

Southern Illinois University



FY 2007 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	47
Appendices	61
Program Reviews – SIUC	61
Program Reviews – SIUE	93
Program Reviews – SOM	131

INTRODUCTION

Southern Illinois University Performance Report

FY 2007

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 2007 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 2008 plans and FY 2009 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 2007 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 graduate school, 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 100 international linkages and exchange agreements and conducts off-campus programs on 32 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 8,418 degrees annually.
- X SIU has 275,433 living alumni who have benefited from an SIU education.
- X A year after graduation, 95 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 562 full-time-equivalent employees to providing public services to individuals and organizations outside the University in FY 06.
- 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 \$406 million, with employees generating approximately \$41 million to \$49 million in Illinois tax revenue each year.
- X SIU's funding from grants and contracts passed \$109 million in FY 07, with much of the dollars coming into Illinois from out-of-state.
- X SIU provided jobs for more than 7,600 employees in Illinois in FY 07.
- X SIU provided more than 2,140 graduate assistantships, 204 undergraduate assistantships, and over 5,000 student work positions in FY 07.

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 2,068 children in its Head Start programs in Jackson, Madison, St. Clair, and Williamson Counties in FY 07.
- X SIU served approximately 7,900 people through the East St. Louis Center in FY 07.
- X SIU provided instructional media service to approximately 10,000 K-12 students in central and southern Illinois in FY 07.
- X SIU partners with four school districts and the Boys and Girls Club in the Land of Lincoln AmeriCorps program. Twelve students participate in the program and spend approximately 20 hours each week in partner schools. These 12 assisted over 500 children in our region.
- X SIU operated one charter school and partnered with 105 teacher education partnership schools in 44 districts in FY 07.

Other Colleges and Universities

- X SIU offered 153 capstone programs with community colleges in FY 07.
- X SIU maintained over 3,480 formal program-to-program articulation agreements with community colleges, private colleges, and universities in FY 07.
- X SIU participates actively with community colleges in SICCM and SIHEC consortia.

goal 3: Provide affordable educational opportunities

SIU controls and supports:

Financial Help for Students

- X** SIU provided over \$37 million in wages to more than 11,500 students throughout FY 06.
- X** SIU provided over \$105 million in grants, scholarships, and waivers to more than 21,700 students, or 72 percent of the financial aid-eligible student population, in FY 06.
- X** Federal, state, institutional, and private scholarships, loans, and employment provided more than 30,300 students, or 73 percent of the student population, with a total of \$295 million in FY 06.

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

SIU offers:

Broad Access

- X** SIU enrolls more than 34,400 students each year from all 102 counties in Illinois, every state, and 111 countries.
- X** SIU provided degree programs and courses at 36 off-campus sites in Illinois in FY 07.
- X** SIU is a charter member of the University Center of Lake County and provided 7 degree completion programs at the center in FY 07.
- X** SIU operates four public radio stations and four public television stations for central and southern Illinois.
- X** SIU enrolled more than 6,000 minority students, 17 percent of its student population, in FY 07.
- X** SIU enrolled 1,504 international students who made up 4 percent of the student body in FY 07.

Comprehensive Instructional Programming

- X** SIU provides a diverse instructional program, offering 2 associate's, 124 bachelor's, 116 master's, and 35 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 07, regional citizens earned 1,157 CEUs (Continuing Education Units) and 1,304 CPDUs (Continuing Professional Development Units); 2,194 students enrolled in 64 ILP (Individualized Learning Program) courses; and 1,587 students enrolled in 94 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 132 external advisory boards are utilized for purposes of internships, job opportunities, best practices, curriculum relevance, and development.
- X More than 80 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 87 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 \$58.7 million in equipment replacement in the last three years.
- X SIU invested \$33.7 million in capital improvements in FY 06.

Financial Resources

- X SIU developed specific performance measures for all programs receiving new funding.
- X SIU received approximately \$19 million in total private giving in FY 06.
- X SIU institutions were within 3 percent of the average instructional costs for Illinois public institutions in FY 05.

Instructional Resources

- X Since 2000, SIU has eliminated 14 degree programs and has established 40 new degree programs in response to workforce needs.
- X SIU invested more than \$2.9 million in new and expanded programs in FY 07.

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 2006 Undergraduate Student Enrollment: 16,294

Fall 2006 Graduate/Professional Student Enrollment: 4,709

Total Grants and Contracts FY 2006: \$ 66,520,811

Accredited Programs: Over 80

Udall, Goldwater, Phi Kappa Phi Scholarship and Fellowship Recipients

goal 1:

Partner with Industry & Sustain Economic Growth

FY 07 Accomplishments

- ✘ Three southern Illinois companies were among 13 statewide winners of Innovate Illinois 2007, Governor Blagojevich's third annual small business challenge, to recognize and assist some of the most innovative small companies that are contributing to the expanding economy. The companies include Arthur Agency Inc., Carbondale; Boon-Docks Equipment, Inc., Herrin; and So iLL Inc., De Soto. These companies, clients of the Southern Illinois Entrepreneurship Center in the Office of Economic and Regional Development, were selected through a competitive process to participate in a mentorship program for companies with high-growth potential.
- ✘ The Southern Illinois Entrepreneurship Center (SIEC) received \$250,000 in new funding from the state of Illinois to highlight the center's work to help local entrepreneurs and their promising ventures develop into successes in the marketplace. The SIEC has received more than \$1 million to act as a regional hub to coordinate all small business development, entrepreneurship training, and development activity in southern Illinois since 2003.
- ✘ The SIUC Center for Rural Health and Social Service Development (CRHSSD) as the lead agency for the Illinois Delta has received funding for \$428,560 from the U.S. Department of Health and Human Services' Health Resources and Services Administration through HRSA's Delta State Rural Development Network Grant Program to fund local agencies in the Coordinated Approach to Child Health (CATCH) and telehealth services for children with disabilities.

Common Institutional Indicators:

UNDERGRADUATE DEGREE RECIPIENTS FY 06

Number of Graduates Employed and/or Enrolled	Number of Survey Respondents	Percent of Graduates Employed and/or Enrolled
1,090	1,159	94

SOURCE: SIUC Baccalaureate Alumni Survey of 1997 Graduates, Institutional Research and Studies.

Total number of degrees awarded by level:

	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>	<u>FY 06</u>	<u>FY 07</u>
Associate*	63	76	87	73	68
Bachelor	4,600	4,328	4373	4,301	4,328
Master	898	928	844	853	897
Doctorate	126	124	**145	139	**145
Professional	174	174	186	**205	195

*Represents number of graduates for two associate degrees; all others have been phased out.

**This number is the highest or tied for the highest in the last five years.

SOURCE: SIUC Records and Registration as reported by Institutional Research and Studies for the IBHE Fall Enrollment Survey, Table Z, Degrees Awarded FY 03-FY 07.

Partner with Industry & Sustain Economic Growth

goal 1:

Mission-Specific Indicators:

- X The Department of Workforce Education and Development partnered with Man-Tra-Con to assist displaced Maytag and Technicolor Universal Media Systems workers.
- X The Office of Research Development and Administration received 20 disclosures with \$354,045 in royalties, filed 13 patent applications with 2 patents issued, and executed four licenses or options for inventions during FY 06.
- X The Center for Workforce Development currently maintains workNet, which is funded by the Illinois Department of Commerce and Economic Opportunity. This program provides online assistance to citizens in job search, resume writing, and job training opportunities.
- X Summary of grant funding FY 06

Total funds awarded	\$66,520,811
Number of grant awards received	688
Number of agencies awarding grants	251
Number of faculty, staff, and students receiving grants	374
Number of grant projects active during fiscal year	1,047
- X Over the last three years, 43 percent of the undergraduate student externs were offered future internships or full-time positions with their sponsoring companies.
- X Current energy activities at SIUC include federally funded research on biofuels, fuel cells, hydrogen generation and storage, solid-state refrigeration, and carbon sequestration and capture, along with programs having statewide and national leadership in clean coal technology.

Effective Practice:

The research project to retro-fit the power plant's boiler including installation of the Riley Power Inc., Water-Cooled Oscillating Grate Stoker (WCOGS) technology was funded by Fossil Coal Conversions, LLC (FCC) and the Illinois Department of Commerce and Economic Opportunity's (DCEO) Coal Demonstration Program. The object of the research project was the potential to modify (retro-fit) current steam plants in Illinois so that they are compliant with upcoming EPA regulations and are capable of burning Illinois' high-sulfur-content coal, providing a win-win situation for Illinois and SIUC. The use of coal-fired plants for power generation demonstrates our concern for the environment by working to reduce the impact of power generation and consumption required by an institution of higher education. This boiler now uses clean-coal technology to burn Illinois coal in a more efficient and cost-effective manner.

goal 1:

Partner with Industry & Sustain Economic Growth

Mission-Specific Indicators:

- X Connect SI is a highly collaborative, 20-county economic and community development initiative in southern Illinois. Under the leadership of the Office of the President, economic growth will be leveraged by the knowledge-based assets of the region and widely available, affordable, and profitably used broadband.
- X The Centralia Entrepreneurship Center was established in partnership with the Illinois Department of Commerce and Economic Opportunity and the University of Illinois Urbana-Champaign to assist start-up and expand small businesses.

Office of Economic and Regional Development	FY06	FY07
Business start-ups/expansions	63	55
Jobs created/retained	1,096	912
Tenant start-ups*	5	3
Number of clients counseled	441	445
Financing secured**	\$14.6M	\$13.5M

Notes:

The numbers combine client milestones of the SIU Illinois Entrepreneur Network Centers of SBDC, IMEC, E Center, and Incubator.

*FY 06 tenant start-ups: Discover Places, Business Resource Group, Physicians Management Group, Survey Design Services, and Scientist Superstar. FY 07 tenant start-ups: Betty Z. Taylor and Associates, Midwest Energy Group, and Olivia's Vintage.

**Totals are for financing helped to secure, not just loan dollars.

SOURCE: Southern Illinois Entrepreneurship Center, SIUC

FY 08 Plans:

- ✓ Institute certificate and baccalaureate degree completion programs with corporate partners:
 - Aisin Manufacturing Illinois, LLC
 - Continental Tire North America
 - Laborers' International Union of North America
 - The Boeing Company
- ✓ Secure funding for the Transportation Education Center.
- ✓ Revitalize ASIA eMBA programs.
- ✓ Continued participation in the Connect SI plan.

FY 09 Priorities:

- ✓ Complete digital conversion of WSIU.
- ✓ Develop partnerships with transportation-related industries to promote research in conjunction with the Transportation Education Center.
- ✓ Increase grant activity for the Global Media Research Center.
- ✓ Renovate College of Agricultural Sciences facilities and farms.
- ✓ Pursue private funding for a new College of Business and Administration facility.
- ✓ Pursue federal funding for WIRED SI.

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

goal 2:

FY 07 Accomplishments

- ✘ SIUC was ranked 2nd by *Diverse: Issues in Higher Education* in the number of baccalaureate degrees awarded in education to **all** minority groups of students. More specific rankings by group for the number of baccalaureate education degrees were:
 - ✓ 2nd for African-American students
 - ✓ 17th for Native American students
 - ✓ 18th for Asian American students
 - ✓ 21st for Hispanic students



- ✘ A state-funded program entitled *Teaching Excellence in Mathematics and Science*, a six-year collaborative program between the College of Science and the College of Education and Human Services, continues to produce mathematics and science teachers for the state of Illinois.
- ✘ *U.S. News & World Report* ranked rehabilitation counseling in the Rehabilitation Institute 6th and vocational technical education in the Department of Workforce Education and Development 10th.
- ✘ The Center for Autism Spectrum Disorders has provided direct services in the form of either assessment and/or therapy to over 300 children and their families in southern Illinois since 2003.

Common Institutional Indicators:

- ✘ The College of Education and Human Services increased the administrative, faculty, and student use of LiveText (technology) as a tool to document student learning in undergraduate and graduate programs.

Annual Number of Undergraduate Students Completing Requirements for Initial Teacher Certification

- ✘ SIUC's Community College Curriculum Articulation Committee met with representatives from 30 community colleges to remove institutional obstacles in an effort to promote a seamless transition for all students with an associate of arts in teaching (AAT) degree to the University's Teacher Education Program.

Certificate Area	02-03	03-04	04-05	05-06	06-07
Early Childhood Education	33	26	20	31	24
Elementary Education	140	161	169	181	170
Secondary Education	125	151	149	122	116
Special Education	80	71	42	92	86
TOTAL	378	409	380	426	396

SOURCE: College of Education and Human Services, SIUC.

- ✘ SIUC received the 2006 Association of Teacher Educators' Distinguished Program in Teacher Education Award for the Teaching Fellows Program, a collaborative partnership between the College of Education and Human Services and Carbondale Elementary School District, Giant City Consolidated School District, Murphysboro Community Unit School District, and Unity Point Community Consolidated School District.

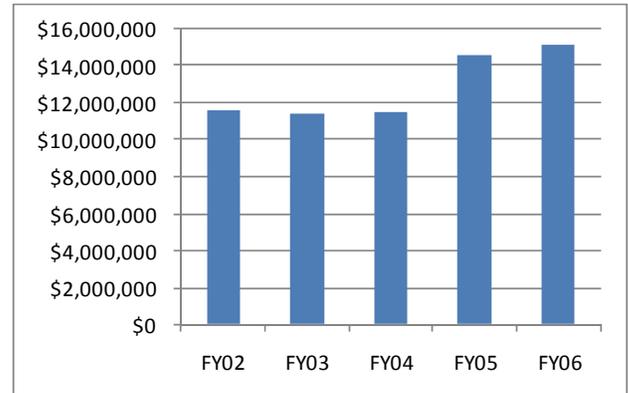
goal 2:

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

Mission-Specific Indicators:

- ✘ The master of arts in teaching (MAT) program, a part of the Library of Congress-funded *Teaching with Primary Sources*, is currently training its fourth and fifth cohorts of students.
- ✘ The Illinois Office of Education Services in the Center for Workforce Development is funded by the Illinois Department of Commerce and Economic Opportunity to provide curriculum and training to career and technical educators.

External Grants and Contracts
College of Education and Human Services



Effective Practice:

The Jackson-Perry Counties Regional Office of Education and SIUC's Department of Workforce Education and Development, received an Illinois K-12 School-Based Learn and Serve America Program grant to train teachers to integrate service-learning into the high school curriculum. High school students mentor middle school students to prepare for secondary and post-secondary education and to explore career opportunities.

FY 08 Plans:

- ✓ Explore strategies to facilitate transition from high school or community college to successful performance at SIUC.
- ✓ Continue meeting with representatives from community colleges to promote the development of AAT degrees and their articulation with the University's Teacher Education Program.

FY 09 Priorities:

- ✓ Implement First-Year Experience transition programs for recent high school graduates.
- ✓ Implement transition programs for community college transfers to enhance success at SIUC.

Provide Affordable Educational Opportunities

goal 3:

FY 07 Accomplishments

- ✗ Awarded \$215,508,279 in financial aid to all students, an increase of 6.1 percent (\$12,431,728) over FY 06.
- ✗ Over \$33,000,000 was awarded to student workers and graduate assistants in FY 06.
- ✗ Students who attended an Illinois community college and completed an associate degree between high school graduation and their entry to SIUC in two consecutive years or less received a Saluki Bound Grant equivalent to the differential of SIUC tuition charges from the current term and the two calendar years previous. In 2006-07, 73 students were eligible for a grant of \$888 per year.



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 2006 Data

Total Cost of Attendance (Full-time, Dependent Freshmen Living On Campus): \$18,900

Total Number of Full-time, First-time, Illinois Dependent Freshmen Enrolled: 1,081*

Student/Family Income (\$)	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN FALL 2006											
		FEDERAL PROGRAMS				STATE PROGRAMS				INSTITUTIONAL PROGRAMS			
		PELL		SEOG		MAP		IIA		NEED-BASED GRANTS		TUITION WAIVERS	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
\$0 - \$28,599	336	324	\$630,446	27	\$6,750	319	\$742,350	241	\$60,250	85	\$88,201	20	\$26,211
\$28,600 - \$50,001	317	270	\$305,998	7	\$1,750	307	\$626,291	32	\$8,000	186	\$157,271	32	\$42,413
\$50,002 - \$74,437	181	37	\$25,913	0	\$0	112	\$151,974	0	\$0	156	\$145,212	48	\$73,910
\$74,438 - \$106,220	104	3	\$2,425	0	\$0	13	\$15,939	1	\$250	139	\$170,218	65	\$116,845
\$106,221 +	74	0	\$0	0	\$0	0	\$0	0	\$0	95	\$135,941	69	\$103,586
Unknown	69	0	\$0	0	\$0	0	\$0	0	\$0	112	\$172,814	59	\$96,690

*This total does not reflect the student who qualifies for independent status (i.e., 24 years old 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).

SOURCE: Financial Aid Office, SIUC.

goal 3:

Provide Affordable Educational Opportunities

Mission-Specific Indicators:

In-State Tuition and Fee Cost AY 2006-2007

University of Illinois at Urbana-Champaign	\$9,882
University of Illinois at Chicago	\$9,742
Illinois State University	\$8,040
Northern Illinois University	\$7,871
Southern Illinois University Carbondale	\$7,789
Western Illinois University	\$7,411
University of Illinois at Springfield	\$7,244
Chicago State University	\$7,138
Eastern Illinois University	\$7,069
Northeastern Illinois University	\$6,921
Southern Illinois University Edwardsville	\$5,938
Governors State University	\$5,478



SOURCE: State of Illinois Board of Higher Education Data Book on Illinois Higher Education, Volume 2, 2007.

SIUC Annual Educational Expenses per Student

	<u>2005-06</u>	<u>2006-07</u>
New resident undergraduate tuition and fees (15 hours per semester)	\$6,831	*\$7,795
New non-resident undergraduate tuition and fees (15 hours per semester)	\$14,796	\$16,507
New resident graduate tuition and fees (12 hours per semester)	\$6,699	\$7,813
New non-resident graduate tuition and fees (12 hours per semester)	\$14,475	\$16,561
Room and board	\$5,446	\$6,138
Books and supplies	\$840	\$900
Living expenses	\$2,400	\$2,417
Number of students on financial aid (FY 2006 and 2007)	25,887	25,462
Average debt load of graduating seniors	\$14,708	**\$17,295

*A \$6.30 increase to the Student Activity Fee was approved after the SIUC in-state tuition and fee cost was reported by IBHE.

**Beginning in FY 07, alternative loans are included in this amount.

SOURCE: Undergraduate Admission Tuition and Fee Schedules; Undergraduate Budget, Financial Aid Office; Graduate Admissions Tuition and Fee Schedules; Financial Aid Survey for Public Universities provided by Institutional Research and Studies, SIUC.

Provide Affordable Educational Opportunities

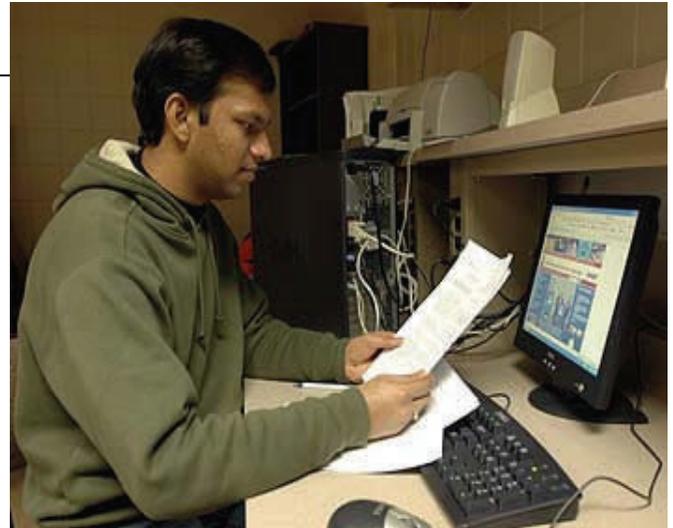
goal 3:

Mission-Specific Indicators:

- x As the Opportunity Through Excellence Campaign moves into the final months, the University has secured over \$85 million in gifts and pledges resulting in the creation of 102 new scholarship endowments totaling over \$16 million.

Effective Practice:

The Undergraduate Assistantship program was established to provide a paraprofessional employment experience related to a career or academic discipline. These positions are supervised and mentored by a faculty or professional-level staff member. Undergraduate assistantships offer opportunities for students to make contacts with role models in their respective field and to secure employment references. Students are paid \$10 per hour and work either 10, 15, or 20 hours per week during the academic year.



AY 07-08 Undergraduate Assistant Summary for Applications Submitted During AY 06-07

Number of Applications Submitted	Number of Positions Requested	Number of Applications Funded	Number of Positions Funded
237	328	133	160

SOURCE: Financial Aid Office, SIUC.

FY 08 Plans:

- ✓ Reallocate University resources to student recruitment, retention, scholarships, and marketing SIUC.
- ✓ Transition the University Honors Program to require students to enroll in at least one Honors course each semester and complete a senior thesis or creative project to graduate with a degree in their major with honors, providing a private school experience for a public school tuition.

FY 09 Priorities:

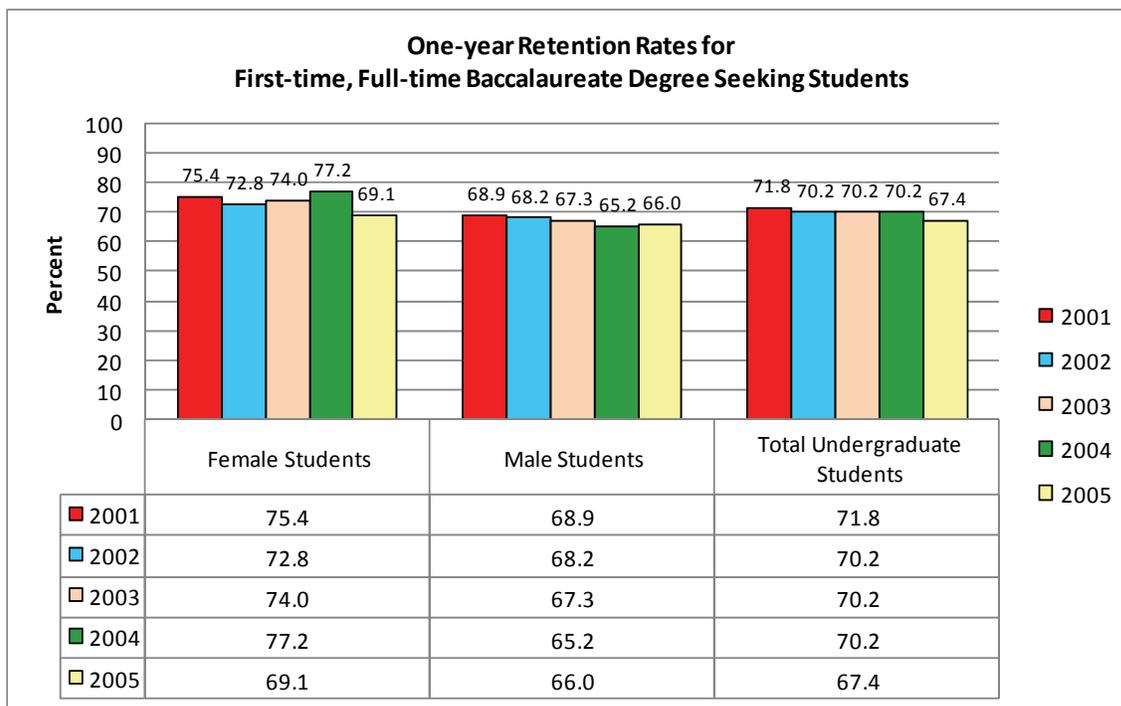
- ✓ Continue reallocation of University resources to student recruitment, retention, scholarships, and marketing SIUC.
- ✓ University Honors Program will actively recruit high school students in the top 10 percent of their class or the top 10 percent of ACT scores (national norms).
- ✓ Increase merit-based and need-based aid.

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

FY 07 Accomplishments

- X Seventeen percent of undergraduate degrees were earned by minority students.
- X Thirteen percent of professional degrees and 12 percent of doctoral degrees were awarded to international and minority students. Together, international and minority students earned one-half of the degrees earned by doctoral students.
- X Twenty-four percent of total degrees were earned by international and minority students.
- X SIUC's six-year graduation rate for new, degree-seeking transfer students remains constant at 70.1 percent.

Common Institutional Indicators:



SOURCE: SIUC Institutional Research and Studies Longitudinal Student History File and 10th-Day Student Census Files as reported to The Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma Retention Survey.

