate course offerings per term as service to other units or programs on the SIUE campus.

Enrollment in the historical studies major has increased during the period since the previous program review (79 percent increase), as has the number of undergraduate degrees granted (154 percent increase).

At least 60 percent of freshmen students complete the history degree within six years of initial matriculation. Approximately 76 percent of transfer students complete the program within four years of entry to the University. Both of these numbers represent a positive trajectory for retention.

Students planning to teach in the public schools may choose either a bachelor of arts or bachelor of science degree with a major in historical studies. All students seeking certification must take two semesters of world history and social science/pedagogy as one of their upper-level courses. Also, due to a recent change in state certification requirements, students must also complete the strong minor in social sciences, which entails 30 credit hours (primarily at the 100 and 200 levels) designated in specific course

areas in anthropology, sociology, economics, geography, and political science. Latest records show that 80 percent of the department's students passed the certification exam compared to the 57 percent statewide pass record.

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

- The programs' five learning objectives, as measured by the Senior Assignment, shows that 15 percent of students exceeded performance expectations, 80 percent met them, and 5 percent did not meet expectations in three of the five learning objective categories, which indicates a high level of success and also represents improvement over previous years.
- To ensure program quality and a healthy learning environment for students, the faculty should closely examine the teacher certification program in the department. The previous program review called for the establishment of such an examination, and while the activity has been initiated, it has not been completed. There seem to be mixed signals existing in the operating papers, perceived by both faculty and students in this area.
- There are some concerns about possible revisions and reformations of the curriculum. Some obsolete courses persist, and new ones that represent the expertise of new faculty members do not yet exist. Moreover, the question exists as to whether the curriculum should remain a loose collection of courses, as it stands now, or whether it should involve more sequencing and integration. There seem to be both reason and incentive to pursue these conversations.
- Since the last program review in 1997, the advising function has become shared among almost all faculty members in the department. Some specialization exists. Nevertheless, as students and faculty both noted, quality of advisement varies.
- Students have come to expect some presence of technology in their everyday lives as well as in their classroom experiences. Students expressed a desire to see more use of WebCT in their courses and classrooms. Indicators are that learning would improve thereby. Some of the professors who suggested that they would like to make increased use of technology in their teaching were limited by availability of sufficient smart classrooms.

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

- Two education specialists have been hired to train teachers and serve as liaisons with the School of Education and community schools.
- Diversity has been increased with half male and half female faculty, four tenured or tenure-track African American faculty, and faculty of Arab and Jewish backgrounds.

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

- The department will examine restructuring and clarifying the teacher certification curriculum and how it is communicated to students.
- The department will examine the undergraduate curriculum with respect to the differences between the bachelor of arts and bachelor of science in terms of the foreign language requirement and quantitative methods and numerical literacy requirements.
- The department will examine how to strengthen academic advising activity, especially in teacher education and in career planning.
- The department will examine methods of and training for infusing technology into the classroom in order to assist faculty members who seek this method of curriculum delivery.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The department's curriculum strongly encourages the development of writing skills and analytical ability, historiographical reading and research also facilitates breadth of knowledge. All of the attributes resonate strongly with desired goals for SIUE and College of Arts and Sciences students. Due to the effectiveness of the program, a senior student, in contrast to a freshman, understands that history is a dynamic, fluid, and sometimes subjective discipline, not simply a collection of facts that are assumed to be the "truth."

Appendix C

SIU SCHOOL OF MEDICINE

Description of Program Review Process:

SIU School of Medicine utilizes a number of approaches to assess program performance and develop recommendations for improvement. Each method emphasizes open, constructive, and collaborative assessment of programs by faculty, administrators, and other interested parties. Programs jointly administered with the Carbondale campus are also reviewed together. Reviews of graduate programs meet requirements of the Graduate School. Program review recommendations are implemented in the school's planning, budgeting, and management processes. Progress in achieving improvements is monitored.

Accreditation Program Reviews: Medical education programs are accredited programs and subject to periodic accreditation reviews. Accrediting organizations, such as the Liaison Committee on Medical Education, determine the frequency and methods used in these reviews. Typically, these reviews require extensive self-study, assessment by external peer-based teams (appointed by the accrediting organization), and a final accreditation determination by the accrediting organization. This process may generate improvement recommendations; the medical school implements the improvements.