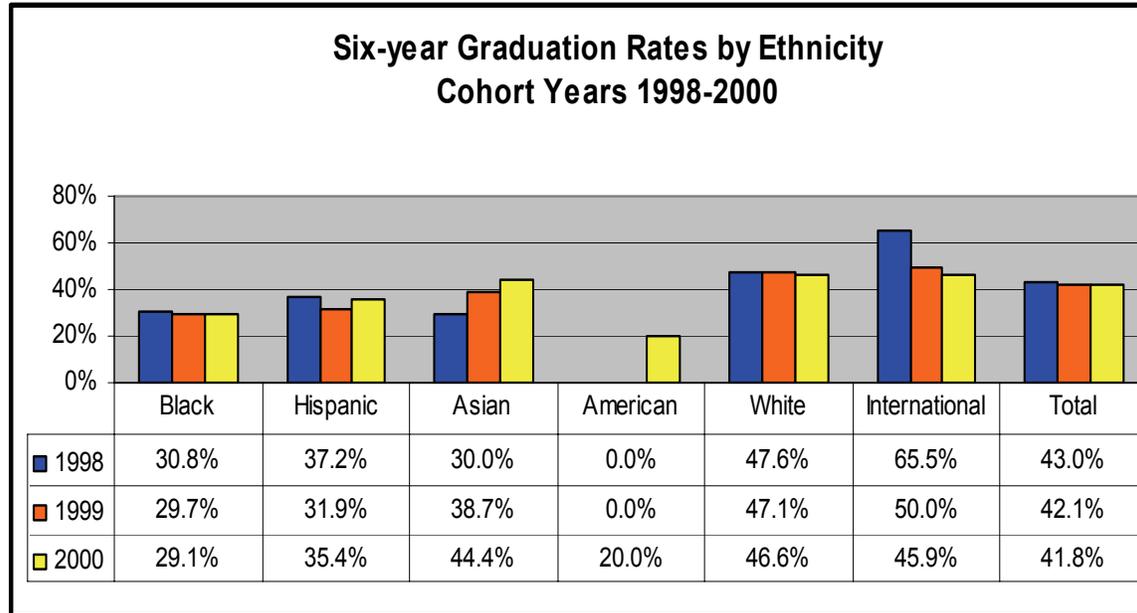
Effective Practice:

The Office of the President has opened satellite offices at the following area colleges: John A. Logan College, Carterville; Kaskaskia College, Centralia; Olney Central College, Olney; Rend Lake College, Ina; Shawnee Community College, Ullin; Southeastern Illinois College, Harrisburg; and Southwestern Illinois College, Belleville. Satellite offices are designed to create a seamless transition for students from high school through community college to completion of university baccalaureate programs. This innovative system of partnerships should integrate and expand the range and accessibility of services provided on the community college campuses and enhance and support the persistence and progression of Illinois undergraduate students as they advance toward baccalaureate degree completion.



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

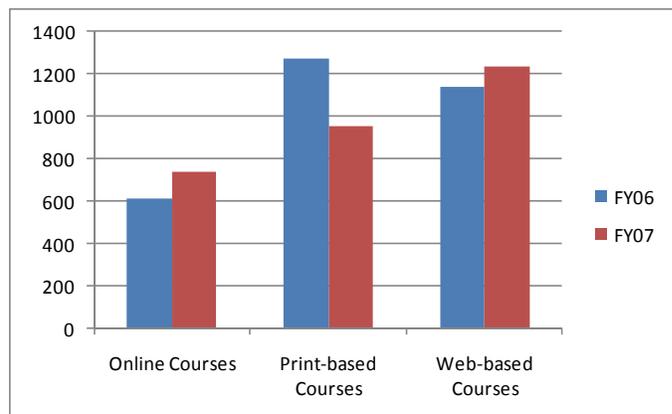
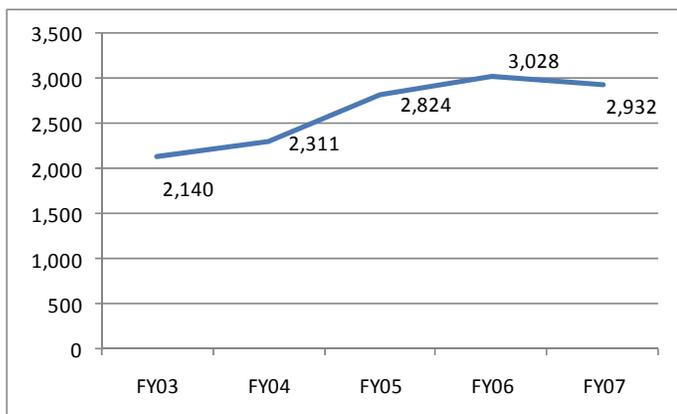
Common Institutional Indicators:



SOURCE: SIUC Institutional Research and Studies Longitudinal Student History File and 10th-Day Student Census Files as reported to The Consortium for Student Retention Data Exchange (CSRDE) at the University of Oklahoma Retention Survey.

Mission-Specific Indicators:

- ✕ The Division of Continuing Education administers off-campus programs for SIUC academic departments partnering with business, industry, and community colleges at over 27 locations throughout the nation. Continuing Education offered 329 non-credit Conference and Professional Programs serving 16,783 clients in FY 07. The credit programs delivered 108 distance learning courses with a total enrollment of 2,932. This includes print and Web-based Individualized Learning Program (ILP) and online semester-based courses. As expected with current technology, enrollment continues to increase in online semester-based courses, but decreased in ILP courses. The following charts show distance learning enrollment trends.



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

Mission-Specific Indicators:

- ✘ SIUC enrolled 21,003 students in fall 2006. Seventy-nine percent (16,532) of SIUC students came from Illinois, with representation from every county. SIUC enrolled 3,322 students from other states and 1,149 international students from 104 countries.
- ✘ Forty-one baccalaureate degree programs are currently offered at 32 military bases and 17 civilian sites in 20 states.
- ✘ The Office of Disability Support Services and the Paul Simon Public Policy Institute have developed a transplantable model of more aggressive job placement and are exploring whether changes in government policies are needed to facilitate hiring graduates with disabilities.
- ✘ The Rehabilitation Institute collaborated with El Valor, a Chicago human services agency ranked as the 15th largest non-profit Latino organization in the country, to offer the master's degree in rehabilitation counseling. The student cohort includes El Valor employees and employees of affiliated organizations, with about 90 percent of the students from minority backgrounds. Courses are offered in a blended distance education–traditional education model, including courses offered on weekends at El Valor.
- ✘ Fifty-two percent of all programs offered at the University Center of Lake County are provided by SIUC, including baccalaureate degrees in electronic systems technologies, elementary education, fire service management, health care management, and industrial technology, with both baccalaureate and master's degrees in workforce education and development.
- ✘ The behavior analysis and therapy program in the Rehabilitation Institute is offering the master's degree at the Goldie Floberg Center in Rockton, Illinois, providing professional development

FY 08 Plans:

- ✓ Expand off-campus baccalaureate degree completion programs.
- ✓ Prepare to offer instruction to apprenticeship training providers through a partnership between the Colleges of Education and Human Services and Applied Sciences and Arts and the International Laborers Union.
- ✓ Prepare to offer baccalaureate degree completion programs through the Colleges of Agricultural Sciences, Applied Sciences and Arts, Business and Administration, Education and Human Services, and Engineering at area community colleges.
- ✓ Continue to improve diversity among student body, faculty, and staff.
- ✓ Open additional satellite offices at community colleges in the Metro East area and in Chicago.



FY 09 Priorities:

- ✓ Expand programs affiliated with the International Laborers Union.
- ✓ Expand baccalaureate degree completion programs at community colleges.
- ✓ Increase diversity among students, faculty, and staff.

Ensure Accountability for Program Quality & Learning Assessment

goal 5:

FY 07 Accomplishments

- ✘ SIUC moved up to third tier in the national universities category of *U.S. News & World Report'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."
- ✘ The North Central Association of Colleges and Schools (NCA) accreditation review team has been working steadily toward preparing the self-study report that will be submitted to the reviewers in advance of their spring 2008 site visit. Subcommittees addressed each of the NCA's five accreditation criteria with draft chapters to be submitted for review by December 2007.
- ✘ SIUC participated in Pennsylvania State University's Spencer Foundation funded assessment of student learning outcomes in the first year of college. In spring 2007, more than 1,000 students enrolled in English 102 in the University Core Curriculum took nationally normed standardized exams in writing skills and critical thinking to enable analysis and evaluation of the students' scores on the ACT admission examination and their achievement in writing and critical thinking.

Common Institutional Indicators:

- ✘ Multidisciplinary state and federal grants were awarded to SIUC for science, technology, engineering, and mathematics (STEM) disciplines:
 - ✓ The College of Engineering, in collaboration with the Colleges of Education and Human Services and Science, was awarded a \$1.5 million grant from the National Science Foundation in late 2006 to improve graduation rates in the college from 37 percent to 67 percent. Between 1997 and 2002, average retention rates were 66 percent for freshmen, 69 percent for sophomores, 89 percent for juniors, and 94 percent for seniors. Through a series of new student support programs, the college aims to improve these freshman and sophomore rates to 80 percent and 90 percent, respectively.
 - ✓ Heartland Partnerships: Inquiry-Based Ecological and Environmental Education at SIUC to the College of Education and Human Services and the College of Science by the National Science Foundation for \$261,764.
 - ✓ Mathematics and Science Partnership grant between the Colleges of Education and Human Services and Science for \$1,000,000 to implement a master's degree curriculum in mathematics and science for elementary teachers.



Effective Practice:

The Department of Mathematics is continuing to pilot the use of My Math Lab (Math XL) software, an online tutorial support system tied directly to several possible textbooks in Math 108. Classes meet for lecture in a "smart" classroom twice a week and in a computer lab twice a week with assistance provided by the instructor. Findings show that students who would normally end up with D/F/WF benefit the most from this program, with larger numbers completing the course with at least a C.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

Mission-Specific Indicators:

- ✘ The mean ACT score of entering freshmen is 21.9; higher than the Illinois state mean, 20.5; also higher than the national mean, 21.1.
- ✘ Two undergraduates were named Barry M. Goldwater Scholars for 2007: Jared Burde, a junior majoring in electrical engineering and physics, and Erin Shanle, a junior majoring in biochemistry. The 2007 Phi Kappa Phi Graduate Fellowship was awarded to Fahran Robb, a senior majoring in agricultural information and political science.



NUMBER OF PRESTIGIOUS NATIONALLY COMPETITIVE SCHOLARSHIP AND FELLOWSHIP RECIPIENTS

	2004	2005	2006	2007
Goldwater	1	0	2	2
Udall	1	1	1	0
Phi Kappa Phi	0	0	0	1

- ✘ Three new graduate programs were approved by the Illinois Board of Higher Education during FY 07:
 - Master of Architecture
 - Ph.D. in Computer Science
 - Ph.D. in Electrical and Computer Engineering
- ✘ Over a ten-year period from 1996–2007, counselor education students' mean composite score (117.24) on the National Counselor Examination exceeded the national mean (108.32) and the mean (115.09) of all Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited institutions.
- ✘ Communication disorders and sciences students taking the Praxis Exam achieved a pass rate of 75 percent, matching the national pass rate of 75 percent.
- ✘ For the testing years 2004, 2005, and 2006, the SIUC therapeutic recreation students' mean (71.63) with an 81.3 percent pass rate exceeded the national mean (66.46) with a 73.4 percent pass rate on the Therapeutic Recreation Certification Examination.

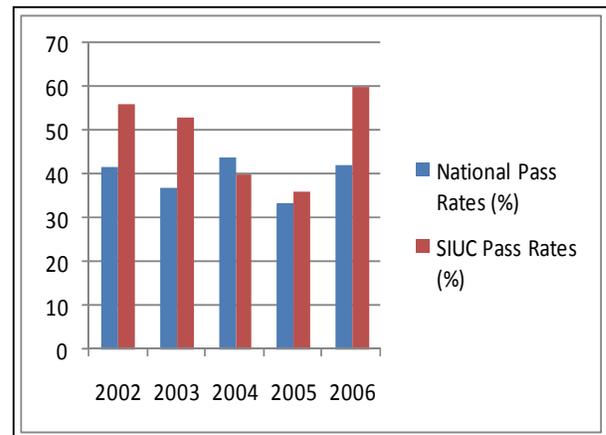
Ensure Accountability for Program Quality & Learning Assessment

goal 5:

Mission-Specific Indicators:



Department of Kinesiology Athletic Training Education Program Board of Certification Examination



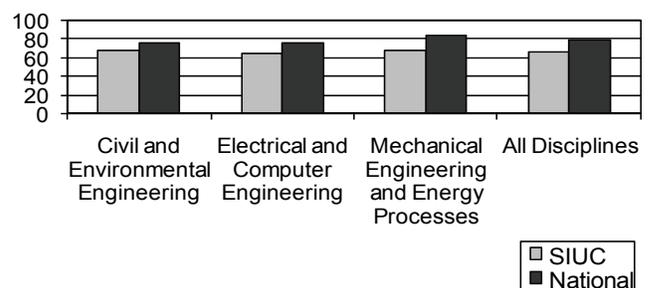
Department of Aviation Technologies Aviation Technologies Program Federal Aviation Administration Mechanic Written Exams

	SIUC Pass Rate FY 06	National Pass Rate (current)	SIUC Pass Rate FY 07
General Written Examination	100%	94%	100%
Airframe Written Examination	92%	91%	100%
Powerplant Written Examination	100%	95%	100%

School of Music

Music Content Exam
√ 100% pass rate from 1998–2007
APT (teaching) Exam
√ 100% pass rate from 2004–2007

Fundamentals of Engineering Exam Average Pass Rates for Fall 1997 - Spring 2006



FY 08 Plans:

- ✓ Maintain accreditation in all appropriate programs.
- ✓ Address retention concerns in introductory chemistry classes by utilizing eLearning initiatives designed to improve delivery and evaluation.
- ✓ Increase the number of sections for the technology-supported mathematics classes to improve retention rates.
- ✓ Improve undergraduate recruitment and retention rates.
- ✓ Increase the number of undergraduates who remain on campus to complete the laboratory science course by offering Geography 104.
- ✓ Modify freshman composition courses using assessment data.

FY 09 Priorities:

- ✓ Introduce alternative pedagogies into the entry-level courses with the goal of enhancing teaching and learning for both undergraduate and graduate students in the science, technology, engineering, and mathematics (STEM) disciplines.
- ✓ Improve undergraduate recruitment, retention, and graduation rates.

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

FY 07 Accomplishments

X In response to a survey of students' housing needs, the Wall & Grand apartment complex was completed to provide housing options for freshmen 21 years old and older, sophomores, juniors, seniors, and graduate students.



X The University developed and implemented a campus-wide training program utilized by over 600 employees to date on topics such as customer service, supervisory and management performance, and evaluating and improving performance.

X The University has implemented phase one of an electronic forms initiative that will allow the departments to process electronic documents and eliminate paperwork.

X Charter membership in the Illinois IDEA HS, the Innovative Delivery Education Alliance for Homeland Security, allowed higher education institutions to establish an alliance in order to share courses, unique faculty expertise, and other resources for homeland security education.

X To better serve students, faculty, and staff, a \$56 million renovation and expansion of Morris Library is under way, due to be completed by spring of 2009.



Common Institutional Indicators:

FY06 Credit Hours Generated	Excluded				
	Undergrad	Graduate/ Professional	Total Credit Hours	Unit Cost Credit Hours	from Cost Study
Agricultural Sciences	16,425	1,949	18,374	17,878	496
Applied Sciences and Arts	60,397	190	60,587	40,188	20,399
Business and Administration	34,161	5,602	39,763	36,910	2,853
Education & Human Services	81,387	26,648	108,035	69,497	38,538
Engineering	23,974	5,238	29,212	21,123	8,089
School of Law	0	11,461	11,461	11,422	39
Liberal Arts	173,397	17,284	190,681	184,660	6,021
Mass Communication & Media Arts	18,921	1,581	20,502	20,105	397
School of Medicine	4,242	18,199	22,441	0	22,441
Science	61,535	6,726	68,261	66,923	1,338
Direct Service Units	1,027	36	1,063	0	1,063
Total	475,466	94,914	570,380	468,706	101,674

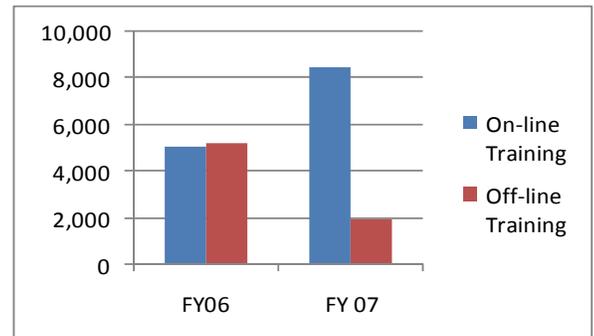
SOURCE: SIUC Institutional Research and Studies Unit Cost Data Files; Student Information System Week 2; SIU School of Medicine.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:

- X SIUC administered the State of Illinois Office of Executive Inspector General's ethics exam to all employees through both an on-line training program as well as an approved off-line training pamphlet.



- X The Troutt-Wittmann Academic and Training Center, a facility constructed utilizing a \$4.5 million donation from a single donor, has served an average of 350 student athletes per year since opening in fall 2005.

Effective Practice:

The SIUC Emergency Operations Plan provides guidance to the administration and pre-identified primary departments responding during emergency or disaster situations in the areas of disaster mitigation, preparedness, response, and recovery operations.

FY 08 Plans:

- ✓ Achieve operational status of all current on-campus library services in new Morris Library.
- ✓ Implement Banner.
- ✓ Plan the new facility for the University Honors Program in Morris Library.
- ✓ Develop First-Year Experience plan.
- ✓ Develop plans in collaboration with the City of Carbondale for a new football stadium and renovation of the Arena as part of Phase I of Saluki Way.
- ✓ Egyptian Electric Cooperative Association will financially support a major renovation of the High Ropes Course at Touch of Nature Environmental Center.

FY 09 Priorities:

- ✓ Implement First-Year Experience plan.
- ✓ University Honors Program moves to new facility in Morris Library.
- ✓ Begin construction of new football stadium and renovations to the Arena as part of Phase I of Saluki Way.
- ✓ Achieve operational status of all library staff and services except Dewey collection in new Morris Library.
- ✓ Initiate contract to complete sixth and seventh floors of Morris Library.
- ✓ Construction of Advanced Energy and Interdisciplinary Research Laboratory.

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**

13,449 Students Fall 2006

13,398 Students Fall 2007

2,901 Degree Recipients FY 07

**Instructional Costs at 90.5% of State
Average FY 06**

**95% of Accreditable Programs
Accredited**

goal 1:

Partner with Industry & Sustain Economic Growth

FY 07 Accomplishments

- ✘ Constructed two teaching/research laboratories in the Biotechnology Laboratory Incubator Building.
- ✘ Obtained state and federal funding to support the full operation of the National Corn-to-Ethanol Research Center.
- ✘ In cooperation with University Park, identified major research themes in academic units with relevance to enhancing regional economic development.
- ✘ Enhanced efforts of Kimmel Leadership Center Service Learning Program by developing new partnerships and opportunities in leadership, volunteer services, and community outreach with Edwardsville, Glen Carbon, and other communities.

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 06

Number Employed and/or Enrolled	Number of Survey Respondents	Percent Employed and/or Enrolled
549	624	88.0%

- ✘ The percentage of employed and/or enrolled (88%) is similar to last year (87.5%).

Effective Practice:

Construction Leadership Institute

The SIUE Construction Leadership Institute is a unique collaboration program developed by a steering committee of area construction industry executives and the SIUE Schools of Business and Engineering. The program is designed to assist managers in the construction industry to develop and enhance their leadership skills, and to provide the knowledge, framework, and strategies that individuals will need to provide leadership in today's construction industry. The institute's curriculum features instruction by industry practitioners and experts and University faculty who apply theory to practical problem solving and decision-making skills. Participants learn key management strategies for their futures as corporate leaders including legal issues, human resource and financial issues, how to align the organization to identify new business opportunities, and how to anticipate and respond to future developments including economic and workforce trends. The Construction Leadership Institute was formed in 2004 and has served approximately 40 companies by providing professional development for 85 individuals.

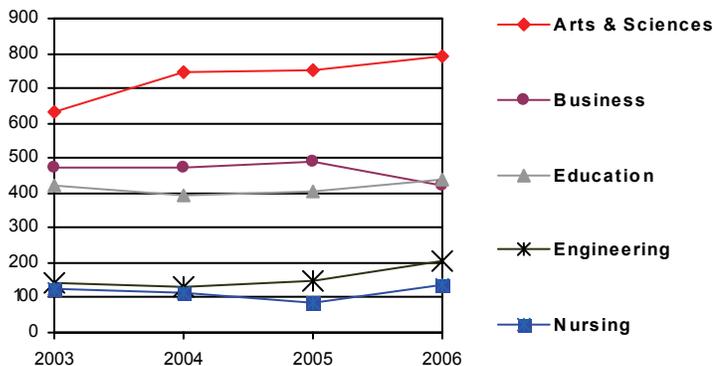
Partner with Industry & Sustain Economic Growth

goal 1:

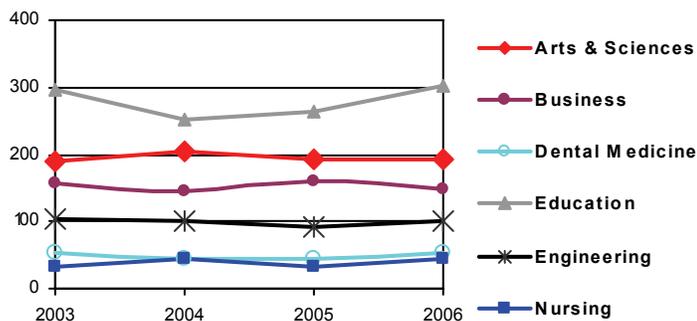
Mission-Specific Indicators:

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

Degrees Granted in 2003 – 2006¹ Undergraduate



Graduate



¹www.siu.edu/IRS/factbook.html

SIUE's Contribution to Workforce Needs of Southwestern Illinois

College/ School	FY 06 Total Grads ¹	IDES Projected Employment Change > 10% for 1998-2008 By DES Title ²
Arts & Sciences	986	Natural Scientists, Life Scientists, Computer and Math, Teachers, Writers/Editors, Artists/Entertainers
Business	572	Executive, Administrative, Managerial, Professional Specialty, Marketing/Sales, Computer and Math
Dental	53	Dentists
Education	741	Recreation, Teachers, Counselors, Speech Pathologists and Audiologists
Engineering	309	Engineers, Computer and Math
Nursing	183	Registered Nurses

¹undergraduate and graduate students

²projections for SWIC/LCCC districts and statewide

FY 08 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.
- ✓ Continue and expand SIUE involvement in the organizations in southwestern Illinois and St. Louis area.
- ✓ Add new tenants to University Park, with a diversity of enterprise, to enhance the economic development of the region.
- ✓ Increase the dollar amount of expenditures with minority, female, and disabled-owned firms.

FY 09 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.
- ✓ Work with new tenants, such as the American Red Cross, to develop mutually supportive academic programs for economic development.

goal 2:

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

FY 07 Accomplishments

- X Built SIUE-Lincoln Charter High School (Venice, IL) partnership.
- X Received national recognition and state program approval for SPA reports and Institutional Report.
- X Received reaccreditation from NCATE Board of Examiners.
- X Implemented Dean's Scholarship.
- X Hired Dr. Bette Bergeron as the new dean of the School of Education.

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	2003-04	2004-05	2005-06
Early Childhood Education	25	34	28
Elementary Education	122	112	113
Secondary Education	72	71	76
Special Education	22	38	55
Total	241	255	272

- X The total number of students receiving certificates increased to 272 in FY 06. 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. Additional resources promoted the graduation of more students from the special education program in FY 06.

Fiscal Year 2008 Challenges:

- ✓ Increasing outreach in a competitive graduate school market.
- ✓ Working with a consortium with East St. Louis School District, the NAACP, and SWIC to implement the "Grow Your Own" project.
- ✓ Reviewing and revising programs to promote a seamless transition from community colleges to SIUE programs.
- ✓ Continuing to review and revise the graduate unit and program assessment system for NCATE.
- ✓ Coordinating with the College of Arts and Sciences on secondary education preparation and teacher inservice.
- ✓ Offering a tuition and fee structure that is competitive with other institutions.
- ✓ Coordinating outreach efforts, specifically in terms of graduate recruitment and advising.
- ✓ Identifying faculty for off-campus programs.
- ✓ Developing an application process that is free of "artificial barriers."

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

goal 2:

Mission-Specific Indicators:

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

Teacher/Administrator Graduates by Race and Gender

Race/Gender	FY05			FY06		
	Male	Female	Total	Male	Female	Total
Black	3	10	13	4	8	12
Native American/Alaskan	0	0	0	0	0	0
Asian	1	0	1	1	1	2
Hispanic	1	3	4	1	6	7
White	64	238	302	101	259	360
Total	69	251	320	107	274	381

- While absolute numbers of minority teacher/administrators was similar to last year, the percentage of minority teacher/administrator students decreased due to the large increase in white graduates. SIUE is seeking to recruit diverse students through Project PRIME (Promoting, Recruiting, Increasing Minorities in Education), a new program devoted to increasing minority student numbers.

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

SIUE Teacher Education Graduates in High-Demand Certification Areas in Illinois

- Of the 381 undergraduate students completing requirements for initial teacher certification, 20.7 percent of them completed requirements in high-demand certification areas. This is a decrease of 3.1 percent from FY 05 graduates in these high-demand areas (except special education) due to large increases in overall total number of graduates in FY 06. SIUE will continue to work toward graduating teacher education students in high-demand areas.

High-Demand Areas	FY05	FY06
Special Education	37	55
Mathematics	14	11
Foreign Language	4	1
Chemistry	5	1
Biological Science	16	11
Total	76	79

Effective Practice:

Robotic Sumo Wrestling: Collaborative Learning With Area High Schools

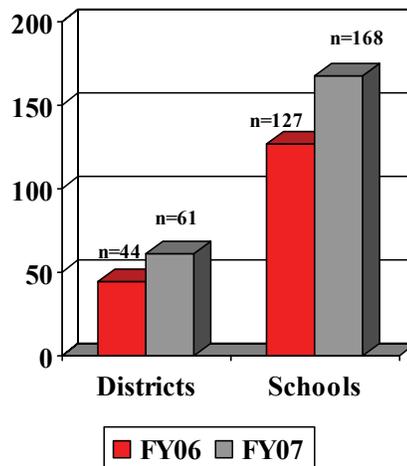
Every fall semester the IME 106–Engineering Problem Solving class is used as a conduit to sponsor a team-oriented competition between students from area high schools and SIUE engineering freshmen. The project consists of designing, programming, and implementing a robot using Lego-Mindstorm sets for a robotic sumo wrestling competition. The Lego sets for the competition are usually acquired through corporate donations. In 2007, 60 students participated in the competition, with approximately 300 students participating since 2001.

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.



- ✗ Partnership activities take place in 168 schools in 61 school districts in the Greater St. Louis Metro East area. This is an increase of 38.6 percent in partnering districts and 32.3 percent in partnering schools over the previous year. The University will continue to pursue viable partnering opportunities.

FY 08 Plans:

- ✓ 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).

FY 09 Priorities:

- ✓ Continue implementation of Mathematics Grant and Illinois ASPIRE-South Center.
- ✓ Increase number of graduate students by emphasizing outreach and reducing the barriers for entering into graduate study.
- ✓ Revise and more clearly articulate the job responsibilities of the School of Education's director of School Partnerships.
- ✓ Develop a "graduate coordinator" position to streamline and provide consistency to recruitment, application, and outreach activities.
- ✓ Work with the institution to review and revise tuition and fee structures, particularly for off-campus and on-line programs/courses.
- ✓ Identify key outreach faculty through an "Academy of Teaching Fellows."
- ✓ Initiate a National Writing Project for the region's teachers.

Provide Affordable Educational Opportunities

goal 3:

FY 07 Accomplishments

- X Maintained tuition and fees as second lowest in the state.
- X In partnership with the Lessie Bates Davis Neighborhood House, the Office of Financial Aid administered over \$269,000 in TANF scholarship grant funds to assist eligible students with educational expenses.
- X Continued the "Low Income Grant Funds" program.
- X Maintained affordable tuition and fees in comparison to peer institutions.

Fiscal Year 2008 Challenges:

- ✓ Limited financial resources, both institutional and state-wide.

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 2006 Data

Total Cost of Attendance (Full-Time, Dependent Freshmen Living On Campus): \$16,579

Total Number of First-Time, Full-Time Illinois Dependent Freshmen Enrolled: 502

Student/Family Income (\$)	Total Unduplicated Recipient Headcount	GIFT ASSISTANCE AWARDED TO DEPENDENT FULL-TIME, FIRST-TIME FRESHMEN, FALL 2006											
		Federal Programs				State Programs				Institutional Programs			
		PELL		FSEOG		MAP		IIA		Scholarships, Grants, Fellowships, Traineeships		Tuition Waivers	
		#	\$	#	\$	#	\$	#	\$	#	\$	#	\$
0 - 27,607	100	100	188,250	18	13,000	92	166,363	58	14,500	24	69,265	4	2,404
27,068 - 47,617	210	71	177,884	52	39,600	186	280,292	11	3,000	22	52,534	10	15,227
47,618 - 71,811	119	51	31,102	16	11,200	103	105,360	1	250	15	20,362	14	26,820
71,812 - 101,999	45	1	350	0	0	8	5,322	0	0	14	14,796	30	49,124
102,000 and up	28	0	0	0	0	0	0	0	0	20	20,535	19	50,792
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 Cost AY 2006-2007

University of Illinois at Urbana-Champaign	\$9,882
University of Illinois at Chicago	\$9,742
Illinois State University	\$8,040
Northern Illinois University	\$7,871
Southern Illinois University Carbondale	\$7,789
Western Illinois University	\$7,411
University of Illinois at Springfield	\$7,244
Chicago State University	\$7,138
Eastern Illinois University	\$7,069
Northeastern Illinois University	\$6,921
Southern Illinois University Edwardsville	\$5,938
Governors State University	\$5,478

SOURCE: State of Illinois Board of Higher Education Data Book on Illinois Higher Education, Volume 2, 2007.

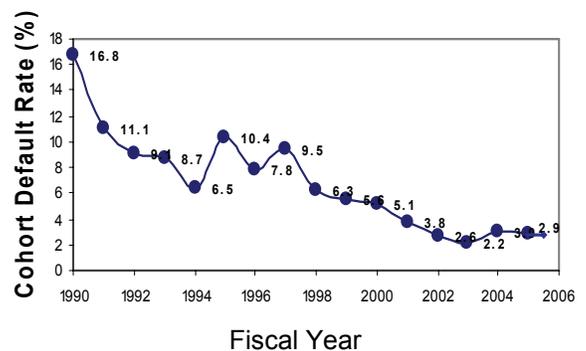
Average Student Debt for FY 06 Graduates With Loans at Illinois Public Four-Year Select Universities²

National Average Debt ¹	\$17,100
Illinois State University	\$17,015
SIUE	\$17,001
Eastern	\$16,890
U-I Chicago	\$15,897
SIUC	\$15,748
U-I Champaign	\$15,413
U-I Springfield	\$12,696
Northeastern	\$12,569

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: College Board Website 09-20-2007.

Southern Illinois University Edwardsville Cohort Default Rate History



Provide Affordable Educational Opportunities

goal 3:

Mission-Specific Indicators:

Goal 3C: Increase scholarship funds and endowments.

Scholarship/Endowed Scholarship Contributions FY 03 – FY 07

Contributions/Pledge Payments to:	FY 03	FY 04	FY 05	FY 06	FY 07
Scholarship Funds	\$59,215	\$68,379	\$72,744	\$62,970	\$66,704
Endowments that Feed Scholarships	\$144,815	\$191,149	\$70,976	\$141,758	\$2,713,570
Fiscal Year Total	\$204,030	\$259,528	\$143,720	\$204,728	\$2,780,274

- X The majority of the increase from FY 06 to FY 07 is due to a \$2.4 million estate contribution to the School of Business for student scholarships. With the \$2.4 million removed, FY 07 scholarship/ended scholarship contributions still increased by 86 percent over FY 06.

Effective Practice:

PAPA Graduate Student Assistantship/Internship Grants

The Department of Public Administration and Policy Analysis (PAPA) has pursued external funding to support economically disadvantaged students in pursuit of their master of public administration degree. For example, the department has received more than \$360,000 from the Department of Housing and Human Development to provide funding for graduate assistant stipends, tuition costs, books, and supplies. In addition to the financial support for their education, students selected for the awards also receive internships in public and non-profit agencies in the St. Louis metropolitan area. Over a four year period, 16 students were fully supported by this grant.

FY 08 Plans:

- ✓ Increase scholarship/ended scholarship contributions.
- ✓ Finalize new admissions and financial aid strategies to enhance diversity of the entering freshman class including restructuring of the Johnetta Haley Scholars Academy.

FY 09 Priorities:

- ✓ Increase scholarship/ended scholarship contributions.
- ✓ Implement new admissions and financial aid strategies to enhance diversity of the entering freshman class including restructuring of the Johnetta Haley Scholars Academy.
- ✓ Continue to monitor the effects of scholarship/grant programs on accessibility.

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

FY 07 Accomplishments

- ✘ Hired twelve new minority faculty members.
- ✘ Johnetta Haley scholarships supported 175 minority students; 39 Johnetta Haley scholars graduated in FY 2007.
- ✘ Conducted Phone-A-Thons (three nights each week) both in the fall and in the spring. Calls were made by students from the Goal Oriented African American Males Excel (GAME) organization, the Female African American Descent Modeling Excellence (FAME) organization, and the Latin American Student Organization (LASO) to increase the enrolled minority student numbers at SIUE.
- ✘ Sponsored the Multicultural Student Reception (MSR), the second annual reception to bring underrepresented students and their parents to campus to familiarize them with opportunities existing at SIUE.
- ✘ Assisted in junior high and high school students visit to SIUE and participation in a three-day residential program for college preparation (MECCA's Youth Leadership and Upward Bound).
- ✘ Once again, the Office of Admissions saw a high number of requests for group tours of SIUE, with many being groups from Upward Bound programs at various high schools and community colleges.
- ✘ The Multicultural Recruitment Initiative (MRI) Advisory Board (high school guidance counselors and community educators) met for the first time in an annual meeting to discuss the recruitment and retention of underrepresented students. An on-line newsletter was developed and sent to all on the advisory board as an update to the happenings within the Office of Admissions relating to multicultural recruitment.
- ✘ Conducted, for the third year, on-site admission visits to targeted schools within the city of Chicago as well as East St. Louis High School. Over 180 students were seen during these visits.
- ✘ Sent a letter to the parents/family members of each admitted minority student in early April highlighting the opportunities for their son/daughter.

Fiscal Year 2008 Challenges:

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

Effective Practice:

Student Nurse Achievement Project (S.N.A.P.)

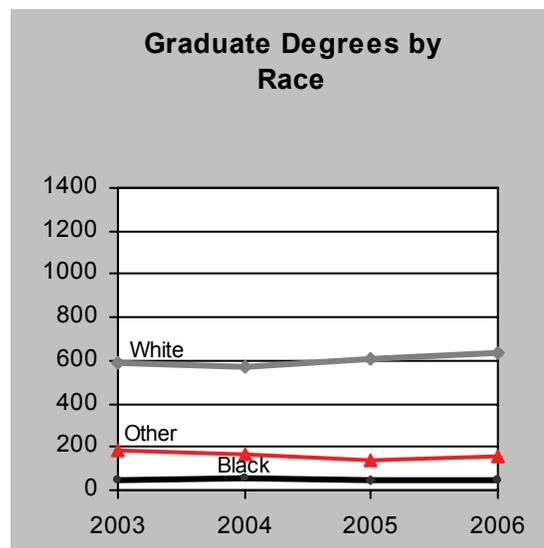
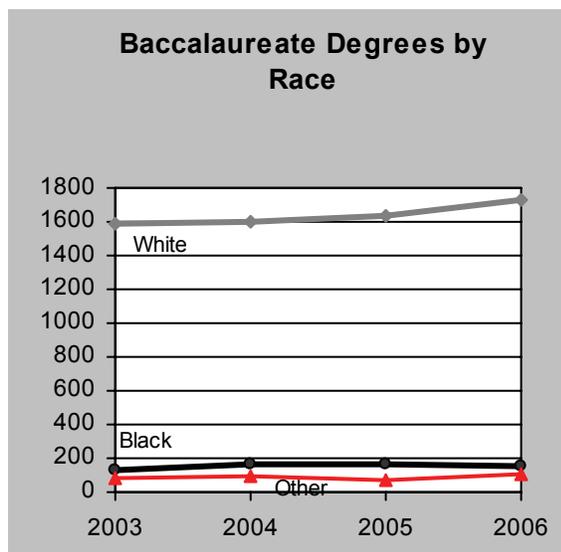
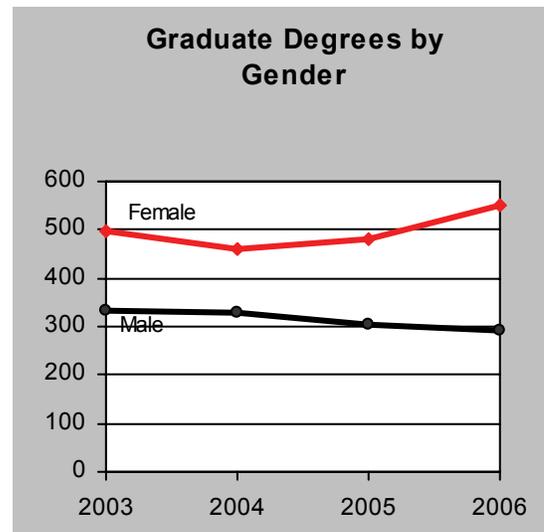
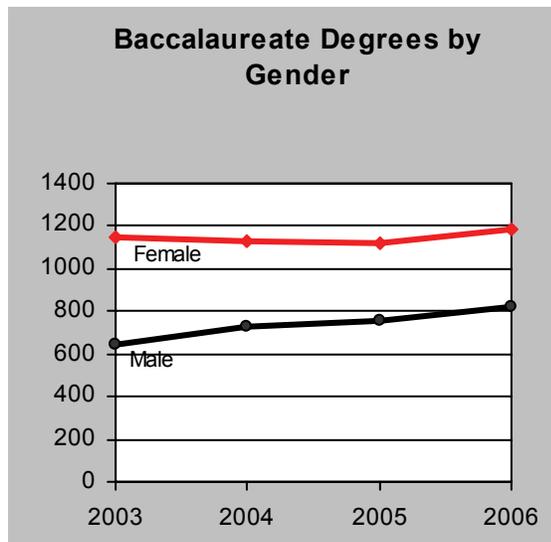
The Student Nurse Achievement Project (S.N.A.P.), developed by the SIUE School of Nursing, is intended to increase the number of minority men and women in the nursing profession who come from and return to the Metro East region through improved admission and retention initiatives for minority students. The program targets students in the top tier of high schools in St. Clair and Madison Counties, which includes the communities of East St. Louis, Washington Park, Granite City, Cahokia, and communities of St. Louis as part of the Metro East. In support of the five-year baccalaureate program, several strategic retention intervention programs include Study Table (weekly meeting of 8 students with a faculty mentor), Faculty Mentor Program (no more than 4 students per mentor), Summer Immersion Programs (which prepare the student for pre-nursing science courses as well as assimilation into the University system), and Views of the Nursing Profession (participation in field trips to observe nursing roles and settings). Currently, 5 students are enrolled in the initial S.N.A.P. class, and 6 more are scheduled to enter in the spring 2008 semester. Up to 15 students each year are anticipated to participate in the S.N.A.P. Program. The S.N.A.P. Program has received additional funding from the Winston Family Challenge Grant.

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.

2003-2006 Degree Recipients



- ✘ Overall number of students receiving baccalaureate degrees is increasing, with white students accounting for the greatest percentage of that increase. New SIUE minority recruitment and retention strategies are being implemented to enhance the number of minority graduates.

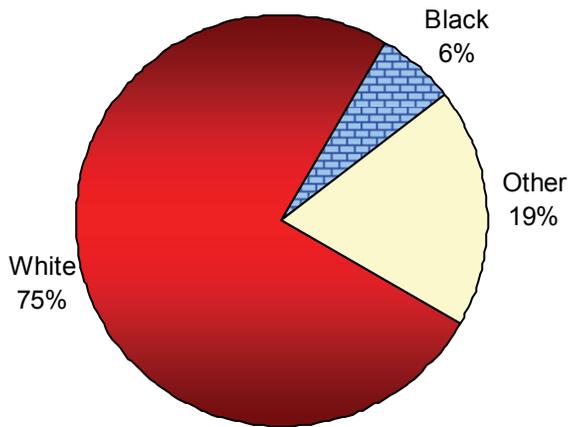
goal 4: Increase Diversity & Number of Citizens Completing Education & Training Programs

Mission-Specific Indicators:

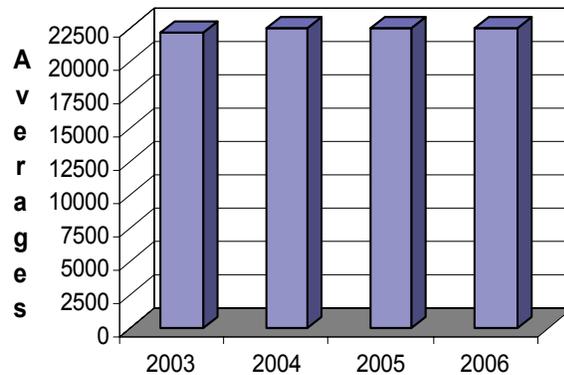
Goal 4A: Have a racially and ethnically diverse SIUE graduating class that reflects southwestern Illinois.

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

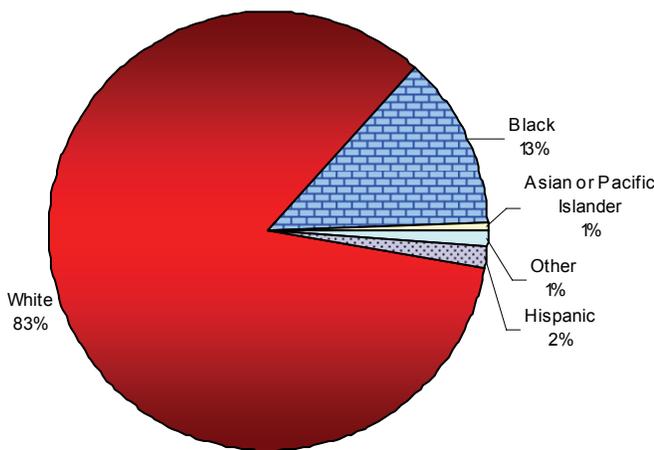
FY 06 SIUE Graduates by Race/Ethnicity



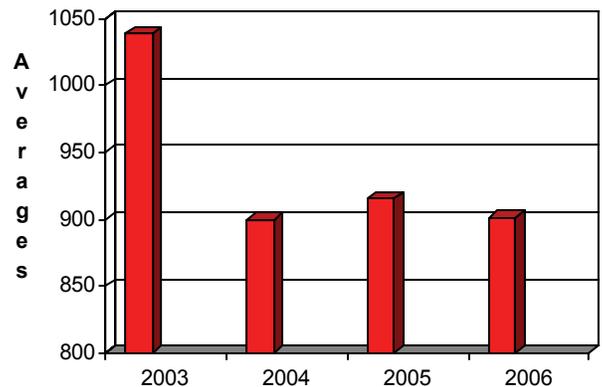
Average Credit Hours Taken in Evening Courses for Academic Years 2003-2006



SIUE 14-County Region by Race/Ethnicity



Average Credit Hours Taken in Saturday Courses for Academic Years 2003-2006



X To ensure that SIUE is addressing nontraditional course needs, all patterns of course offerings will be reexamined in a new Educational Outreach and Enrollment Management Program initiative.

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.

- X In response to student interest, FY 07 Internet course enrollment increased 114 percent over FY 06, through a 32 percent increase in Internet course sections offered.

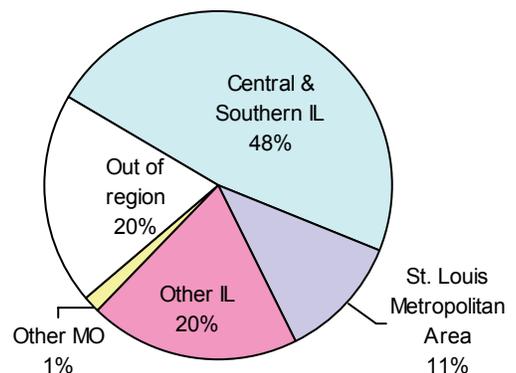
RN/BSN Internet Course Enrollment ¹	
FY 06	FY 07
203	239

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

Internet Course Enrollment	
FY 06	FY 07
397	849

Internet Course Sections Offered	
FY 06	FY 07
38	50

Percent of Dental School Graduates Place of Practice by Region and State for 2003-2007



FY 08 Plans:

- ✓ 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.
- ✓ Through refocusing and restructuring, develop a strong collaboration and effectiveness between Academic Advising, Instructional Services, and Student Opportunities for Academic Results (SOAR).
- ✓ Develop a University-wide Academic Advising Plan to more actively and effectively meet student progression needs.
- ✓ Develop, implement, and/or strengthen school and college initiatives to increase student diversity.
- ✓ Review and revise the University Enrollment Management Plan.
- ✓ Develop stronger collaborative programs with community colleges through the development and implementation of dual admission programs, partner programs such as the 2+2+2 engineering program with Lewis and Clark Community College, and the consideration of baccalaureate completion programs with regional community colleges.

- X As is its mission, the SIUE dental school continues to place the majority of its graduates in the Metro East area.

FY 09 Priorities:

- ✓ Implement a University-wide Academic Advising Plan to more actively and effectively meet student progression needs.
- ✓ Implement new University Enrollment Management Plan.
- ✓ Through the Office of Educational Outreach, explore and develop appropriate baccalaureate completion programs with community colleges.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

FY 07 Accomplishments

- ✘ SIUE has been recognized in *U.S. News and World Report's* 2007 edition of *America's Best Colleges* as among the top 10 in the Top Public Universities Midwest-Master's category. In addition, SIUE moved up nine positions in the Midwest-Master's rankings among public and private universities since last year.
- ✘ For the third consecutive year, *U.S. News and World Report* has recognized SIUE's senior capstone experience among 13 elite universities—including Harvard, MIT, Brown, Duke and Princeton—for its comprehensive programs measuring the competency of graduating seniors.
- ✘ The Senior Assignment was recognized as a national best practice by The American Association of Colleges and Universities.
- ✘ Reviewed three undergraduate programs and one graduate program.
- ✘ Implemented the Accelerated Baccalaureate in Nursing program, which will provide more nurses to the region.
- ✘ Effectively presented construction needs and plans for the Science Building to state leadership.
- ✘ Received a \$2.1 million non-recurring grant from the Illinois Department of Financial and Professional Regulation for the continued implementation of the School of Pharmacy.
- ✘ Improved strategic planning processes in conjunction with an AQIP Action Project.
- ✘ The New Freshman Seminar was designed and implemented for one-half of the incoming freshman class in fall semester 2006.
- ✘ Achieved national accreditation in theater by NAST.
- ✘ Achieved national reaccreditation in business by AACSB.
- ✘ Achieved national reaccreditation in social work by CSWE.
- ✘ Began Phase I of the Strategic Advancement of Graduate Education (SAGE) Project in the College of Arts and Sciences to revise and reinvigorate graduate programs.
- ✘ Continued Action Project to review and improve the Senior Assignment. The effectiveness of that improvement will be measured by NSSE for the next four years.
- ✘ Completed the AQIP Quality Checkup and began two new Action Projects based on the feedback received from site team and campus discussions.
- ✘ AACU Graduate Rate Outcomes Site Visit completed in spring 2007 and serves to outline major strategies for enhancing student retention.

Effective Practice:

Library and Information Services Assessment Program

Library and Information Services is committed to providing faculty, staff, and students with outstanding and timely service. Three years ago, a joint Library and Information Services/Office of Information Technology Assessment Committee was established and charged with examining various assessment tools such as benchmarking surveys, national standards, and service quality rating scales and recommending assessment methods to cover all core services and to guide planning. Assessment instruments implemented during 2007 include LibQUAL+, a national survey for libraries to solicit, track, understand, and act upon users' opinions of service quality, ECAR Student Information Technology Use and Skills in Higher Education, EDUCAUSE Core Data Survey, Association of College and Research Libraries' Statistics Questionnaire, and the National Center for Education Statistics' Academic Libraries Survey. Data, such as collected from LibQUAL+, indicate that SIUE respondents rate the level of overall quality of SIUE Lovejoy Library services above the national average.