Full Program Reviews: Established degree granting and service programs (excluding those assessed in the accreditation reviews) receive a full program review no less frequently than every eight years on the schedule established by the Illinois Board of Higher Education. Full program reviews begin with a detailed program self-study prepared by the program's faculty and chair. This study includes information on program mission, goals, and objectives; program summaries; performance since the last review; activity on education, research, and patient care services; future planning statements; and other information. Two review teams—an internal review team composed of SIU faculty from outside of the program and an external review team composed of experts from peer organizations beyond SIU—consider the program self-study and conduct interviews with students, faculty and staff, and senior administrators. The review teams assess the program's strengths and weaknesses and recommend improvements. The program's chair and faculty consider the review team reports and identify the most promising improvement ideas. The implementation and action plans subsequently developed by the program are reviewed and approved by the medical school dean and provost before they are implemented.

Progress Reporting Reviews: Progress reporting reviews are developed for new programs after three years of operation and for other programs identified by medical school management as requiring more frequent review. Progress reports are prepared by the school's planning office with input from the program's management and faculty. Progress reports, including recommendations, are reviewed and approved prior to implementation by the program's administration, senior administrators, and the medical school dean and provost.

Program Review Calendar:

Report Year ¹	Institutional Program Reviews (IBHE Required)	Accreditation Program Reviews (Accrediting Agency Required) ²
2006	None	None
2007	None	None
2008	None	Medical Education Programs: <ul style="list-style-type: none"> • Undergraduate Medical Education • Continuing Medical Education
2009	None	None
2010	Health Professions/Related Sciences: <ul style="list-style-type: none"> • Molecular Biology, Microbiology, and Biochemistry – Graduate ³ • Pharmacology – Graduate • Physiology – Graduate ³ Organized Public Service/Research Centers: <ul style="list-style-type: none"> • SIU Center for Alzheimer's Disease and Related Disorders • SIU Cancer Institute 	None
2011	None	None
2012	None	None

Notes:

- 1) All dates are subject to change.
- 2) Accrediting agencies may alter program review schedules in the future.
- 3) Molecular biology, microbiology, and biochemistry (MBMB) and physiology programs are cooperative programs with SIU Carbondale; program reviews are performed jointly by the two campuses.

Program Review Results:

No state-mandated program reviews were performed in FY 2006.

Description of Student Assessment Methods:

Undergraduate Medical Education Program: Medical student performance is evaluated on a regular basis across all four years of the undergraduate medical education curriculum. Medical students must attain and demonstrate professional competence according to objectives established and monitored by the medical school faculty; these objectives comply with requirements of the Liaison Committee on Medical Education (the medical school's accrediting body) and are continuously reviewed and updated. Performance-based assessments are conducted at the conclusion of each course, clerkship, and elective. These assessments utilize a variety of evaluation methods such as standardized patient encounters; computer-based follow-up testing; skill station assessments related to activities developed during the educational segment or clerkship; oral and case-based paper examinations; faculty and/or resident observations; and computer-generated assessments of content knowledge, skills, and professional attitudes (the Clinical Competency Examinations; CCX). Patient encounter-based assessments include both computer-based cases and standardized patient encounters with patient feedback and direct observation by the faculty of student performance during patient encounters. Medical students are evaluated and receive feedback regarding competencies such as inquiry strategy, diagnosis development, test selection and interpretation, and patient management. The Student Progress Committee and medical education professionals in the Offices of Education/Curriculum and Student Affairs continuously monitor student progress. All medical students are required to pass the U.S. Medical Licensing Examination – Step 1, and record scores for Step 2 (CS - Clinical Skills and CK - Clinical Knowledge), before graduation. Collectively, these student assessment methods evaluate the student's ability to apply knowledge and clinical skills in "real life" medical settings.

Graduate Science Programs: Students in the medical school's graduate science programs are assessed according to the requirements of the Graduate School, SIU Carbondale. See SIU Carbondale's report for details.