Ensure Accountability for Program Quality & Learning Assessment

goal 5:

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)?

- X Seventy-seven percent of graduates in 2000 indicated a positive attitude toward the University five years later, with 76 percent indicating a positive attitude towards their major. In terms of educational effectiveness, alumni one year later report that their undergraduate education helped their development. For only one area of development, *becoming a more active citizen*, did less than 75 percent of alumni report that their education was effective (67 percent reported it was). More than 90 percent of the graduates rated *developing critical thinking ability* at the moderate level or above.

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								
		2003-04			2004-05			2005-06		
		# Students	Pass Rate (%)		# Students	Pass Rate (%)		# Students	Pass Rate (%)	
		Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l	Inst'l	Nat'l	
Dentistry	National Dental Board Exam, Part II	45	98%	92%	44	100%	92%	50	98%	94.9%
Nursing	National Council Licensure Exam, RN	101	93%	85%	64	89%	84%	107	85% *	88.1%

* The School of Nursing implemented an improvement plan two years ago that included a new curriculum and new admissions criteria. Such changes should directly enhance NCLEX performance with the 2008 classes.

- X NCLEX scores have consistently been above the national average. The 2005–2006 scores are thought to reflect an anomaly due, in part, to potential impacts of transitioning to a new nursing curriculum. Improved scores are anticipated in 2006–2007. One hundred percent of certified nurse anesthetists and advanced practice nurses (family nurse practitioners) passed their certification examinations in 2005. Sixty-six percent of 2005 graduates are practicing in Illinois. Pass rates for the National Dental Board Examination, Part II are consistently above the national average and the scores have ranked the School of Dental Medicine among the top 10 dental schools in the nation since 2001.

goal 5:

Ensure Accountability for Program Quality & Learning Assessment

Fiscal Year 2008 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.

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.

National Association of Schools of Theatre

- ✘ Forty-two of 44 creditable programs are accredited by one of the above agencies. Of the remaining two programs, both will be seeking accreditation from appropriate agencies.

Ensure Accountability for Program Quality & Learning Assessment

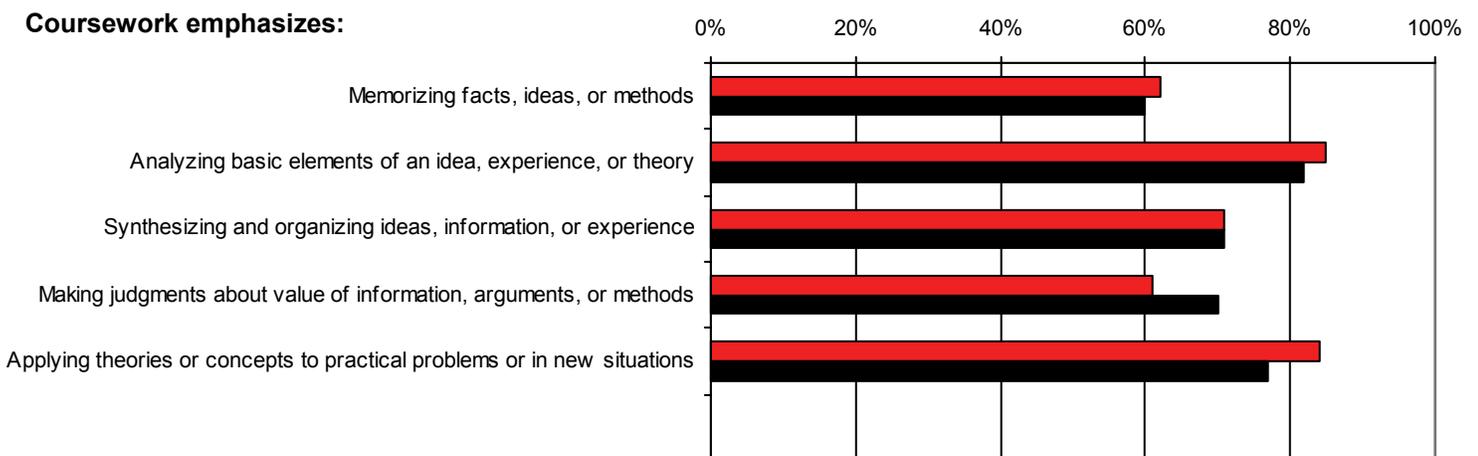
goal 5:

Mission-Specific Indicators:

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

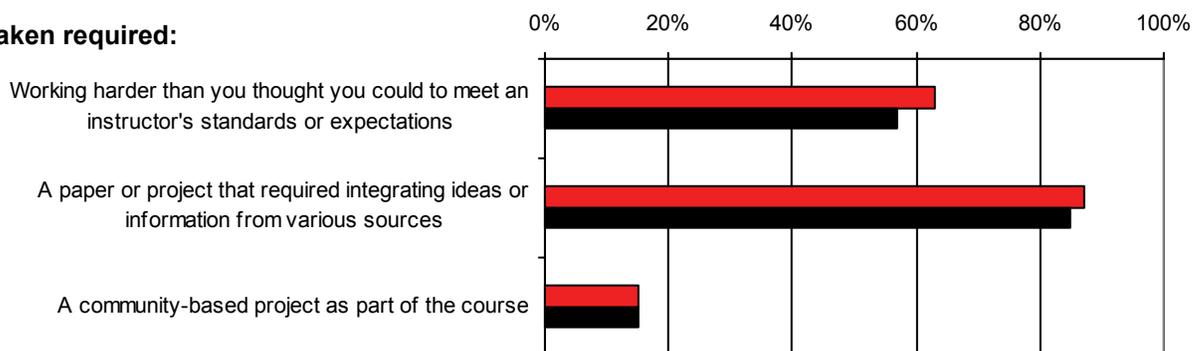
Educational Practices in Courses Reported by Seniors*

All Seniors Responding Quite a Bit/Very Much

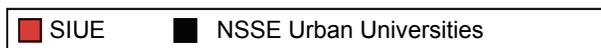


All Seniors Responding Often/Very Often

Courses taken required:



*Source: National Survey of Student Engagement 2006



- X Across educational practices in coursework, SIUE students indicate \geq engagement, with application and analysis at higher levels than NSSE peers. Students also believe they work harder and are more likely to do integrative research than their peers.

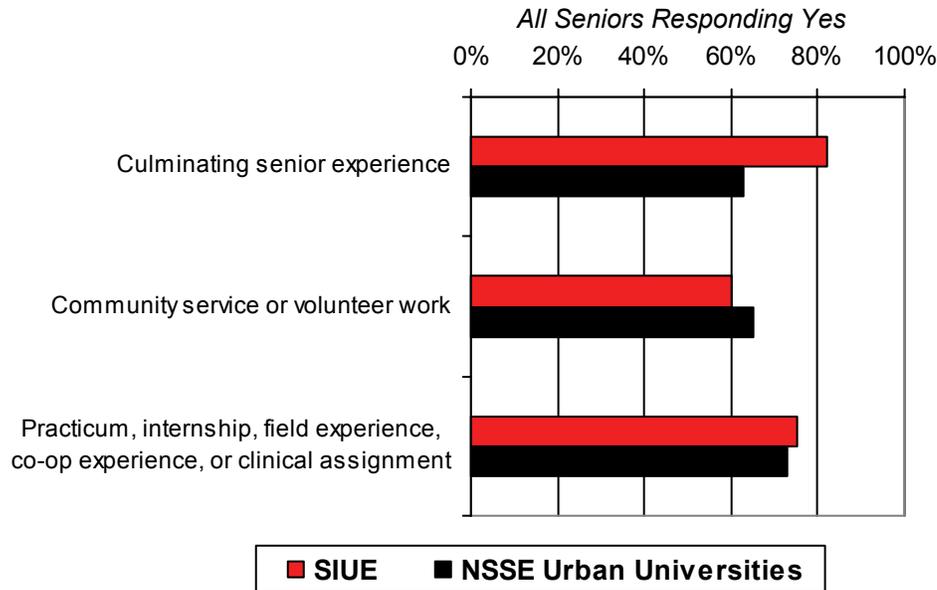
goal 5:

Ensure Accountability for Program Quality & Learning Assessment

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 2006

- X Significantly more SIUE students indicated that they have experienced a senior culminating experience. While internship-type experiences continue to be above NSSE peers, community service is still slightly behind. However, community service increased approximately 1 percent over FY 05, and increases are expected to continue with the University's continuing emphasis on community service.

FY 08 Plans:

- ✓ Seek accreditation for dance and art and design.
- ✓ Begin Phase II of the Strategic Advancement of Graduate Education (SAGE) Project in the Schools of Business and Education to revise and reinvigorate graduate programs.
- ✓ Continue to seek anticipated funding for construction of the Science Building. If Capital Bill funded, begin construction of Science Building.
- ✓ Seek recurring funding for the School of Pharmacy.
- ✓ Begin construction of Science Building.
- ✓ Coordinate the activities of the BRIDGE (Baccalaureate Reform Through Integrated Design of General Education) and New Freshman Seminar Committees to review, revise, and determine action of Distribution Model for General Education.

FY 09 Priorities:

- ✓ Seek equipment funds for the Science Building as part of the FY 09 SIUE appropriation.
- ✓ Begin Phase III of the Strategic Advancement of Graduate Education in the Schools of Engineering and Nursing.
- ✓ Begin implementation of Distribution Model for General Education.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

FY 07 Accomplishments

- X Successfully completed AQIP Quality Checkup.
- X Implemented recommendations of the Committee to Promote a Culture of Academic Success.
- X Implemented Banner Student Information System.
- X Finalized a campus facilities master plan.
- X Began design of a Student Academic Success Center.
- X Constructed Evergreen Hall.
- X Refined the Emergency Management Plan and implemented a management and response structure.
- X Implemented campus-wide computer lease program to enhance technology cost effectiveness.

Effective Practice:

AQIP Quality Checkup

SIUE is a member of the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission. As part of the reaffirmation of accreditation, AQIP conducts a Quality Checkup site visit to determine whether the University is supporting a culture of continuous improvement through the use of quality management principles. The checkup assesses five goals: (1) affirming the accuracy of the University's online Systems Portfolio; (2) reviewing actions taken as a result of the University's last Systems Appraisal; (3) determining areas that need attention prior to the reaffirmation for accreditation; (4) verifying federal compliance issues; and (5) assuring continuing quality improvement. The University was judged by the Review Team (Connor, D. & Marre, K. E. [October 25-27, 2006]. *Quality Checkup Report Southern Illinois University Edwardsville*) to satisfactorily meet all of the goals of the Quality Checkup and possess a culture of continuous improvement.

Fiscal Year 2008 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.

Common Institutional Indicators:

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

- X Using the most recent data, SIUE cost per student credit hour as a percent of state weighted costs is significantly below the state average and reflects that SIUE is making the most of its very limited resources.

Discipline Unit Cost Study				
Cost* Per Student Credit Hour				
	<u>FY 03</u>	<u>FY 04</u>	<u>FY 05</u>	<u>FY 06</u>
Lower Division	\$154.33	\$175.09	\$152.49	\$ 157.47
Upper Division	\$205.37	\$240.83	\$207.83	\$ 212.29
Graduate I	\$396.86	\$465.48	\$453.10	\$ 492.09
Graduate II	\$492.37	\$625.71	\$785.58	\$1,345.00
Costs* as Percent of State Weighted Costs, After Fixed Cost Reductions				
	<u>FY 03</u>	<u>FY 04</u>	<u>FY05</u>	<u>FY 06</u>
	95.9%	91.8%	Not available	91.5%

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

goal 6:

Improve Productivity, Cost Effectiveness & Accountability

Common Institutional Indicators:

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.

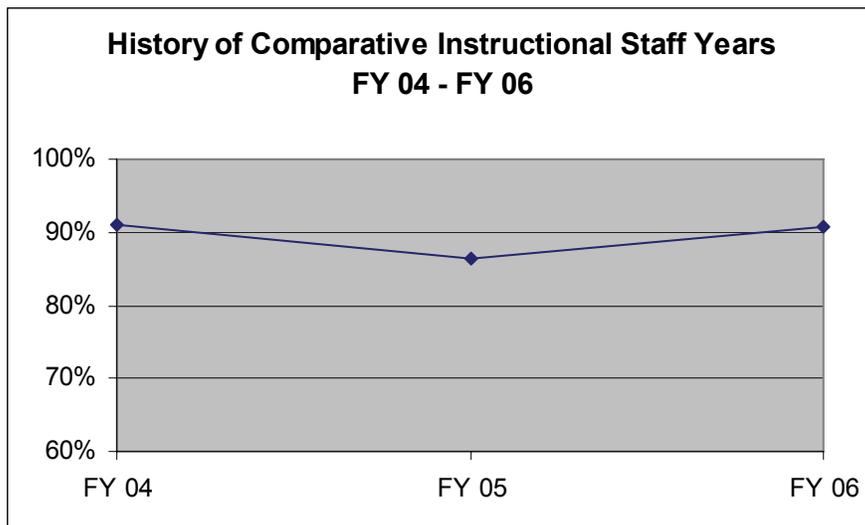
<u>New Freshmen Fall:</u>						
	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>
Completed, Still Enrolled, or Transferred Within Six Years	72.6%	66.7%	84.8%	77.4%	75.9%	75.7%

Source: IPEDS Graduation Rate Surveys, 1995, 1996, 1997, 1998, 1999, and 2000 Fall Cohorts.

X The percentage has increased 3.1 percent since the 1995 cohort, although there is some variability in the data.

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-FY06; SIUE Comparative Instructional Staff Year Studies: FY91-FY06.
Additional detail is available at <http://www.siu.edu/IRS/annex?CompINstruc.html>.

X Continued below average staff years suggests SIUE faculty are teaching significantly more credit hours than the Illinois public university staff year average. Faculty teaching productivity at SIUE continues to be high.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:

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

SIUE recently completed an Action Project and will be identifying a new Action Project following AQIP Reaffirmation in fall 2007. In developing a new Action Project, SIUE will respond to the feedback received in the AASCU Graduation Rate Outcomes Study Visit (spring 2007), the AQIP Quality Checkup (fall 2006), and the Reaffirmation process (fall 2007). The existing Action Projects inform and direct the continuous quality improvement process on campus:

- ◆ *BRIDGE (Baccalaureate Reform through Integrated Design of General Education)*

The anticipated outcomes have been realized for the year. The three Phase II design proposals for general education reform were completed on time and presented to the campus community in January. An All-Faculty Meeting was held on March 29, 2007, with the leadership of the Faculty Senate. Following the meeting, the Faculty Senate conducted a faculty preferential vote and reported out the results.

- ◆ *Meta-Assessment Responding to the Systems Appraisal and NSSE Results*

During the year, a research team examined the Senior Assignment (SRA) and produced a report that is guiding changes to both the Senior Assignment and the assessment program as a whole. The report included eight recommendations, ranging from clarification of the purpose of the SRA to identifying programs that need additional support for implementing the SRA.

- ◆ *Using Technology to Improve the Transition of Transfer Students*

A task force assessed the needs of transfer students throughout the transfer process, identified learning outcomes for three orientation modules, and began designing the modules. The Faculty Technology Center is working with the task force to put the transfer student orientation modules online during AY 2007–2008.

- ✕ As an AQIP institution, continuous quality improvement is an integral component of SIUE's operation. As Action Projects are completed, new projects that are based upon feedback from those projects are developed. In this way, SIUE focuses its improvement efforts in a systematic and effective way.

FY 08 Plans:

- ✓ Implement Banner Human Resources.
- ✓ 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.
- ✓ Review and revise, as necessary, the University's overall approach to information technology including recruitment and hiring of a new associate vice chancellor for information technology as the chief information officer (CIO).
- ✓ Review and improve the New Faculty Orientation Program to achieve its goals, including an orientation to diversity, in a more cost effective way.
- ✓ Complete design work for the proposed Student Fitness Center expansion.
- ✓ Begin construction of a Student Academic Success Center.

FY 09 Priorities:

- ✓ Participate in the 2008 AQIP Systems Appraisal.
- ✓ Implement a new system of undergraduate, graduate, and professional program review which includes an internal and external review process.
- ✓ Develop and implement a University Quality Council to ensure comprehensive and integrated decision-making relative to continuous quality improvement.
- ✓ Seek state funding for additional tenure-track faculty positions.
- ✓ Complete construction of a Student Academic Success Center.

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, research, and service to the community.

Focus Statement

SIU School of Medicine will be a preeminent medical school stressing excellence and compassion in its programs. The school's education programs will be among the finest in the world, leading in innovation and scholarship, and excelling in the preparation of physicians and biomedical scientists. The school's clinical programs will bring the highest quality medical care to central and southern Illinois, extending these services through effective community outreach programs. Through the application of cutting-edge methodologies and ideas, the school's research programs will provide new avenues of thought to improve health care and enhance synergy with the school's education and patient care programs. SIU School of Medicine's highest aim is to serve its community through the advancement of knowledge and its application for the common good.

From *Southern Illinois University School of Medicine, Strategic Plan 2007-2011*.

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

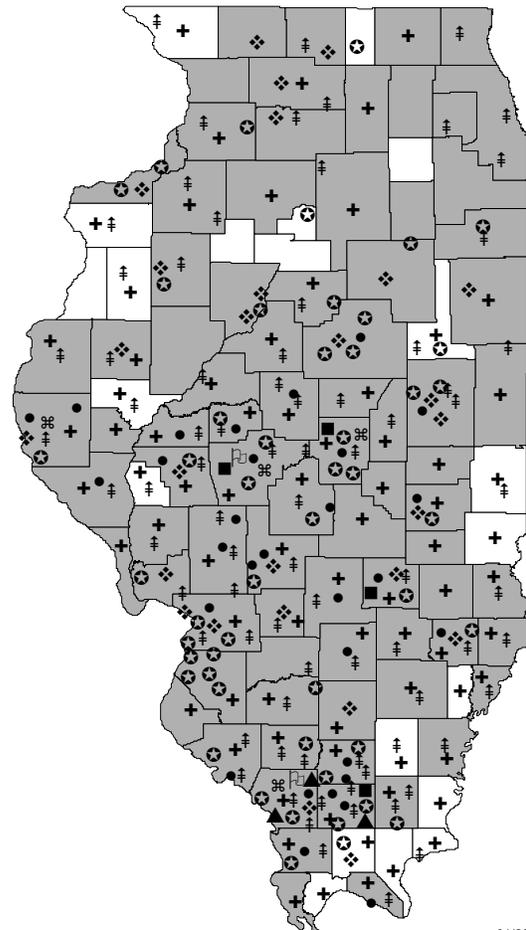
-  Alzheimer Disease and Related Disorders
-  Cancer Institute
-  Patient Care/Training Clinics (Family and Community Medicine, Internal Medicine, Neurology, Pediatrics, Psychiatry, and Surgery)
-  Telehealth Partnerships

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.

01/2007 (0A)

goal 1:

Partner with Industry & Sustain Economic Growth

FY 07 Accomplishments

X Medical Education: Prepared medical students and resident physicians for the region; 289 medical students and 288 residents were trained in FY 2007.

X Patient Care: Provided physician services to 115,772 patients during 343,045 visits/encounters in SIU clinics during FY 2007. Added specialist physicians in oncology, pediatrics, obstetrics and gynecology, internal medicine, urology, psychiatry, and other medical and surgical specialties.

X SimmonsCooper Cancer Institute: Provided primary and specialty-based care to cancer patients and conducted prevention and patient education outreach sessions in the community. Increased learning opportunities, including additional graduate science coursework in molecular oncology. Expanded research in cancer and clinical trials bringing new treatments to the region's cancer patients.

X Children's Hospital: St. John's Children's Hospital is a collaborative effort of St. John's Hospital/Springfield, and SIU School of Medicine. In FY 2007, added ambulance and helicopter transportation to expand service area to 35 counties, developed new treatment protocols/pathways, and recruited additional subspecialists. Designated as a Pediatric Critical Care Center by the Illinois Department of Public Health. Since its founding in 2004, the Children's Hospital has greatly expanded pediatric specialty care in the region.

X Women's Health: In collaboration with St. John's Hospital/Springfield, began enhancement of women's health programs. In FY 2007, recruited new chair of obstetrics/gynecology and director of the women's health initiative; recruited additional subspecialists in women's health, including those in reproductive endocrinology/infertility and maternal/fetal medicine.

X Rural Health and Telehealth: Enhanced partnerships with community organizations to expand access to essential health care in the region; supported 26 active rural health and community projects during FY 2007. Provided telehealth clinical service programs; expanded the statewide telehealth network to additional critical care hospitals.

Goal Highlights:

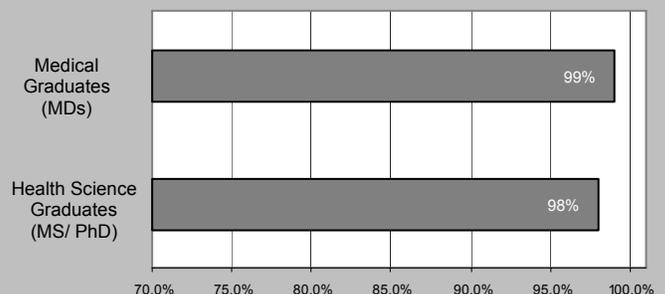
SIU School of Medicine's academic and patient care programs enhance Illinois' economic and business environment through direct impact upon the health care market and related industries. These programs exemplify the school's contribution to regional economic development and health care service, consistent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

Good Practice:

Technology Transfer: SIU School of Medicine is promoting its intellectual property rights in research-related technologies through the Office of Technology Transfer. The development of intellectual property rights helps advance the School of Medicine's reputation as an innovator in the areas of medicine and health and allows the university to gain valuable access to important business partners, large and small. The Office of Technology Transfer has been expanded with the recruitment of two full-time staff: a director/patent attorney and a researcher. The added professional expertise provided by the office is supporting the increasing number of patent and licensing applications being submitted by the school's faculty and staff; refining policies, support structures, and business models required for success in patenting and licensing; and educating faculty, staff, and other interested parties regarding intellectual property issues. This program supports *Southern at 150: Building Excellence Through Commitment* aspirations for research excellence and cooperative ventures supporting development.

Common Institutional Indicators:

DEGREE RECIPIENTS EMPLOYED OR ENROLLED IN FURTHER STUDY AFTER ONE YEAR GRADUATING CLASSES 2002-2006



Note: Health Science Graduates: MBMB (Molecular Biology, Microbiology, and Biochemistry), Pharmacology, and Physiology programs; known status only. Source: Program Offices. December 31, 2006.

(1A)

Partner with Industry & Sustain Economic Growth

goal 1:

Mission-Specific Indicators:

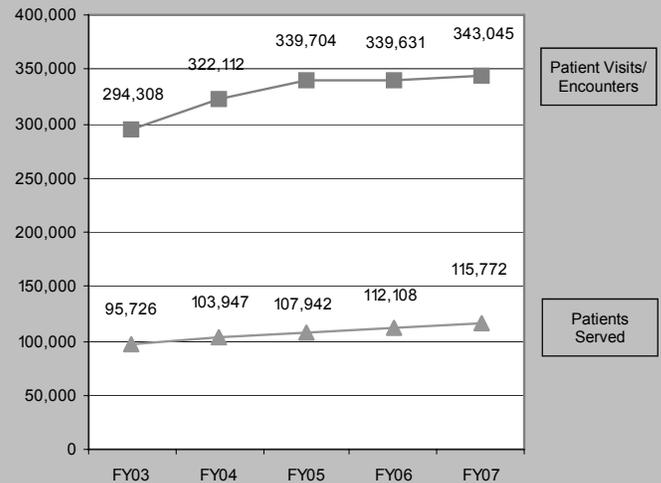
SIU MEDICAL SCHOOL GRADUATES IN PRACTICE

Practicing in	Graduates Through 2004	12 Year Change (1993 - 2004)
All Locations	1,555	+60.1%
Illinois	675	+73.5%
Downstate Illinois	533	+75.3%
Rural Illinois	179	+86.5%
Primary Care	754	+43.6%

Note: Medical Graduates since 2004 are still in residency training. Source: Alumni Affairs. June 30, 2007.

(1B)

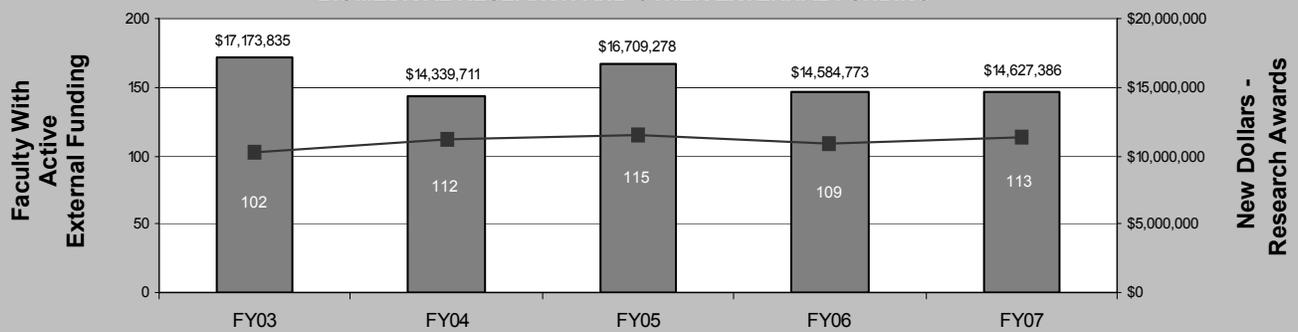
PATIENT CARE IN SIU CLINICS



Source: SIU Physicians & Surgeons. June 30, 2007.

(1C)

BIOMEDICAL RESEARCH AND OTHER EXTERNAL FUNDING



Source: Research and Faculty Affairs. June 30, 2007.

(1D)

FY 08 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, children's health, and women's health.
- ✓ **Biomedical Research and Technology:** expand funded research and supports to biotechnology development in the region, particularly through technology transfer activities; expand clinical and translational research.

FY 09 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 (program and operations/maintenance) and initiatives in children's health, neuroscience, and medical education; the medical school designated these areas as "Centers of Excellence" programs.

goal 2:

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

FY 07 Accomplishments

- X Clinical Outreach:** Provided patient care and regional outreach programs in 110 separate clinics/ outreach sites in 56 communities. Examples include primary care clinics, surgical clinics, psychiatric and Alzheimer's disease outreach clinics in downstate communities.

- 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 2007. Topics included emerging treatments in Alzheimer's disease, pediatric/neonatal care, cancer, nutrition, infectious diseases, and mental health/developmental disabilities; practice issues in primary care and specialty care; and grand rounds on medical and surgical issues. Prepared for accreditation review by the Accreditation Council for Continuing Medical Education.

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

- X Academy for Scholarship in Education:** Continued monthly faculty development workshops on medical education-related topics, mentoring and concept development for medical education research, and faculty recognition programs for excellence in medical education.

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:

Medical School Accreditation: SIU School of Medicine was granted full, eight-year reaccreditation of its undergraduate medical education program (educational program leading to the M.D. degree) by the Liaison Committee on Medical Education (LCME) in June 2007. This culminated an extensive two-year-long internal and external review of all facets of the medical school including institutional setting (planning and governance), curriculum, educational content delivery and assessments, medical student recruitment, retention and support services, faculty, and resources. The LCME is recognized by the U.S. Department of Education as the accrediting body for medical education programs in the United States; and its accreditation is considered to be the "gold standard" for medical schools. LCME praised SIU for the excellence of its undergraduate medical education program. This accreditation decision is consistent with the University's commitment to progressive professional education as outlined in *Southern at 150: Building Excellence Through Commitment*.

TOTAL LEARNERS ACADEMIC YEAR 2006 / 2007

Student Groups	Enrollment (AY2006/7)	Completed Training/ Graduated (Thru 06-30-07)
Medical Students	289	2,130
Resident Physicians/ Fellows	288	1,732
Graduate Science (MS / PhD)		
MBMB	68	161
Pharmacology	15	52
Physiology	21	145

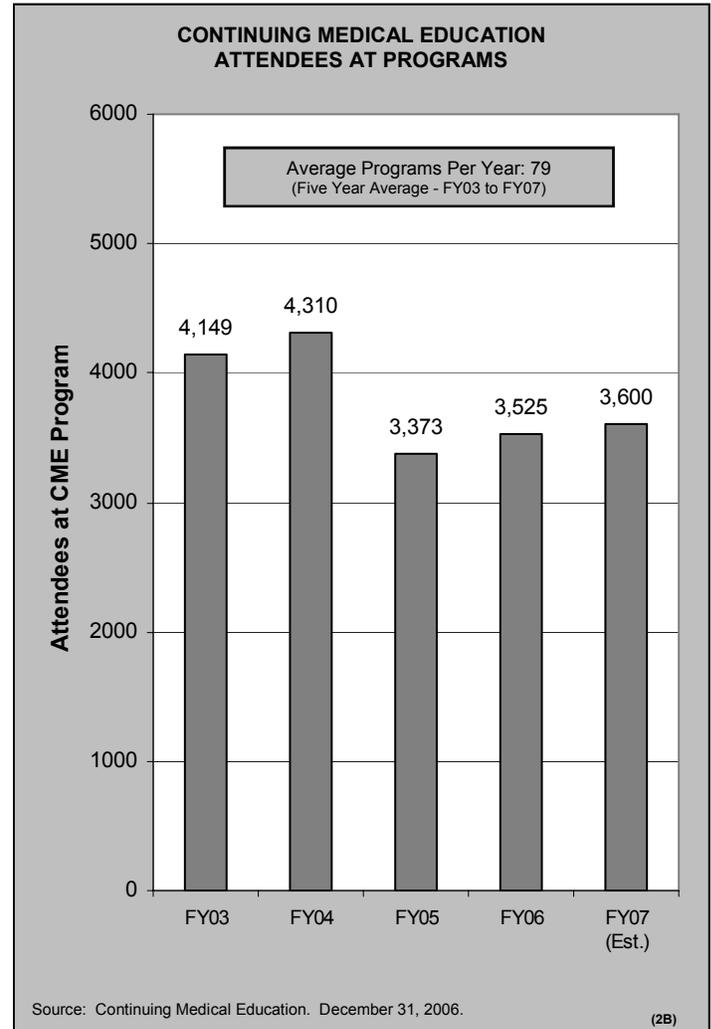
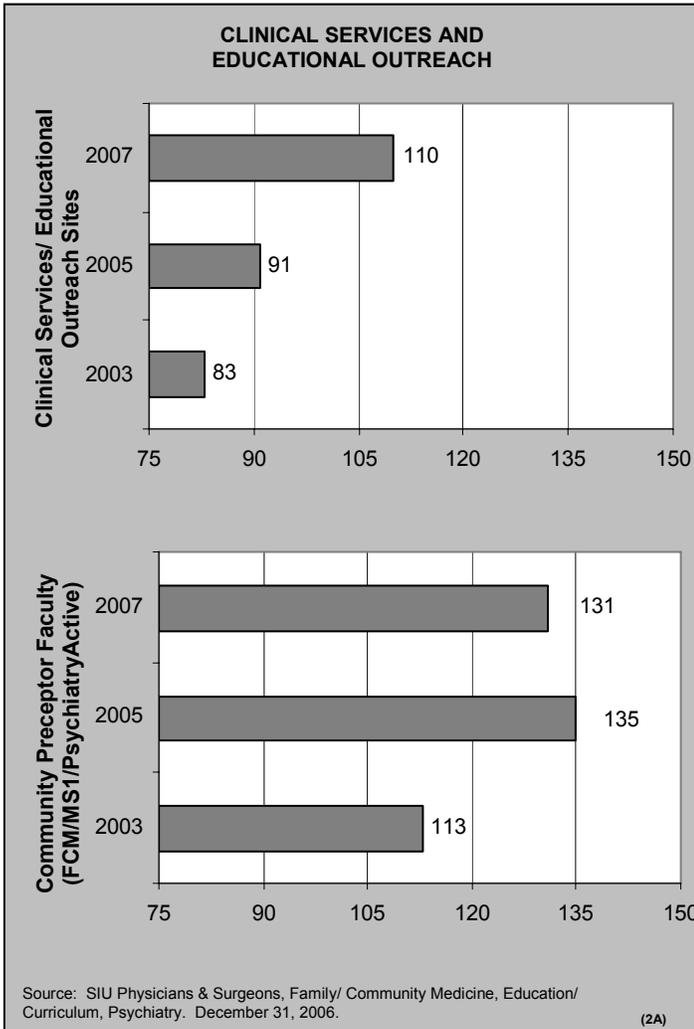
Note: "MBMB" is Molecular Biology, Microbiology, and Biochemistry. Completed Training/ Graduated counts from programs' implementation through June 30, 2007. Resident Physician/ Fellows counts as of June 30, 2007; others as of December 31, 2006.
Source: Student Affairs, Residency Affairs, and Program Offices.

(2C-R)

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

goal 2:

Mission-Specific Indicators:



FY 08 Plans:

- ✓ **Community Health and Education Initiatives:** continue development of community-based health and education programs in partnership 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, children's health, and women's health.
- ✓ **Continuing Medical Education:** implement recommendations arising from the accreditation review of the CME program.

FY 09 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, children's health, and women'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 07 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.

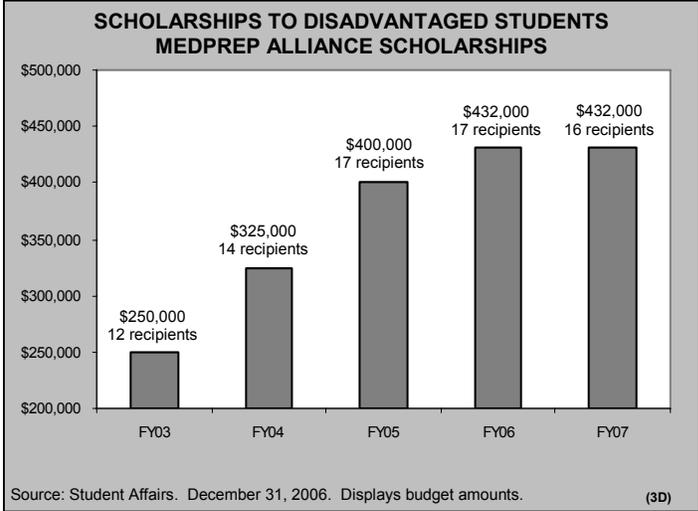
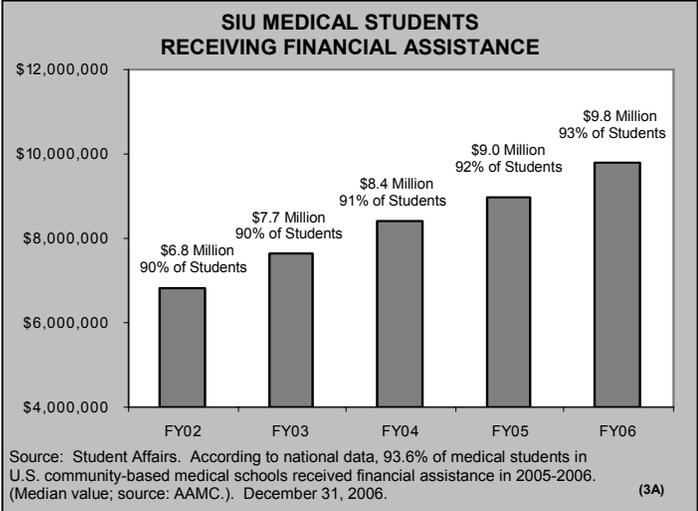
X Careers in Medicine: Provided career counseling to all medical students across the four years of medical school. Program includes workshops on interest assessment, seminars on residency requirements and practice styles/lifestyles, mentoring, and application assistance to residencies. Practicing physicians,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

X Alumni Scholarships: Continued scholarship program for third- and fourth-year medical students. In FY 2007, increased scholarship amounts to \$4,000 per year, funded entirely by donations from medical school alumni.

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

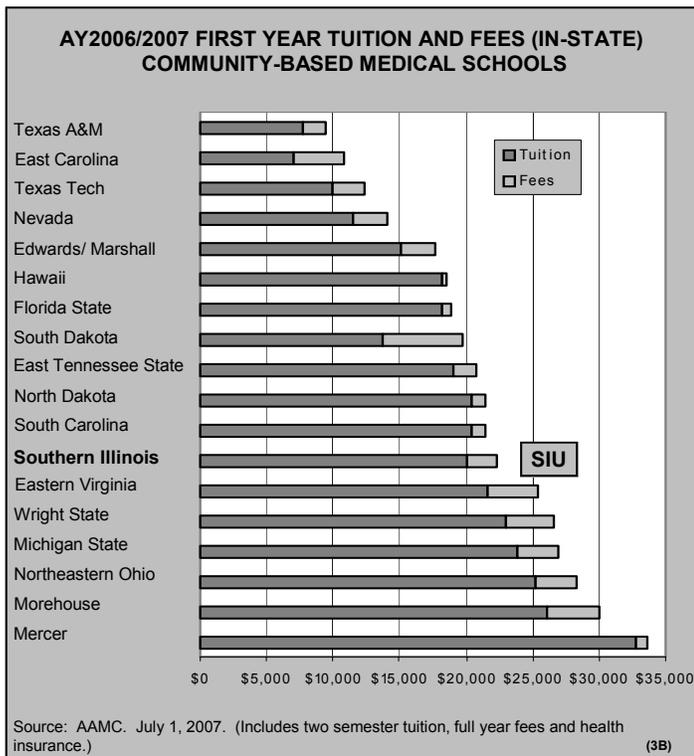
Goal Highlights:
Southern at 150: Building Excellence Through Commitment promotes value in tuition and additional funding for student scholarships. SIU School of Medicine is committed to these principles as it strives to maintain affordability in its tuition, increase its funding of medical school scholarships,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

Good Practice:
Student Financial Aid: Southern Illinois University School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school's Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and short-term emergency borrowing. Consulting begins during the student's interview in the application process 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. The medical school's student financial aid programs are designed to be responsive to the needs of medical students, consistent with the core values of *Southern at 150: Building Excellence Through Commitment*.



Provide Affordable Educational Opportunities

goal 3:



Mission-Specific Indicators:

MEDICAL STUDENT RECRUITMENT (5 YEAR AVERAGE: ACADEMIC YEARS 2002/2003 - 2006/2007)

Recruitment Stage Counts	5 Year Average SIU
Applicants	1,044
Accepted Applicants	164
Matriculated Students	72

Ratio of:	SIU	National
Applicants to Accepted Applicants	6.4 : 1	2.0 : 1
Accepted Applicants to Matriculated Students	2.3 : 1	1.1 : 1
Applicants to Matriculated Students	14.5 : 1	2.1 : 1

Source: Student Affairs (October 31, 2006) and AAMC (July 1, 2007). (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 08 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 09 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: **I**ncrease Diversity & Number of Citizens Completing Education & Training Programs

FY 07 Accomplishments

X Diversity Programs: Expanded recruitment, mentoring, and community outreach programs. Continued 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. 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 2006 had 19.4 percent of its students classified as minorities. Minority students represented 22.8 percent of the entire student body in FY 2007. Also in this year, 78 percent of the students were from downstate Illinois communities and 36 percent were from rural counties.

X Medical/Dental Education Preparatory Program (MEDPREP): Continued MEDPREP, the school's nationally recognized program of preparatory learning for disadvantaged and minority students tracking toward health professions. Program graduates have attended the nation's leading health professional schools, including SIU School of Medicine.

X Student Mentoring Program : SIU's medical students, through the SIU chapter of the Student National Medical Association, developed and implemented a mentoring program teaming SIU's medical students with local high school students from disadvantaged backgrounds who are interested in health careers. Eighteen medical students mentored an equal number of high school sophomores and juniors in FY 2007.

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.

Good Practice:

Ethnic Heritage Days: SIU School of Medicine celebrates the diversity of its student, faculty, and staff community through a series of "Ethnic Heritage Day" programs. Each program focuses upon a different country or region of the world and includes short talks by local experts, displays of cultural artifacts, and food tasting of cuisine common to the countries and regions. These programs are held nearly monthly as a way of sharing information about other cultures and celebrating the diversity of the medical school. Ethnic Heritage Day events are open to the medical school's students, faculty, and staff, as well as to the broader community; they support the University's priorities for diversity as noted in the *Southern at 150: Building Excellence Through Commitment* plan.

MEDICAL STUDENTS FROM DOWNSTATE AND RURAL ILLINOIS ACADEMIC YEAR 2006 / 2007

Indicator	Percentage From	
	Downstate Illinois	Rural Illinois
Total Enrollment	78%	36%

Note: Based on medical student counts for all four medical school classes in Academic Year (2006/2007); hometown designations. Source: Student Affairs. December 31, 2006.

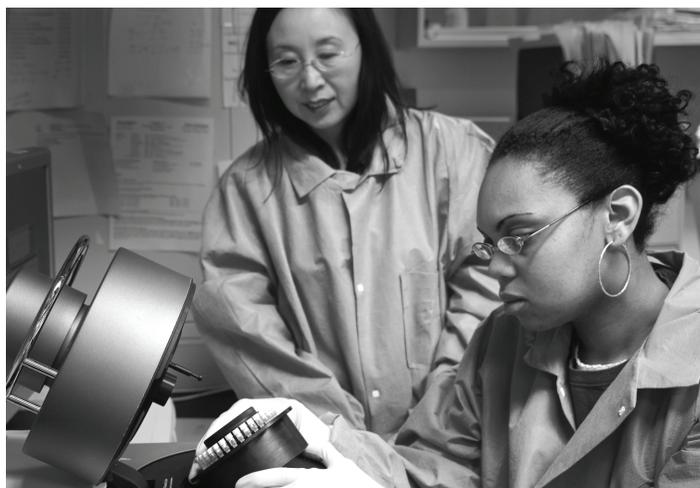
(4B)

MEDPREP ACADEMIC YEAR 2006 / 2007

68 MEDPREP students: (AY 2006/ 2007)	66 (97%) minority 49 (72%) women
1,129 MEDPREP alumni: (June 30, 2007)	908 (80%) minority 635 (56%) women

Source: MEDPREP Program, December 31, 2006, and June 30, 2007.

(4C)



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					
	2006 Actual		2007 Actual		5 - Year Total 2003 - 2007	
	Number	Percent	Number	Percent	Number	Percent
Minority Students	19	26.4%	15	20.8%	71	20.2%
African American	5	6.9%	7	9.7%	21	6.0%
Hispanic American	3	4.2%	0	0.0%	8	2.3%
Non-Hispanic/ All Other	11	15.3%	8	11.1%	42	11.9%
Disabled Students	0	0.0%	0	0.0%	0	0.0%
Female Students	35	48.6%	39	54.2%	180	51.1%
All Graduating Students	72	100.0%	72	100.0%	352	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, 2006, and June 30, 2007.

(4D)

Mission-Specific Indicators:

SIU SCHOOL OF MEDICINE (2007) AND COMPARABLE POPULATIONS

Comparative Groups	Racial Minority Groups				Hispanic Americans
	African American	Native American	Asian/ Pac. Islander/ Other	All Racial Minorities	
SIU School of Medicine Medical Students (Academic Year 2006/2007 Enrollment)	10.4%	1.0%	8.7%	20.1%	2.8%
Comparative Populations					
Central/Southern Illinois	8.2%	0.2%	1.3%	9.7%	2.7%
Cook/Collar Counties/Northern Illinois	18.1%	0.3%	5.3%	23.7%	18.9%
All Illinois	15.3%	0.3%	4.2%	19.8%	14.3%

Source: 2005 U.S. Census Population Estimate. July 1, 2007; Student Affairs, October 31, 2006. Hispanic Americans may be of any race. Slight differences due to rounding.

(4E)

FY 08 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 09 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 07 Accomplishments

X Undergraduate Medical Program: Received full, eight-year reaccreditation by the Liaison Committee on Medical Education. Increased evidence-based learning opportunities for Year 1 and Year 2 students; developed additional population-health elements for all four years of the curriculum. Expanded medical education research, including projects studying professional competency and teaching/learning during surgical training.

X Graduate Medical Program: Continued preparations for the upcoming review by the Accreditation Council for Graduate Medical Education (ACGME). Completed six internal reviews of individual residencies and fellowships, with nine more reviewed and approved by ACGME. Received ACGME approval for a new child psychiatry fellowship.

X Student Assessments: Continued to refine the Clinical Competency Examinations to better assess student performance and improve preparation for the Step 2 Clinical Skills examination; refined new case format for the Senior Clinical Competency Examination. Collected data on the revised Patient Satisfaction Rating Scale; worked with Year Directors and the Educational Policy Council to develop improved tracking and predicting methods for student performance. Implemented the longitudinal assessment examination for all medical students.

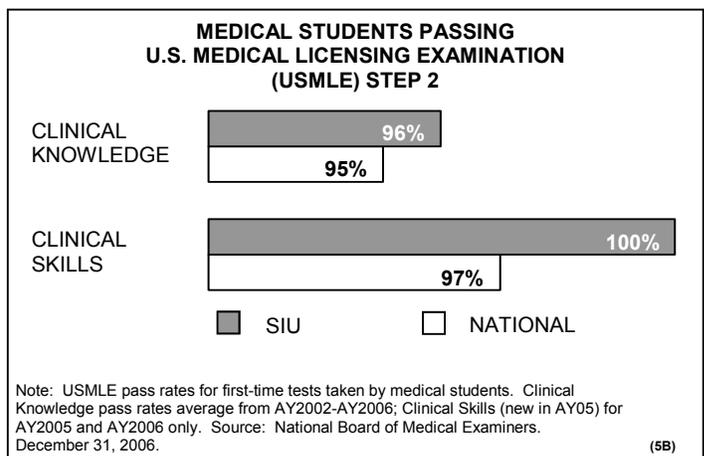
X Computer Technologies for Students and Faculty: Upgraded Professional Development Laboratories in Carbondale and Springfield to digital technology. Acquired and implemented the Audience Response System to support real-time interactions during lectures. Replaced computer stations used for clinical clerkships. Continued support and improvement of smart classrooms and distributed learning classrooms. Expanded the Medical Library's electronic collections and availability to online journals.

X Faculty Education: 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.

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 1999 - 2003)**

Indicator	5 Year Average Score
SIU Graduates' Satisfaction with Medical Curriculum	7.38
Residency Supervisors' Satisfaction with SIU Graduate's Performance	8.34

Note: Satisfaction survey results; five-year average on a 10 point scale. Based on graduating classes. Source: Education/Curriculum. December 31, 2006. (5A)



Ensure Accountability for Program Quality & Learning Assessment

goal 5:

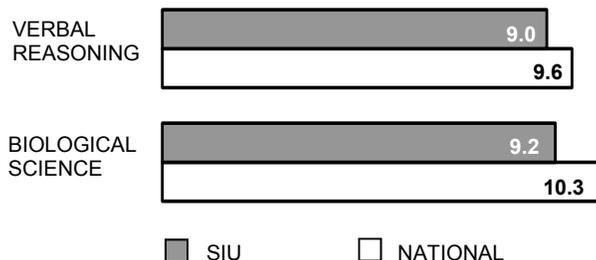
Mission-Specific Indicators:



Good Practice:

Clinical Skills Laboratory: The Clinical Skills Laboratory is a dedicated instructional room with dozens of interactive models and simulators for medical student training and self-study. The director of the laboratory is a nurse educator who works with course directors and other nurse educators to provide course-specific clinical skills development activities for medical students, such as the administration of injections, suturing, catheter insertion/removal, and wound dressing. Students may also make appointments with the director to schedule sessions to develop, maintain, or remediate clinical skills. The Clinical Skills Laboratory allows medical students to develop and refine basic clinical procedure skills in a safe, effective, and controlled manner. This resource supports the University's *Southern at 150: Building Excellence Through Commitment* aspiration for excellence in professional programs.

MEDICAL COLLEGE ADMISSIONS TEST (MCAT)



Note: Five-year average scores (classes 2006—2010), based on a 15-point scale. MCAT scores are only one factor considered in the application process. Source: Student Affairs and AAMC. October 31, 2006.

(5C)



FY 08 Plans:

- ✓ **Undergraduate and Graduate Medical Programs:** obtain reaccreditation of the graduate 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 and research/scholarship commitments.
- ✓ **Faculty Education:** continue faculty development training by increasing workshops on special topics.

FY 09 Priorities:

- ✓ **Undergraduate and Graduate Medical Programs:** implement recommendations from the graduate medical education program review.
- ✓ **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 07 Accomplishments

- X Capital Improvement and Expansion:** Opened and occupied the Springfield Combined Laboratory Facility Addition. Continued construction of the SimmonsCooper Cancer Institute building in Springfield. Completed renovation and occupied additional lease space in Springfield. Expanded security video monitoring systems on the Springfield campus; continued enhancement of the energy conservation system. Acquired additional land for future campus development. Completed the school's master space plan; continued work to update the disaster recovery response plan.
- X Development Programs:** Continued successful fundraising activities such as the employee giving programs, alumni solicitations, Camp COCO golf outing, "Dinners for Donors" and "Dinner with the Dean" programs, and fundraising programs for specific academic or service initiatives. Expanded efforts to increase medical school endowments. Continued the Planned Giving Society program to encourage donations pledged during estate planning.
- X Electronic Health Records:** Continued implementation 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. In FY 2007, implemented the EHR core system and departmental installations in General Pediatrics, Family Community Medicine/Springfield and Decatur; remaining installations will occur in FY 2008 and FY 2009.
- X Research Support:** Conducted the Annual Trainee Research Symposium. Disseminated weekly lists of research and clinical presentations to faculty, staff, and students; increased the number of symposia and presentations regarding research, thereby encouraging collaboration. Approved the Clinician Scientist and Concept Development Award programs to encourage research. Acquired additional research imaging equipment for the core facility. Allocated research funding through the Central Research Committee and Excellence in Academic Medicine programs. Continued to support student research and associated travel. Recruited the director for clinical research development.

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:

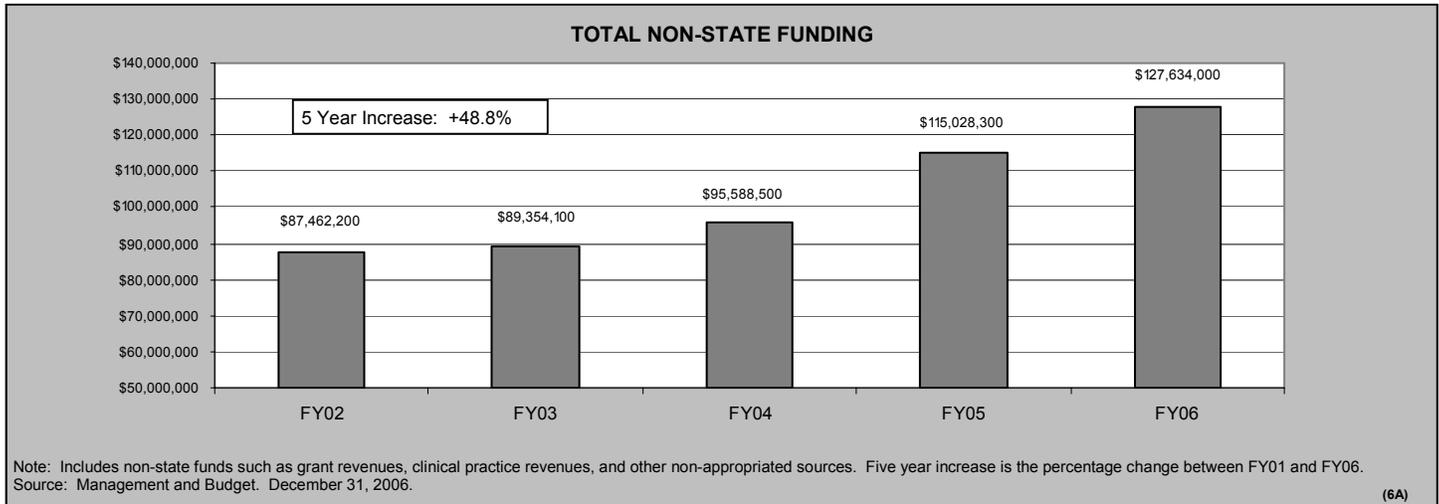
Good Practice:

Strategic Planning: The medical school recently developed a new five-year strategic plan and is currently preparing detailed task plans and assessment measures to be used in implementing it. This planning process featured assessments of environmental data and developments in other medical schools as well as deliberate and thorough reviews of organizational challenges and performance. Feedback from faculty, students, and staff was solicited both in development of the plan and before its wording was finalized. The strategic plan is reviewed on an ongoing basis. It is being used to guide operational and programmatic planning and will be considered when resources are allocated. The medical school's accrediting group, the Liaison Committee on Medical Education, identified the school's strategic planning process as one of the institution's strengths. This planning process demonstrates the *Southern at 150: Building Excellence Through Commitment* priority for deliberative leadership.

Improve Productivity, Cost Effectiveness & Accountability

goal 6:

Mission-Specific Indicators:



FY 08 Plans:

- ✓ **Development Programs:** expand fundraising activities in support of Centers of Excellence programs.
- ✓ **Capital Improvement and Expansion:** complete construction of and obtain operations/maintenance funding for 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 09 Priorities:

- ✓ **Development Programs:** continue efforts to increase fundraising in support of high-priority projects.
- ✓ **Capital Improvement and Expansion:** develop and implement new campus image provisions for signage, way finding, and landscaping; complete scheduled 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** Bachelor of Arts and Master of Arts in Administration of Justice, Center for the Study of Crime, Delinquency, and Corrections

3. **Date** August 2007

4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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:

The department that houses the administration of justice degree programs is known as the Center for the Study of Crime, Delinquency, and Corrections.

- (a) Changes in the overall discipline or field:

Modifications have been made in the program to address the changing needs in the field. Outdated courses have been dropped, and new courses have recently been created that address the changing needs of communities. The program has also implemented a statistics requirement which brings the administration of justice program at SIUC in line with other criminal justice programs in the country.

- (b) Student demand:

The Center for the Study of Crime, Delinquency, and Corrections served an average of 431 undergraduate majors during the seven years since the last program review, awarding an average of 134 bachelor of arts degrees in administration of justice per year. Many are transfer students, with 78.5 percent of the 480 majors enrolled in upper-division classes during spring semester 2006. The master of arts program has seen an average enrollment of 34 students per year since the last review, graduating an average of 8 students per year. In addition, the center serves large numbers of students through the core curriculum program, a minor in administration of justice, inclusion in a double major, and elective options for students in other majors.

(c) Societal need:

The Center for the Study of Crime, Delinquency, and Corrections was established over forty years ago as higher education's response to a societal need. The center has been recognized nationally as a leader in research and scholarship while also providing assistance to criminal justice agencies and other community organizations.

(d) Institutional context for offering the degree:

The Center for the Study of Crime, Delinquency, and Corrections is located in the College of Liberal Arts. The director reports to the dean of the college. The department offers a bachelor of arts degree, a master of arts degree, and a minor in administration of justice.

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

Both the undergraduate and graduate programs are focused on student acquisition of analytical abilities rather than on job training.

(f) Other:

N/A

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

In spite of the faculty's concern over the challenges involved with offering instruction to large numbers of undergraduate students, students praised the program and viewed its faculty as competent, motivated, and highly involved with students both in and out of the classroom. Opportunities are readily available for students to collaborate with faculty on research projects. Supervised internships and the annual career fair were viewed by students as beneficial in the acquisition of jobs upon graduation. Administration of justice has one staff member dedicated to providing undergraduate advisement and one civil service employee handling a variety of faculty and student support duties for the center. Both were praised for their dedication and job performance.

The master of arts degree program has a sound reputation, offering a thesis option with courses taught by graduate faculty. Students are thus well prepared for Ph.D. programs at other universities. The department is generally able to offer financial assistance to its graduate students for three semesters and provides them with office space within the center. Graduate students also praised the faculty and are able to become involved in an increasing number of research opportunities as external funding has increased for research.

The Center for the Study of Crime, Delinquency, and Corrections is attentive to the University's mission of increasing student diversity and serving the minority population in its programs.

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

Since the 1998 program review, the Center for the Study of Crime, Delinquency, and Corrections has successfully hired new faculty, improved research, and increased the number of grant applications and awards. It is, however, still struggling with a high student-to-faculty ratio due to the number of undergraduates in the program. This issue is being addressed by the director, who is actively involved in recruiting new faculty. Research has been positively affected through the reduction of faculty teaching loads, thus enabling faculty to produce an increased number of grant applications and awards. The Vision Plan, a strategic plan developed since the last review, should assist the department in maintaining its focus on improvements to both the undergraduate and the graduate programs.

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

A new director already has been hired who should satisfy the leadership needs of the program and its further development. Staffing needs will be addressed through the Faculty Hiring Initiative, which has already approved two new faculty hires; however, under current budget constraints, it will be difficult to increase staff unless outside funding should become available. The current teaching load will be maintained in an effort to continue strong research practices. Further recruitment and retention efforts and improvements involving the master of arts program are being supported by the deans.

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** Department of Anthropology/Center for Archeological Investigation
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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 Anthropology requires both undergraduate and graduate students to train in all four sub-disciplines of anthropology: sociocultural anthropology; biological (physical) anthropology; archaeology; and linguistic anthropology. This allows students to “gain understanding of the diverse aspects of humanity and the myriad ways that our biology, culture, language, and history interact.” Departmental faculty agree that this offers the greatest opportunity for students to find employment after graduation wherever the need may exist. In addition, offering four sub-disciplines brings a wide range of students to the program, resulting in exceptional undergraduate and graduate research. Graduate students in anthropology are in great demand as faculty upon graduation. Anthropology faculty are involved in both research and teaching in several interdisciplinary initiatives on campus including the newly developed and highly popular forensic sciences minor as well as the Latino and Latin American studies minor.

(b) Student demand:

The undergraduate program in anthropology enrolls between 50 and 60 majors. The master of arts program has consistently shown numbers between 30 and 40, and the doctoral program between 30 and 35. The department offers three core curriculum classes: Anthropology 104, *The Human Experience*, which is limited to an enrollment of 180 students; Anthropology 202, *America’s Diverse Cultures*; and Anthropology 204, *The Anthropology of Latino Cultures*.

(c) Societal need:

A degree in anthropology provides a unique liberal arts background including the humanities as well as social, earth, and biological sciences. Students with an advanced degree may become professional anthropologists or go on to pursue teaching and research. Many students of other fields of study take elective courses in anthropology as well.

The department's goals for public and professional service match those of the college and the University. Faculty and students alike are involved in a variety of programs that offer information, cultural activities, and educational opportunities both on and off campus related. The department collaborates with the Center for Archaeological Investigations both locally and regionally in conducting archaeological surveys and cultural/environmental impact assessments through state or federal construction projects.

(d) Institutional context for offering the degree:

The Department of Anthropology is located in the College of Liberal Arts. The department offers a bachelor of arts degree and a minor in anthropology. Graduate programs in anthropology include the master of arts and the doctor of philosophy degrees. The department chair reports to the dean of the college. The department consists of 17 faculty members, including five archaeologists, three linguistic anthropologists, four biological (physical) anthropologists, and five sociocultural anthropologists. Two adjunct faculty hold permanent positions with the Center for Archaeological Investigations, and five additional adjuncts teach courses in anthropology but do not serve as graduate faculty.

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

The Department of Anthropology has been awarded over \$1.5 million in research grants since 1998 whereby helping the University in its attainment of Carnegie status. Four faculty have been named University Outstanding Scholars; one has been honored as the College of Liberal Arts Outstanding Scholar that indicates the department's high standards for scholarly productivity.

(f) Other:

The department, in conjunction with the Center for Archaeological Investigations, sponsors a Visiting Scholar Program annually.

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

Reviewers stated that the undergraduate and graduates programs in anthropology are highly regarded both on and off campus and are noted for their research and scholarly efforts. The academic unit possesses clearly defined goals for education and research.

The weaknesses of this department clearly pertain to financial limitations rather than departmental mismanagement. They noted that laboratory facilities are inadequate, and there are an insufficient number of laboratory courses for undergraduate students. There is limited space and resources available to graduate students, and structural repairs should be made in order for existing space to become usable. OTS funds should be increased and should remain available. Funding should be made available to upgrade the existing civil service support staff position.

Future faculty hires should include two to three new sociological faculty to improve balance; one faculty member should have an expertise in Latin/o issues. Recommendations were made to increase travel support for the purposes of presenting their work at professional meetings and additional student recruitment. The reviewers made several recommendations to enhance undergraduate program offerings including the establishment of multiple tracks for its baccalaureate degree programs and the addition of two specific anthropology courses to the University Core Curriculum. The number of majors should be increased to at least 75 over the next two years, at which time a review of the impact on students and the program should be held. Advisors in Liberal Arts should be more knowledgeable about the curriculum that would serve to improve overall advisement of anthropology majors. Minority enrollment and graduate efforts should be increased. Interaction between undergraduate and graduate students should be encouraged.

Recommendations were made to increase graduate assistant stipends from 25 percent to 50 percent to attract outstanding students and facilitate time to degree, and to improve space allocations for graduate students. Guidelines in the master of arts program should be made clearer.

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

Since the 1998 review, the department has been fortunate to hire a number of new faculty as well as see improvements to classroom space and computer equipment as recommended by the reviewers. Unfortunately, there have been no additional increases in material, equipment, or OTS support since that time. Issues of salary compression in the department have seen little change. Communication with the College of Liberal Arts advisors has improved a great deal, and all departments are included in recruitment activities. Many modifications to courses have been made addressing the changing needs of society. Advertising of the program, however, has been difficult due to lack of funding once again.

The center was included in the Department of Anthropology review in 1998. The program reviewers recommended that the center should continue pursuing opportunities for “high quality, problem-oriented research,” which it has strived to do since that time. The reviewers advised upgrading the curation of its collections; great progress has been made in regard to the facility, but there is still work to be done to upgrade the collections. Another suggestion pertained to the center’s reporting lines, perhaps moving from the College of Liberal Arts to the Graduate School in an attempt to make resources more available. This has

not occurred largely because it would require a major restructuring and it would distance the center from the Department of Anthropology with which an excellent relationship exists. Funding has continued to be an issue for the center, and it appears that it will consider to be in the future.

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

The dean believes that the need for a faculty member in international relations is a very high priority and supports this possibility; the need for a second position would be difficult due to recent budget cuts, but could be reviewed in relation to predicted increases in the number of Ph.D. awards. Salary compression should be addressed by the recently approved contract that may have affected faculty turnover in the past.

The ongoing deterioration of the facility is acknowledged, and the dean urgently requests funding for improvements.

The department is encouraged to pursue the establishment of an undergraduate society, formal orientation programs, and improved professional advisement for undergraduates. A new graduate program director is in place, and new procedures are being established which should serve to improve M.A., M.P.A., and Ph.D. graduation rates.

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** Black American Studies Minor
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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:

Black American studies in the United States has evolved from a response to demands from student groups and community organizations into an accepted academic program in many prestigious universities. Programs begun during the late 1960s and 1970s were largely taught by faculty from other disciplines; however, in the late '70s, undergraduate and graduate programs began to develop with faculty trained as scholars in the field. There are now several dozen programs offered in colleges throughout the country offering baccalaureate degrees, master's degrees and, in the case of five renowned institutions, doctoral degrees.

(b) Student demand:

Since 1998, an average of 25 students have been enrolled in the Black American studies minor.

(c) Societal need:

The Black American studies program was developed in 1968 in response to a variety of social, political, and academic issues, and it continues to reflect and reaffirm its intellectual and social mission which is to expose all students to the great wealth of the disciplines comprising Africana studies. Faculty in the program are not only involved with creative research and teaching but also serve as unofficial advisors and counselors to a number of African American students in an attempt to affect minority retention.

(d) Institutional context for offering the degree:

The Black American studies minor is offered in the College of Liberal Arts. The director of the program reports to the dean of the college. There are currently two tenured faculty members in the program.

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

Two faculty members have joint appointments with the Black American studies program, and several courses are crosslisted with courses in other disciplines.

(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 reviewers recommended that, in order for the program to develop and thrive, there will need to be a complete overhaul of the program. Development of an articulated, long-range plan for program development including a clear set of requirements and course sequences is essential. The program leaders need to revise the present mission statement to reflect current realities and goals with differing goals for proposed planning of a major and graduate certificate to address differing student needs, program contributions, and anticipated outcomes. The program needs to prepare a focused operating paper and develop its own curriculum committee for review of curricular development.

Reviewers advised involving students in more community-based projects that will allow them to be exposed to a variety of “legal, social, economic and political issues” while utilizing problem-solving and leadership skills. Development of an undergraduate research methods course and expansion of the curriculum to include policy-oriented studies focusing on African American studies were also recommended. Interdisciplinary involvement with the curricular areas of political science, community development, economics, and African languages should be included in program development. They also recommended implementing an advisory committee of professional and community leaders in the development of outreach programs within the community. Initiation of student organizations, an alumni organization, and tracking of student information, particularly on alumni, would be an asset to the program.

The reviewers suggested that teaching and research needs should be met through the acquisition of two full-time faculty members every three years. Current non-tenured faculty should be encouraged through various methods devised to allow them to successfully reach tenure. Research support could be acquired through undergraduate research assistantships, and faculty research contributions should be published at a specified rate in prestigious journals.

The program facilities were viewed as a detriment to the program, and deferred maintenance should be continuously pursued. Improved signage and updating of the unit's website would improve program visibility. Reviewers recommended ongoing cooperative efforts with the provost and vice chancellor as well as Affirmative Action to stabilize program support and requests for additional budgetary needs.

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

This is the first program review on record.

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

The dean strongly encourages efforts for Black American studies to “publicize a focused long-range plan for program development” through careful analysis of strengths, weaknesses, and future aspirations in detail including a more detailed and focused operating paper. Careful consideration of future curricular changes with attention placed on current faculty resources is also advised with future development of a workable and cost-efficient proposal to establish an academic major. The dean’s office is willing to assist in improved marketing of the minor, with hopes of determining whether there is interest in a potential major. The dean also supports staff expansion over time based upon the availability of funds and will encourage development of Black American studies topics through cross-listed courses and cross appointments. The unit is encouraged to submit applications for undergraduate student assistantships, and funding will be provided for one 50 percent nine-month graduate assistant annually. The OTS budget will be increased by 20 percent in FY 08, and the dean’s office will continue to seek future increases. Community outreach projects are encouraged and should be considered as part of a “service learning” course. Facility and space problems, common to all programs offered by the College of Liberal Arts, were noted.

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** Center for Health Law and Policy
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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 Center for Health Law and Policy was established with three broad objectives that encompass education, research, and public service to address four goals of *The Illinois Commitment*: sustaining economic development, creating new education programs and offering non-credit training, enhancing the quality of educational programs, and increasing efficient use of resources and productivity.

(d) Institutional context for offering the degree:

N/A

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

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 reviewers stated that this program “exceeds expectations with very limited resources.” The center sponsors several annual events including a distinguished lecture series, a policy institute, and a moot court competition. In addition, the center also provides a strong outreach program including a law clinic for elderly citizens and a domestic violence clinic. Two graduate degree programs within the School of Law, the master of laws (LL.M.) and a master of legal studies (M.L.S.), are relevant to the center. Students involved in internship and externship activities through the center’s domestic violence and elder law programs conveyed to reviewers that they have experienced a “positive learning environment” including interaction with faculty mentors. Two visiting scholar programs have been established. The center works closely with the SIU School of Medicine and the Paul Simon Public Policy Institute showing exceptional collaborative effort.

The center is lacking in individual facilities and dedicated support staff. Students and faculty conveyed to reviewers that there is concern regarding critical mass necessary for retention of the degree programs as well as the center itself. The center is facing retirements by its current directors and has recently lost one full-time program coordinator. Plans are under way to incorporate these responsibilities into other positions within the School of Law.

In order for the center to grow, additional resources will be necessary. A full-time coordinator will need to be replaced, and new faculty in health law and policy who are willing to facilitate programming in the center will need to be hired. A dedicated location accessible to faculty, students, and the public will need to be acquired. The center will need to seek other-than-state funding and to develop a marketing plan to showcase programs and accomplishments. The possibility of identifying a specific area of health law and policy, such as state and/or rural health policy, might be a strategy the center may address. Reviewers also recommended establishment of an academic certificate or a fellowship for students and development of an advisement plan for students interested specifically in health law and policy.

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

This is the first review since the establishment of the center in 2004.

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

The dean of the School of Law has established a group to look at planning future space needs including expansion of the School of Law facilities including the Center for Health Law and Policy. The center directors agree that the center will benefit from the development of a specific identity rather than competing with larger and better funded centers around the country. They will continue to work with the School of Law in focusing on a public interest orientation as is reflected in a recent project with Land of Lincoln Legal Services and Southern Illinois

Health Care as well as the Public Service Health Law Visitor program. In addition, plans are ongoing for future projects with the Paul Simon Public Policy Institute and in maintaining a relationship with the Illinois State Bar Association's Health Care Section.

Staffing needs are also of concern to center administration. Plans were in place to hire a full-time program coordinator to work in conjunction with the co-directors on "program planning, external relations and funding, student recruitment, and career services." This position was successfully filled, but due to relocation out of state, the position is now vacant and is being filled by a School of Law staff member until budget is available. This affects not only programming but also the recruitment and placement of students. In addition, there is no faculty dedicated to teaching health law courses in the School of Law, and there are three imminent retirements. These staffing issues, as noted by the reviewers, will prohibit growth by the center until they are rectified. It is noted by the co-directors that in order for the center to continue to develop, there will need to be at least one tenure-track health law faculty hire. Additional needs may need to be met through collaboration with other units. The co-directors are enthused at the suggestion of a fellowship program and intend to move forward with a plan.

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** Geography and Environmental Resources
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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 Geography and Environmental Resources focuses on the society/environment subfield of geography, particular water resources, land use, and geographic information science (GIS). The bachelor of science degree offers three specializations, environmental resources, geographic information systems, and weather and water resources, while the master of science degree offers concentrations in environmental management, geographic information science (GIS), or water resources management. The department made a conscious decision to recently restructure the curriculum in order to offer these types of cutting-edge geography programs.

(b) Student demand:

The undergraduate program has averaged around 40 majors during the past five years, with 48 students enrolled in the major during spring semester 2006. The master's program roughly averages between 20 and 25 students per year. Geography and environmental resources currently has a Ph.D. program in teach-out phase and has participated in an interdisciplinary Ph.D. program, environmental resources and policy, since 2001 that enrolled 33 students in 2005.

(c) Societal need:

A degree in geography and environmental resources equips students to work in environmental management and GIS-related jobs. Graduates of the program are exposed to problem-solving activities which assist them in the acquisition of well-developed analytical skills.

(d) Institutional context for offering the degree:

The Department of Geography and Environmental Resources is located in the College of Liberal Arts. The department chair reports to the dean of the college. The department offers a bachelor of science degree in geography and environmental science, a master of science in geography and environmental resources, a Ph.D. in geography (currently in teach-out phase), and an interdisciplinary Ph.D. in environmental resources and policy.

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

The department is actively involved in the interdisciplinary doctor of philosophy degree in environmental resources and policy (ER&P) in conjunction with several other departments: Agribusiness Economics, Plant, Soil and Agricultural Systems, and Forestry in the College of Agricultural Sciences, and Geology in the College of Science. There is also cooperation with the School of Law and the College of Engineering. The focus of this program is on advanced interdisciplinary training and research on physical, biological, social, and political process responsible for natural resource and environmental problems facing contemporary society.

(f) Other:

Departmental goals include maintaining continued excellence in faculty publications and grants; maintaining continued excellence in the master's program and interdisciplinary Ph.D.; increasing undergraduate majors to 60; attaining outstanding regional expertise in geospatial technologies; and increasing visibility of the department on campus, in the region, and nationally/internationally.

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

The Department of Geography and Environmental Resources is regarded highly by both undergraduate and graduate students as well as their academic peers. The department has six faculty members and two instructors who teach in the three specialization areas. At the time of the reviews, there were two open searches under way. A specific concern expressed is that there is only one tenure-track faculty member in the popular area of geographic information science. Reviewers recommended that there needs to be one new tenure-track position hired in this specialization, and that one lecturer position should be converted to a tenure-track position. They also recommended that additional teaching assistants be assigned to meet the needs of increasing enrollment in the geographic information science area.

Reviewers found that the facilities occupied by the Department of Geography and Environmental Resources are in need of improvement. They noted that teaching laboratories are crowded, faculty office space is lacking, and departmental storage space is inadequate. Reviewers recommended that at least one generic classroom should be converted into laboratory space and that faculty and graduate students should be allocated additional laboratory and office space.

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

The geographic information systems (GIS) laboratory was cited as being inadequate in the 1999 review. Since then, GIS has taken a prominent role in the program including hands-on lab and project work necessitating an update and maintenance of the facilities in order to keep pace with rapidly advancing technology. In addition, significant renovations were made to various other labs with funds awarded through the SIUC Undergraduate and Graduate Technology Fee program as well as grant money. Workload is more equitably distributed amongst faculty members, and those associate professors at the time are now full professors. The undergraduate curriculum has been narrowed at the suggestion of the external team into three areas of specialization. The proposed environmental resources and policy (ER&P) program was viewed as an exciting prospect for the department viewing it as the “way of the future.” Unfortunately, the other-than-salary (OTS) funds which were noted as inadequate at the time have actually decreased. Travel is funded by individual faculty unless reimbursement is received by professional groups. Work is under way to increase alumni donations to offset the lack of travel monies.

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 and Environmental Resources has responded well to reduced resources by focusing on areas of expertise: water resources, geographic information systems, and climate and environmental change. This strategy has resulted in the department being recognized by its peers as one of the more “prestigious and respected” small departments in the United States. Research productivity remains high, and grant applications and rewards have increased which should influence future growth considerably. The department receives national and international attention through hosting the Universities Council on Water Resources (UCOWR) through a website, journal, and conferences. Two faculty have recently been hired, one a GIS faculty position. The dean supports faculty retention strategies within the recently approved contract allowances; in addition, promotion and tenure workshops will continue to be offered with faculty mentoring opportunities strongly encouraged.

Additional OTS monies will continue to be pursued, but until funds become available campus-wide, successful grant acquisition is encouraged as a means to bolster financial needs. In order to address the space issue, a general classroom in Faner will be re-assigned by the college for use by the department. Future planning for new classroom space through the Saluki Way proposal would provide relief in this area as well.

Under the new chair, undergraduate majors have increased by about 50 percent through increased effort in the Core Curriculum and other recruitment practices. The dean supports increased efforts in recruitment and improved communication between faculty and students.

The department needs to examine the graduation rate in the master’s program and seek methods to increase these numbers, and to explore other methods of

increasing the number of teaching assistants and improving graduate student contractual practices.

The college encourages the department to continue to showcase areas of research and collaborate with other academic areas on campus.

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** History
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@siu.edu
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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 History has seen significant changes in the research and teaching specializations since their previous program review which may serve to cause modifications to the curriculum in the future. The department has recruited new faculty with a global perspective with areas of interest including Asian, Latin American, Middle Eastern, African, and Atlantic history. This reflects a shift from the predominantly European specializations taught by previous faculty.

(b) Student demand:

The Department of History lists 269 majors in the baccalaureate program and 52 graduate students. The undergraduate majors have increased, but total credit hour production is reduced due to the decline in student enrollment and fewer course offerings in the Core Curriculum. In addition, the number of majors in the College of Education and Human Services in the area of history has declined. Numbers have remained steady in the graduate programs. Minority recruitment has seen relative success, and it is hoped that the Mississippi Delta initiative will improve those numbers.

(c) Societal need:

Students in the Department of History are able to choose two degree paths, either the teacher education program, which includes roughly half of the majors, or the more traditional liberal arts program in history.

(d) Institutional context for offering the degree:

The College of Liberal Arts houses the Department of History. The department offers a bachelor of arts degree as well as a bachelor of science degree through the College of Education and Human Services. The graduate program in historical studies includes a master of arts degree and a Ph.D. as well as a cooperative Ph.D. program with Southern Illinois University Edwardsville. The chair of the department reports to the dean of the college.

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

The department produces *Legacy*, a journal of student scholarship which showcases historical writings by undergraduate students in history.

(f) Other:

In an attempt to bring public recognition to the history program, several faculty have begun collaborative work with the School of Architecture in the Preservation Summer program. This program enables students to apply research and analytical skills while acquiring skills in the area of oral history. Additional efforts include hosting the Southern Illinois Regional History Fair, awarding a member of the community with an award for contributions to regional history, and hosting professional development workshops available for credit through the State Board of Education.

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

The Department of History received reviewer acknowledgment as one of the best programs in the College of Liberal Arts. The highly productive faculty serves a large undergraduate program that also enrolls almost half of its students in courses through the College of Education and Human Services. The graduate program prepares students for employment in a variety of fields. Modifications to the curriculum are ongoing in order to develop new research areas in the discipline. Students indicated that professors are highly involved in assisting students in their academic development. In addition to this commitment, faculty are actively engaged in research efforts and encourage undergraduate research as well as writing through a departmental publication. The commitment to diversity is evident by the departmental focus on world history and global issues.

Reviewers recommended that, due to the requirements of NCATE, faculty hiring will need to be addressed. Many of the faculty are spread quite thin; to address this problem, planning for future acquisition of faculty, lecturers, and teaching assistants, paying close attention to diversification, will be necessary. The department should be attentive to encouraging research as a means to facilitate faculty promotion in order to reduce salary compression issues. The department has an excellent system in place for faculty mentoring and should continue this practice. Faculty should continue to integrate their own research into undergraduate instruction.

The reviewers acknowledged that class size for undergraduate classes is adequate and advisement of its majors is excellent. They noted that teacher education students' progress towards passing the state certification test should continue to be closely monitored. The current graduate recruitment initiative in the Delta region should foster increased student diversity, but additional attention should be focused on the participation of women in both undergraduate and graduate programs. The graduate program has traditionally emphasized United States history; however, they advised that the department may need to modify the focus to reflect global history too in order to enhance the distinctive nature of the program. The Ph.D. program should consider increasing graduates to three per year.

The Department of History currently utilizes an excellent assessment plan and should be encouraged to share its system with other units. The department has an outstanding record of public service and outreach through internship programs, and the reviewers encouraged continuation of this practice.

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

In 2000, the department adopted a new operating paper as the result of faculty discussions that centered upon the organization of resources. A teaching and curriculum committee was established in 2004 for the purpose of encouraging teaching by granting release time to a faculty member each year to pursue a specific teaching-related project. There was a reduction in the teaching commitment to the Core Curriculum by several courses. Scheduling and distribution of classes including an expansion of summer school courses was improved, and workloads were adjusted. The curriculum was expanded to include more globally diverse subject matter resulting from new hires; future hires will be focused on this area as well. The department has been involved in the development of the interdisciplinary Latin American and Latino studies minor. Student recruitment efforts have been stepped up, but the attraction of a more diverse student body remains a goal. Additional funding for graduate students was made available to increase research and accessibility to professional conferences.

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

The recently approved faculty contract should increase salaries to a more comparable rate of others in the discipline. A search is currently under way for an assistant professor experienced in the area of social science pedagogy to address the needs of teacher education students also enrolled in the College of Education and Human Services. Two tenure-track hires have also been supported by the college, one through the retirement of a faculty member and the other an expansion position. The department will be encouraged to explore various alternatives in order to establish equitable teaching loads to sustain the level and quality of instruction. The departmental budget was increased by approximately one graduate assistant within the past year. The department is encouraged to utilize advanced graduate students to teach course segments or parallel sections under the supervision of a faculty member.

OTS monies are insufficient for this particular department, as they are across campus; the college will continue to review these needs and reallocate when necessary. The issue of the deterioration of Faner Hall, which houses the Department of History, was duly noted.

To address the recommendation of offering a trans-nationalist perspective, the department is advised to explore this as a supplement to more traditional training or perhaps to consider an overhaul of the graduate program. The reviewers' recommendation to organize a conference to bring attention to the department's exceptional program is strongly endorsed by the dean.

Since the number of Ph.D. graduates in history is lower than the college average, the dean has encouraged the department to consider increasing the Ph.D. graduation rate to four per year. The department is also encouraged to improve student recruitment efforts, paying particular attention to increasing student diversity.

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** Museum Studies
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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:

Courses in the museum studies minor emphasize learning with and through objects; in a changing culture where students are becoming less book oriented, this skill can be very effective when working with students.

(b) Student demand:

The minor has enrolled an average seven students over the past eight years.

(c) Societal need:

The minor in museum studies gives students the opportunity to acquire hands-on and people-oriented skills, considered quite valuable in the workforce.

(d) Institutional context for offering the degree:

The museum studies minor is housed in the College of Liberal Arts. The museum director reports to the dean of the college. Four faculty members teach in the program.

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

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 museum studies program, in conjunction with the University Museum, provides training in museum operations within a fully functional university museum. Staff involved in the program perform a variety of duties including instructing seven courses and independent studies. The reviewers found that the program is valued by both staff and students, and the program's strength is derived from the bond formed between students and their instructors. There is, however, a clear need for increased resources and higher visibility with the University.

There are currently four people on the University Museum staff; teaching in the museum studies program is not compensated. The program has no full-time clerical support staff, and the minimal staff is unable to perform necessary duties for the program due to other responsibilities. There is a lack of program documentation, including tracking alumni and fundraising. The reviewers stated that there is an immediate need for the following positions to be filled (in order of significance) in order to positively impact the students in this minor: secretary/administrative assistant; arts curator; public relations; and hires by other departments whose interests "dovetail" with museum studies.

The reviewers have also recommended that classrooms dedicated to museum studies should be equipped with proper air conditioning systems for protection of students and materials. Equipment needs of the program include digital equipment, lighting, and upgraded tools. The University Museum should be located in an accessible location and prominently identified both physically and on University maps. A proper budget should be formulated allowing for matching grants, base funding, and faculty/staff travel to professional conferences. The reviewers recommended that the program should be placed under the jurisdiction of the provost and vice chancellor.

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

This is the first review for this program.

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

Discussions will be held to determine how the University can bring the museum into the public eye, both on and off campus, perhaps even through relocation of the facility. Marketing and promotional options will be explored. In addition, restructuring of the curriculum will be considered utilizing an interdisciplinary focus in an effort to make it more coherent.

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** Political Science
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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 Political Sciences has continued its commitment to the University's mission of providing quality teaching, research, and service by preparing students for careers in teaching, public service, government, and research occupations to meet the needs of the region and beyond.

(b) Student demand:

During fall semester 2005, 200 undergraduate students were enrolled in the bachelor of arts degree program. In the graduate program, 15 were enrolled in the master of arts program, 58 in the master of public administration, and 26 in the Ph.D. program.

(c) Societal need:

Undergraduate students must select courses from five of seven subfields and graduate in one of four areas of concentration: general political science, pre-law, public service, or international affairs. The master of public administration provides training for students who assume administrative careers in various governmental agencies in Illinois and nearby states as well as in the nonprofit sectors. The M.P.A. program also offers a concentration in aviation administration and policy, an area of study not commonly available in many university programs. The M.A. program prepares students for careers in teaching, public service, government, and research occupations. The Ph.D. program has become known for producing faculty for small liberal arts colleges. Ph.D. students are required to enroll in three subfields of political science: political theory, methodology, American government and politics, public law, public administration and policy analysis, international relations, comparative politics, or a cognate or interdisciplinary field.

(d) Institutional context for offering the degree:

The Department of Political Science is located in the College of Liberal Arts. The department chair reports to the dean of the college. The department offers a large undergraduate program as well as a graduate program including a master of arts, a master of public administration, and a Ph.D. The department additionally offers a large contingent of core curriculum courses.

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

The department is successful in providing a variety of service and outreach activities. The department is made up of a group of diverse faculty members who are focused on providing a high level of instruction as well as relevant research activities. The program receives both regional and national regard, and student satisfaction and enrollment remain steady.

(f) Other:

The department plans to focus its efforts over the next five years on increased recruitment of high-quality master's degree students, improved assessment instruments, improved alumni monitoring and activities, and increased student participation in Work-in-Progress Seminars (WIPS), where graduate students are able to present their research for critique by faculty and their peers.

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

The Department of Political Science reports state that the department performs at a very high level and provides a significant contribution to the mission of the University. There is, however, an urgent need for more faculty members, specifically in international relations and public administration. In order to provide a comprehensive curriculum, additional faculty will be needed in the area of international relations. There is also the potential for several senior faculty retirements in the public administration area necessitating the addition of several tenured faculty to fill this void. A high faculty turnover rate, due most likely to a variety of factors related to compensation, location, and reputation, also needs to be addressed. Additional monitoring of instructors and adjunct faculty would improve the consistency in the level of instruction. Increased faculty communication and the development of a strategic plan also need to be encouraged.

The undergraduate curriculum is fairly comprehensive including six core curriculum courses that attract new majors. Development of an orientation for new majors, additional career and professional advisement, and support of a professional society would be beneficial to the undergraduate program.

In regard to the graduate program, efforts should be made to attract higher-quality graduate students into the program. Graduate student involvement should be encouraged, and communication could be improved through the development

of an orientation program including written guidelines regarding policies. Student involvement in research and curricular decisions should be encouraged.

A variety of curricular improvements could expand upon the sound programs currently offered. Expansion of elective courses could also attract higher-caliber students and faculty. The department should not hesitate to pursue the opportunity to become one of the few institutions offering a degree in aviation policy. Graduate course structure needs to continue to be streamlined, and requirements need to be clearly communicated. Assignment of a faculty advisor to each graduate student would improve program decision making and encourage opportunities for faculty collaboration.

The internal and external reviewers both strongly emphasized the negative impact of the physical facility. The lack of maintenance has resulted in a facility that is detrimental to the reputation of the program and may deter successful student recruitment.

Program directors should meet regularly to assess programming consistency. Development of a strategic plan and improved communication would strengthen the overall program.

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

The reviewers viewed the M.A. as an extension of the Ph.D. program rather than two individual programs; however, they made no specific recommendations in their assessment. They did point out that communication within the programs regarding expectations and procedures was problematic as evidenced by student complaint. In an attempt to address the changing needs of students, the department endeavored to make changes, including a new student seminar where students are provided with information on a CD-ROM as well as on the departmental website.

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

The dean believes that the need for a faculty member in international relations is a very high priority and would support this possibility; the need for a second position would be difficult due to recent budget cuts, but it could be reviewed in relation to predicted increases in the number of Ph.D. awards. Salary compression, which may have affected faculty turnover in the past, should be addressed by the recently approved contract.

The ongoing deterioration of the facility is acknowledged, and the dean urgently requests funding for improvements.

The department is encouraged to pursue the establishment of an undergraduate society, formal orientation programs, and improved professional advisement for undergraduates. A new graduate program director is in place, and new procedures are being established which should serve to improve M.A., M.P.A., and Ph.D. graduation rates.

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** Paul Simon Public Policy Institute
3. **Date** August 2007
4. **Contact Person** Patricia B. Elmore
 - 4.1. **Telephone** (618) 536-6607
 - 4.2. **E-mail** pbelmore@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 Paul Simon Public Policy Institute was established in 1997 to bring scholars and practitioners together for study and debate while increasing public awareness as well as making the results available to public policy makers, leaders in the various branches of government, and the media.

(d) Institutional context for offering the degree:

N/A

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

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 institute was established through the leadership of former Senator Paul Simon to provide an opportunity for members of the University community and the public to join in dialogue on current issues involving national and state policy. The institute is funded through an endowment and remains fiscally stable. The institute is housed in an attractive and functional space that provides well for the needs of its small staff. Public policy issues of interest to the general public, faculty of the University, and public policy makers are used to determine programming possibilities.

The institute is actively involved in providing a variety of programming pertaining to public policy. In addition, the institute faculty instruct courses on campus. The institute provides opportunities for student employment as well as a student ambassador program serving between 20 and 25 students per year. In addition, institute faculty members who also teach classes include their students in many of the programming activities.

The reviewers feel that the institute should increase staff numbers and consider offering part-time and temporary positions to individuals from other University units, which would also improve collaboration with other units on campus. The addition of an associate director in charge of international affairs was recommended as a way to keep programming vibrant. The potential retirement of the present director should be addressed through the formation of a committee preparing to search for a new director.

Additional involvement in programming by individual students or student organizations could improve outreach efforts even more, and including students in advisory boards could offer new perspectives.

Institute funds could be utilized to fund research projects on campus that would enable scholars to either showcase their work or to secure other external grants. They strongly emphasized the need for a request to the University for modification of its current policy restricting the use of Senator Simon's name in order to facilitate promotion of the institute.

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

This is the first review of the institute.

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

A transition committee has been established to formulate a strategic plan for when the current director retires from the institute. This plan should address future needs of the institute, development of a set of qualifications for potential director candidates, and potential modifications to the organizational position.

Usage of the Paul Simon name by the institute is strongly endorsed by the director and staff. The institute will also continue to build upon student involvement in various phases of operation and will encourage the present Board of Counselors in its involvement with development of the program.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

Appendix B

SIU EDWARDSVILLE

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Science in Accountancy
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@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 Bachelor of Science degree in accountancy prepares students for employment in accounting in either the public, private, or not-for-profit sector or for admission into graduate school in accounting. It also prepares students to take the uniform CPA exam and to pursue a career in public accounting. The Bachelor of Science degree in accountancy carries 124 required credits. These hours are composed of 76 to 82 general School of Business requirements, 1 course (GBA 400) in general business administration, 10 required accounting courses, and 9 to 15 hours of electives outside of the School of Business.
 - During the fall of 2003 and the fall of 2004, the department had between 227 and 232 majors, respectively (this rose to 271 in 2005). About 30 percent of those majors were part-time, and females constituted approximately 62 percent of the undergraduate students.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - It is recommended that the accounting department add a tax course. The faculty is concerned that there is a need to develop a tax accounting curriculum to keep up with students' professional needs.
 - It is recommended that the accounting department include questions about completion of the CPA exam on its alumni questionnaires. This exam had

been used as an exit exam in the past. Since people are now required to complete 150 hours before taking the exam, it is no longer feasible to use it as an exit exam. It would be good for their program to know how successful its former students are at passing the test. This could provide them with information that could be used to update their program.

- It is recommended that the accounting department increase the visibility (or availability) of its internship programs. Students said that they would like more emphasis on internships or possibly required internships. They felt that this would make them more competitive after graduation.

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

- AY 2003–2004 marked a year of transition for the School of Business as it began the implementation of a much more comprehensive approach to assessment. During AY 2002–2003, the school developed a new assessment plan which places a variety of assessment tools throughout the business curriculum. This contrasts somewhat to the approach taken in prior years, when assurance of learning activities were restricted to the use of the Management Assessment Center (MAC) in MGMT 441. The faculty of the school believes that the new approach will yield data that can be more easily used to identify areas in need of curricular enhancements.

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

- The accounting program should develop a tax course to keep up with students' professional needs.
- The accounting department should include questions about completion of the CPA exam on its alumni questionnaires to determine how successful former students are at passing the test. This information could then be used to update the program.
- The accounting department should increase the visibility (or availability) of the internship programs in order to make students more competitive in the job market after graduation.
- The undergraduate program in accounting serves two purposes. It is a means for students to prepare to enter the accounting profession and it is the most important supplier of graduate students for our MSA program. It is important that the program continue to fulfill both of these roles. The recommendations of the review team will help the faculty maintain the program and continue to prepare students for careers and for graduate study. The department will discuss the recommendations of the review team at its next Department Advisory Board meeting and determine the best approach to implementing the team's recommendations.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

The accounting department has an advisory board that is made up of alumni and professionals. They work with this board to assure that their program is meeting the needs of the business world. They evaluate the program every three years to update where needed. This keeps their program current. They also maintain accreditation from AACSB. The review committee recommends that this program be reviewed next at its regularly scheduled time.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Science in Accountancy
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@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 MSA program changed admission requirements in 2000. It also modified its plan of study, changing required courses and adding courses to the list of approved electives. Currently the program requires 30 hours. The MSA is a non-thesis program.
 - The fall semester 2005 enrollment was 32 (headcount), which is approximately the program's optimum capacity of 30 students. Enrollments have strategically declined over the past three years from a high of 48 to the current level of 32 students.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The committee opines that sole reliance on one exit requirement is not adequate to fully assess whether students are meeting their learning objectives. Although the research paper does require synthesis of knowledge and skills, the Program Review Committee strongly recommends that the department include other indicators such as performance on course exams and papers, in addition to pass rates on the CPA exam, internship placement and post-graduate employment rates, etc. The addition of indicators would strengthen the assessment of student learning. The review committee also requests that data from these measures be incorporated into the Graduate Assessment Report.
 - The committee recommends that faculty jointly review their syllabi for redundancies in course content and that standards for rigor be made consistent across all courses.
 - The department should offer students without a background in accounting some early practical experience in the field through fieldwork or a department-facilitated practicum.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes:
- The program faculty expanded its offerings in taxation in response to occupational need.
 - The program strengthened its preparation of students to take the CPA exam by offering a specialty in taxation.

- 5.4** Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:
- The program faculty should revise its Graduate Assessment Plan to include additional measures, such as student work from more courses than the capstone, pass rates for the CPA exam, etc.
 - Program faculty should jointly review course syllabi to eliminate redundancies and to agree to common expectations and standards of rigor.
 - The program faculty should seek practical internships for students.
 - The program should hire one additional FTE member of the faculty to improve diversity, flexibility, and scheduling.
 - The program faculty should expand the CPA preparatory course option for students adding business law and government accounting.
 - The program faculty should establish a graduate program director who will focus on student advising.
 - The program faculty should provide a more structured student orientation.
 - The program faculty should track CPA pass rates as an indicator of quality.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

Assessment results indicate that students are meeting the program's learning objectives. The review confirmed that the curriculum supported the student learning objectives.

The MSA program has many strengths. Graduates are employed in the field, and the quality of instruction is strong.

The committee strongly recommends the continuation of the accounting programs (MSA, MSA-taxation specialization). There is no need for an interim review; however, we recommend that the accounting department submit a very brief update to the committee on the impact of the new admission criteria on student outcomes (exam pass rates, research papers, etc.).

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Science in Business Administration
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@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 bachelor of science in business administration program provides students with a basic understanding of the functional areas of business, the behavior of organizations, and decision-making processes. There are nine specialization areas on which students can focus their education including: economics, entrepreneurship, finance, general business administration, human resource management, international business, management, management information systems, and marketing.
 - The mission of the School of Business is to prepare students and business professionals and improve business practice. This is accomplished through high-quality instruction, research, and professional activities, all of which focus on adding value: for students, by enhancing their career prospects; for organizations, by developing business professionals who meet their needs; and for the business disciplines, by producing and disseminating timely and relevant scholarship.
 - The long-term learning goals of the Undergraduate Business Curriculum focus on three main areas: content, skills, and integration of knowledge.
 - The School of Business fall 2005 student enrollment was 1,283, of which 792 were BSBA majors. Degrees awarded in 2004 totaled 475; of that, 286 were BSBAs.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The Basic Study Skills Committee within the School of Business should complete their work as soon as possible to integrate written and oral communication skills across the business curriculum.

- School of Business faculty and administrators should try to improve communication with BSBA students with respect to the existing culture of the School of Business.
- Faculty and administrators need to more clearly emphasize the important role that internships, student clubs, Business Hour lunches, and other extra-curricular activities have in shaping the overall experience and future utility for BSBA students.
- Special care should be taken to follow closely the impact of the new enrollment management program on recruitment and retention of minority students.
- The program continues to have trouble covering enough management and marketing courses with academically qualified faculty and is over-reliant on part-time faculty.
- The enrollment level of most of our undergraduate business courses continues to be very high.

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

- Undergraduate core courses in the School of Business are no longer offered via distance learning until more effective practices can be determined. Initial online courses were discontinued due to faculty and both on- and off-campus student dissatisfaction.
- The School of Business faculty have embraced SIUE's efforts at incorporating course management technologies to enhance student learning.
- The School of Business Faculty Personnel Committee proposed a revised Tenure and Promotion document as well as a revised performance evaluation plan.
- The School of Business has opened a second computer lab to provide students with adequate computer lab capacity and availability.
- The School of Business has become more proactive in communicating with students, providing advising and curricular information on the School of Business website, and establishing listservs to communicate information about advising, curricular changes, employment opportunities, and various co-curricular events. Student's progress toward degree is also monitored and reviewed during each meeting that a student has with his/her advisor.
- The School of Business has eliminated the GBA 490 requirement.
- A managed enrollment plan is being implemented, with the first students enrolled in summer and fall 2006. Under this plan, students can declare a pre-business major and be advised by School of Business advisors after completing approved courses.
- GBA 300 was historically required to enroll in 400-level courses, but this course is being eliminated after summer 2006.
- Beginning in spring 2006, all new business students will attend a required orientation session. The orientation will include an introduction to the BSBA curriculum and learning goals and the purpose of its structure. The orientation will also emphasize the importance of internships and co-curricular activities as preparation for professional success.

- There is an expectation that the “Core Curriculum Integration Team” (CCIT) will begin functioning before the end of the spring 2006 term and will have made substantive progress toward curriculum reform by December 2006.

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

- Future assessment activities within the School of Business should focus on effects of the major programmatic changes adopted and proposed by the school (e.g., removal of GBA 300, addition of MS 250, changes to MGMT 340 and MGMT341).

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

The review committee commends the school and program for the quality of effort and activity, recommends continuation of the program, and suggests review again at the next regularly scheduled time.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Science in Business Computer Management and Information Systems (CMIS)
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - In 1994, the MIS program became a specialization in the MBA program, and computer management and information systems became the new degree.
 - Currently, the program requires 31 hours for degree completion. This is an applied program without a thesis requirement.
 - The fall semester 2005 enrollment was 33 (headcount), which is below its optimum capacity of 60 students (maximum capacity of 90). Enrollments have remained relatively stable over the past five years between 24 and 31 students.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The CMIS program's current final exit exam includes single questions from each individual course. Based on student and faculty input, there is a need to change the structure of the exit final exam to include more integrative questions across the CMIS curriculum in order for students to better integrate their knowledge in the discipline.
 - The CMIS program currently does not offer a course that sufficiently focuses on students' professional and academic writing as well as research skills.
 - Students have expressed a desire to receive training in C-#Sharp or advanced Java as an elective in order to remain current in their professional field.
 - The program should aggressively recruit higher-quality students into the program in order to compete nationally and internationally in the discipline.
 - Students have expressed a desire for more advisors in order to help students with academic progress, final projects, and overall academic needs.
 - Students and faculty have expressed an interest in online courses.

- 5.3** Description of actions taken since the last review, including instructional resources and practices, and curricular changes:
- The computer science component of the degree became a stand-alone program in the School of Engineering.
 - Additional faculty members were hired for the CMIS program.
 - The program resolved scheduling issues, making courses more accessible to students.
 - The program strengthened its admission criteria.
 - Computer laboratories were upgraded.

- 5.4** Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:
- The CMIS program, as a whole, should change the structure of the current final exit exam to include more integrative questions.
 - The CMIS program should offer an additional foundational course where professional and academic writing as well as research skills are taught.
 - The CMIS program should offer more elective courses for students to take.
 - The program should intensify its enrollment and marketing efforts through the design of publication materials in print or online.
 - The program should establish a new advisor system.
 - The program should offer online courses in CMIS.
 - The program should provide more comfortable and useful facilities, including instructional classroom and lab environments.
 - The program should establish an executive-residence program and formalize the faculty-residence program, if possible, in order to better keep current in the discipline.
 - The program should hire a technical staff to run and maintain the servers supporting the platforms in the classroom.
 - The program should establish an executive-in-residence program.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

Assessment results indicate that students are meeting the program's learning objectives. The review confirmed that the curriculum supported the student learning objectives.

The CMIS program has many strengths. Graduates are employed in the field, research productivity is excellent, and the quality of instruction is outstanding.

The committee strongly recommends the continuation of the computer management and information systems graduate program.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts & Bachelor of Science in Criminal Justice
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - Criminal justice faculty members have been recognized nationally for their contribution to their discipline. While the department has demonstrated effectiveness in the classroom, the strength of the program's publication record is particularly impressive. In addition, recent hires of very capable, engaged, and productive faculty have built upon an extraordinarily talented faculty.
 - Students in criminal justice are exploring opportunities for independent research through the Senior Assignment and through participation in multiple professional conferences and on-line journals. A number of departmentally based awards recognize students' contributions to the discipline and the campus community. Sociology and Criminal Justice Week, for example, has proven to be a particularly valuable opportunity for student engagement.
 - Insufficient faculty resources in the criminal justice program has resulted in measures to limit student enrollment.
 - In the past, students were required to write a paper and make a presentation to all faculty members based on their internship experience. The department now uses a student poster session instead of the presentations. Poster sessions help provide an environment where the students can respond to individual instructor's concerns in a more cordial environment.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The advisement process for the CJ students should be improved to address some of the student concerns. Among the changes considered should be:
 - (1) improved communication with advisors in general education to ensure

that students receive accurate information about the pre-CJ requirements and the differences in the CJ and sociology major; and (2) an increase in the number of advisors available to students to two.

- The criminal justice faculty should continue to discuss and implement methods to more broadly publicize the strict nature of its entrance requirements. Such a discussion must include some measure that will assure the accuracy of information provided to students by general education advisors.
- Now that the program has been offered for a few years, the faculty should start developing a more formal multi-stage system to assess the curriculum to understand the link in performance, especially the impact of the current sequence of courses on student performance in the Senior Assignment.
- The criminal justice program should reduce its classroom enrollment ceiling to realistically and adequately meet the pedagogical requirements of its stated goals for student outcomes.
- The CJ faculty should continue their conversations regarding the evaluation of teaching. The department might consider including quantitative measures for student evaluations, the use of peer evaluation techniques, and how other relevant data such as class size, course level, and number of individual course preparations might affect faculty performance. The sharing of aggregate evaluative data among the faculty might be helpful in informing these discussions.
- The faculty in the sociology department should start discussions about benefits of and problems with creating a separate department for criminal justice.

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

- Not available. Criminal justice studies is a program that was established with NEPR state funding approximately three years ago.

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

- An orientation session for all part-time instructors was used to discuss goals, pedagogies, and rigor.
- The department recognizes that existing methods of evaluating teaching have to be modified to account for a more diverse faculty and student population.
- The criminal justice program should reduce its classroom enrollment ceiling to realistically and adequately meet the pedagogical requirements of its stated goals for student outcomes.
- The department is considering moving towards creating more contracts with possible internship sites.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

The review committee finds this program to be in sufficiently good health to continue in existence. However, numerous circumstances merit focused attention, such as advisement for CJ students, entrance requirements, curriculum assessment, classroom enrollment ceilings, and teaching evaluation. The next program review should occur at the next regularly scheduled time.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts & Bachelor of Science in Economics
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - Both a B.A. and B.S. in economics in the College of Arts and Sciences (CAS) are offered, and in addition to general education requirements, majors are required to take introductory and intermediate-level courses in macro- and microeconomics, a statistics course (MS 251), and 15 credit hours of economics electives. A recent curricular change made the previously required economic history course (ECON 221) an elective and added a quantitative methods course (MS 250) that serves as a means of enhancing students' quantitative skills before the MS 251 course. Economics (CAS) majors also must complete a business, math or social science minor and 28–30 hours of electives.
 - The Senior Assignment for the economics (CAS) program has also undergone some changes in the past year. Previously, students wrote and orally presented to the faculty a paper that was based on the work of a former Nobel Prize in Economics winner. This format was recently changed to align the requirements with those of students seeking a degree in economics/finance from the School of Business. In the future, economics (CAS) students will prepare a poster presentation based on a research paper from a 400-level course (e.g., Econometrics, Forecasting). These posters will be presented each semester in a department-wide session, and faculty will have the opportunity to interact with students about the projects. At this time, each faculty member will assess whether each project/presentation has met the goals of Senior Assignment by rating the degree to which each of those goals is met by the project/presentation.

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

- For the future healthy development of the economics (CAS) program, a certain amount of oversight by CAS, or at least regular communication with the CAS, is necessary. In addition, an undergraduate program director specifically related to the economics (CAS) program should be established within the Department of Economics and Finance.
- The department should consider creating a specific strategic marketing plan for the economics (CAS) program for the purpose of recruiting additional students.
- The faculty of the economics (CAS) program should analyze the structure of the current curriculum and course offerings, both for major requirements and electives, in terms of their orientation: finance versus economics. This should be done to give sufficient emphasis to courses with an economics orientation. Such an orientation may be especially necessary for required courses for the economics (CAS) program, leaving options for finance-oriented courses to be taken as electives. In addition, the committee recommends that the program thoughtfully consider adopting a required course in the form of a regular class, seminar, or some other format as determined by the program that serves the unique needs of economics (CAS) majors and focuses on the career exploration and real-world applications of courses taught.
- The economics (CAS) program should cap enrollment of 100-level classes to 75 students (or less) in order to improve the effectiveness of learning and student-faculty interaction. This may necessitate communication with the University, the School of Business, and the College of Arts and Sciences in order to reach an institutional solution.
- Based on the students' experiences and comments from faculty related to their involvement in the Senior Assignment, the department should continue to formally assess the effectiveness of the Senior Assignment and constantly examine whether it is actually assessing student learning outcomes. The committee also recommends that the economics (CAS) program expand the areas of assessment in its Senior Assignment process and add additional tools or requirements as part of the Senior Assignment in order to instill more rigor into the evaluation process. This will provide a more comprehensive assessment of the effectiveness of the economics (CAS) program in achieving its goals and objectives.
- The committee recommends that the economics (CAS) program design formalized methods to gather information from alumni and graduates and keep constant and viable channels of communication with students open.

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

- Recommendations from previous review were very general and focused on maintaining the quality of the program. No specific actions were suggested or required.

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

- Regular communication between the economics (CAS) program and the College of Arts and Sciences (CAS).
- Development of a specific strategic marketing/recruitment plan for the economics (CAS) program.
- Analysis of the current structure and curriculum and course offerings.
- Cap enrollment in order to improve the effectiveness of learning and student-faculty interaction.
- Formal assessment of the effectiveness of the Senior Assignment for student learning outcomes.
- Development of formalized methods of gathering information from alumni and graduates.
- Development of formalized methods of communication with current students.
- Faculty who teach in the economics (CAS) program maintain that the program is important and offers exceptional value to their students, the department, the school, and the University. Faculty members report that they keep a constant eye on the curriculum and regularly monitor its suitability. They also report that they examine student success within courses and adapt the curriculum accordingly (e.g., the addition of MS 250).

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The review committee is confident that the findings and recommendations contained in this report reflect a comprehensive view of the program delivery being offered in the economics (CAS) program. The committee is impressed by the work of the individuals involved in this program, believes no additional follow-up to be necessary (outside of the committee's recommendations), and recommends that this program be reviewed at its next regularly scheduled time.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Science in Economics and Finance
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - Since its inception, the bachelor's degree in economics and finance has continued to experience growth in enrollment. The number of majors in the program has grown from 24 in 1999 to 77 in 2004.
 - The business economics and finance (BUEF) program is a degree program offered by the School of Business. Students in this program are expected to meet the goals and objectives required of BSBA students in the School of Business in addition to the BUEF program goals.
 - The structure of the BUEF program includes a core of business classes and 13 required courses in economics and finance. Of the 13 courses required of BUEF students, the bulk of these are upper-level classes (with the majority at the 400 level). Only two (ECON 111 and 112) are lower-level courses.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - As with any effective and successful program, articulation between courses needs to be practiced. Courses and their requirements need to be analyzed and evaluated for overlap and repetition. Student questionnaires obtained from graduating seniors have indicated that some courses have the same basic content and did not necessarily increase in difficulty.
 - The BUEF program has grown from an enrollment of 24 students in 1999 to a current enrollment of 77 students. Due to the increase in enrollment, students have problems registering for the core courses. The program was designed to offer students a selection of electives that would enhance their potential in the job market. With the increase in student enrollment, faculty attrition, and faculty responsibility for teaching other School of Business

courses, many electives are not able to be offered. The general education classes (ECON 111 and 112) are large, and many sections need to be covered each semester (three to six sections of each course). Two faculty members will be retiring within the next two years. At this time, the program is actively interviewing to fill three positions: two in finance and one in economics.

- When hiring new faculty, the program should continue to make special efforts to recruit female and minority candidates. At this time the faculty is predominately male and classified as Caucasian. The department has made attempts to attract and interview female and minority candidates, but only with limited success. They have made this a priority, and the committee would like to see it remain a priority.
- Real world experiences need to be incorporated more fully into the program. This can be accomplished through enhanced use of clubs, possible internships, increased use of guest speakers, and use of student presentations.
- The committee recommends that the BUEF program increase its efforts in career advising.
- The committee recommends that the BUEF program continue monitoring the Senior Assignment to ensure that it meets the needs of the program and students.
- Facilities should be improved to enhance the BUEF curriculum. Smart classrooms need to be updated, and a live market database should be added.

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

- Based on recommendations from the previous program review, the Department of Economics and Finance initiated a new program (business economics and finance) in 1999 which better prepares graduates to compete in the current business entry-level job market. This program united and integrated the previous business economics curriculum with the finance curriculum for the purpose of providing graduates with the technical knowledge and skills to compete successfully for entry-level positions in financial services or government agencies or to pursue graduate studies in economics or finance.
- Since the last program review, the economics and finance curricula have been totally integrated. Under the current (effective fall 2005) program, students in the BUEF program are required to take between five and seven courses from each discipline (this number varies based on which international elective is taken).

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

- While there is currently a minor in economics, there is no minor available in economics and finance. At this time, the department has focused its energies on developing and assessing the current major in economics and finance.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

This committee finds the BUEF program to be in excellent health. The program and its faculty strive to produce high-quality graduates through constant refinement and improvement of their program. The recommendations proposed are minor and are intended to enhance an already excellent program.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Arts & Master of Science in Economics and Finance
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - In 2003, the admission requirements were raised.
 - Currently, the program requires 30 hours for both the M.S. and the M.A. degrees. A non-thesis option is offered for the M.S. degree.
 - The fall semester 2005 enrollment was 40 (headcount), which is well above its optimum capacity of 30 students (maximum capacity of 40). Enrollments have risen over the past five years, increasing from 33 to 40.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - Faculty and students voiced concerns about limited access to campus computers with essential databases. Current physical space in the department does not seem to provide room for more computers. It would also be helpful to provide students with a wireless network within the department.
 - Faculty spoke to difficulties in recruiting faculty in a highly competitive job market. The current job searches being conducted by the department, if successful, will help to solve the problem of the lack of electives for graduate students.
 - Continue efforts to recruit qualified female faculty even in a highly competitive market. There seems to be no problem in recruiting female students to the program. They need female faculty role models.
 - Increase offerings of elective courses to meet student needs. This problem may be resolved when additional faculty who are currently being recruited are hired.
 - The current peer review process for teaching was described by some faculty as inconsistent or nonexistent. The committee would encourage the

department to develop an organized program of classroom visits to junior faculty. At present, such visits seem to be conducted on an *ad hoc* basis.

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

- Additional instruction in statistical software has been provided to students.
- Additional support for computer laboratories has been provided to students.
- The number of assistantships funded externally has increased.

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

- The program faculty should increase the access to relevant databases.
- The program faculty needs to aggressively recruit new members of the faculty to fill vacancies, particularly qualified women.
- The program faculty needs to increase the offerings of elective courses to meet student needs.
- The program faculty needs to improve its peer review process for teacher evaluation.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

Assessment results indicate that students are meeting the program's learning objectives. The review confirmed that the curriculum supported the student learning objectives.

The economics and finance program has many strengths. Student enrollments are stable, graduates are employed in the field, research productivity is excellent, and the quality of instruction is strong.

The emphasis on economic and financial data analysis and interpretation is particularly strong in the program. There is a real unity of purpose among students and faculty. The program fulfills a local need for financial analysts to local business and government. It also provides a fine financial education for foreign students who return home to contribute to the development of their home economies.

The committee strongly recommends the continuation of the economics and finance graduate program. There is no need for an interim review until the next regularly scheduled program review.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Business Administration
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - Significant modifications to the program include the addition of a specialization in management information systems in 1994 and the addition in 2000 and later termination in 2005 of a specialization in electronic business.
 - The program requires 30 hours of course work.
 - The fall semester 2005 enrollment was 197 (headcount), which is below the program's self-reported optimum capacity of 275 students. Enrollments have fallen over the past five years between from 230 in fall 2000.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - Create institutional structures, both formal and informal, that will allow those responsible for teaching in the MBA program to function as a faculty.
 - Curriculum Review and Assessment: The Program Review Committee recommends that the School of Business embark on a faculty-driven review of the entire curriculum to ensure that this program remains relevant to the needs of the market and competitive with other programs in the region. Integral to this review of the curriculum should be a serious discussion about the desirability of raising the admissions standards to change the profile of future MBA students and, by extension, the profile of the program itself.
 - Program Identity and Marketing: SIUE's program is well positioned because of its AACSB accreditation, its high-quality faculty, and its reasonable tuition structure (the lowest among AACSB-accredited institutions in the region). The committee urges the MBA program and the School of Business to continue their efforts to better differentiate SIUE's MBA program from

the competition. The MBA program's reputation in the region will be central in maintaining current enrollment figures, but also critical in any future attempts to change the profile of MBA graduate students.

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

- Developed new internship opportunities for students.
- Expanded its distance learning opportunities.
- Improved relations with local businesses and business organizations.

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

- The program faculty should continue the work on setting a standard of excellence in the area of admissions.
- The program faculty should review the rigor of the program and of the capstone course.
- The program faculty should review the advisement services.
- The School of Business should consider means for fostering a stronger sense of faculty cohesion with this interdisciplinary program.
- The program faculty should review the currency of the content, structure, and delivery of the MBA curriculum.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

Assessment results indicate that students are meeting the program's learning objectives. The review confirmed that the curriculum supported the student learning objectives. As a result of assessment, the program has begun to require MBA students take the ETS Major Field Test.

The MBA program has many strengths. Graduates are employed in the field, research productivity is excellent, and the quality of instruction is strong.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Marketing Research
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - In 2001, the MMR program raised its admission requirements.
 - In 2003, it added new admission criteria. The program carefully monitors the quality and quantity of its applications for admission.
 - Currently, the program requires 30 hours. No thesis is required for the program.
 - The fall semester 2005 enrollment was 25 (headcount), which is its self-defined optimum enrollment. Enrollments have remained relatively stable over the past five years, with some fluctuations.
 - Assessment results indicate that students are meeting the program's learning objectives. The review confirmed that the curriculum supported the student learning objectives. As a result of assessment, the program has modified its admission requirements. It also has established an advisory board to help guide the program. Lastly, as a result of assessment, the program has modified its curriculum.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - One new faculty member will be starting in the fall semester 2006. Much of this effort will necessarily be directed toward covering courses supporting the BSBA and MBA programs. This will improve the situation for the department, but it is important to articulate the desired result in terms of the MMR program in particular. Some explicit goals and guidelines should be established to ensure that the MMR program reaps specific benefits from any faculty growth. Toward this end, an additional marketing faculty appointment with explicit primary marketing research teaching

responsibilities is critical. This recommendation is consistent with one from the previous program review but which was not implemented. This additional faculty in the MMR program would address several areas in need of improvement. It would increase the viable options for electives, expand the breadth of instruction, permit a one-course release per semester for the program director, and improve opportunities for sabbatical leave and release for grant writing and implementation. If the MMR program continues without additional marketing faculty, both quality and productivity will most likely eventually be affected.

- While foundation courses can be waived by proficiency exam or by transfer credit, the students still have concerns about this. The extent to which this problem actually exists should be determined, and steps should be taken either to correct the problem or to better inform the students of the value of foundation courses.
- International students are particularly concerned about ACCT 501 and ACCT 502, which they believe cannot be waived, even when they have already completed accounting coursework prior to matriculation at SIUE. This may lie beyond the scope of the program review, as it deals with SIUE policies for transferring credit. Nonetheless, the program is encouraged to assess the requirements for international students.

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

- The program carefully monitors the quality and quantity of its applications for admission.
- The program distributes its work load more equitably among the faculty.
- The program has upgraded its computing support.
- The program aggressively pursues external support for graduate assistantships and internships.

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

- The program should hire an additional tenure-track member of the faculty.
- The program should review its foundation courses.
- The program should review the needs of the international students.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The MMR program has many strengths. Student enrollments are stable, graduates are employed in the field, research productivity is excellent, and the quality of instruction is strong.

The review of the master of marketing research program indicated that it is perceived by students, faculty, and administration as a rigorous, high-quality program that meets a demand need in the local region as well as statewide and nationally. There is a unity of purpose among students and faculty, and both are enthusiastic and committed to the program.

The committee strongly recommends the continuation of the master of marketing research. There is no need for an interim review. However, the committee is recommending a brief status report on their faculty shortage.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts & Bachelor of Science in Political Science
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
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5. **Major Findings and Recommendations**

- 5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other]:
 - All political science majors must take POLS 111 (Intro to Political Science) and POLS 112 (American National Government & Politics) plus 27 hours, adding up to 33 hours of coursework in the major. There are no 200-level courses in political science, so students proceed directly from large introductory classes to more specialized courses at the 300/400 level.
 - The political science major is currently organized into seven subfields: American government and politics, comparative politics, international relations, political theory, public administration, public law, and political analysis/methodology.
 - The department has doubled the number of majors in the past five years.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The department should investigate whether or not there is sufficient course availability. Overlapping of courses (two courses being offered at the same time) does occur and is actually a consequence of offering more courses; all time slots are filled. and careful attention is paid to which courses are offered simultaneously. These courses still fill to capacity. Thus far, courses offered outside the Monday through Friday, 9-5 time period, suffer from low registration.
 - Now that the department has succeeded in hiring a methods specialist, it should begin to implement its long-standing objective of adding two or three more courses to the methods subfield.

- The department might want to investigate the possibility of creating a gateway course, since under the current structure, students proceed directly from 111/112 to more specialized courses at the 300 level. Interviews with the faculty in political science revealed concern about whether or not students were adequately prepared to undertake upper-level coursework.
- The department should pursue its agreed-upon objective of adding an eighth subfield, one devoted to “politics of difference.”
- The department needs to undertake a thorough, open discussion of the Senior Assignment in political science.

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

- The department held meetings and undertook several specific tasks, such as; (1) writing department criteria for promotion and tenure; (2) rewriting the Goals for Graduating Seniors; and (3) establishing a subcommittee to reexamine the Senior Assignment. It was decided that the current senior project, along with the adoption of a take-home written essay, would best suit the needs of the department. Also, the department has begun an overall revision of the Operating Papers.
- Development of goal assessments for graduating political science majors as measured by the Senior Assignment.
- Emphasis on revising the Senior Assignment and the desired characteristics of majors, making all faculty aware of highly regarded common goals among faculty, especially objective writing skills and analytical skills.
- Formalizing two general standards for majors: a GPA of 2.5 required to declare the major (instead of 2.0) and a “C” or better in all political science courses (instead of a 2.0 average).
- Department faculty rewrote and approved new criteria for the Faculty Performance Evaluation and Salary Increase Plan.
- Tenure-track faculty lines have been expanded by two since the last review; there are now ten tenure lines (one is a joint position with environmental science [ENSC]).
- Several subfields have been or are being expanded: political analysis/methodology, comparative politics, public administration, and international relations as well as courses in minority politics that fall into the American government and politics subfield.
- Development of three student organizations related with the Department of Political Science: (1) Political Science Association; (2) Young Democrats; and (3) Pre-Law Association. Also, numerous discussions, debates, and presentations have been organized.
- The department has adopted a new policy of sending out letters of welcome to declared majors. This letter explains the advising procedure in depth and the responsibilities held by the students in understanding their course requirements at SIUE.
- Tracking of all internships to use in future discussions of the internship program. Internships are available for students to work in law firms, courts, and other political organizations, such as campaigns.

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

- Analyzing whether to offer Saturday courses, in order to ensure sufficient course availability.
- Developing new courses within the methods subfield.
- Offering more sections of the basic analysis course, POLS 300 *Introduction to Political Analysis*, in order to increase the political analysis, methodology, and research design offerings.
- Faculty “brown bag” discussions addressing issues of teaching and the need for more introductory courses.
- Planning to hire a specialist in U.S. women and U.S. politics in order to revive “women and politics” and ‘women and international politics” as a subfield.
- Commitment to revisit the Senior Assignment annually to improve the quality of student output by supervising writing submitted in the portfolio.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

The review committee commends the political science faculty and administrators for their dedication to maintaining a good quality program. The committee recommends that the political science program should continue in existence and be reviewed again in its normal cycle.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Science in Social Work
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@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 added a specialization in school social work in 2005.
 - Currently, the program requires 30 hours. This is a non-thesis program.
 - The fall semester 2005 enrollment was 53 (headcount), which is above the program's optimum capacity of 45 students (maximum capacity of 60). Enrollments have remained relatively stable over the past five years between 45 and 55 students.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The department needs to develop additional outcome measures for its graduates. Remaining in touch with graduates will allow the program to better assess how well it is meeting the needs of its students. Further, such contact is likely to be useful for the reaccreditation process. There is evidence of integrated project feedback being used in the redevelopment of that program. Overall, however, the department needs to develop a concrete plan for updating and utilizing the information from all three sources of information in its yearly planning process.
 - The department should explore the possibility of establishing a part-time program. There appears to be significant student demand for such a program, although the College of Arts and Sciences may not currently have the resources to support such a program at this time. This should be a long-term goal of the department.
 - The department needs to continue to improve the integrated project. In particular, students cite the need for additional guidance as to the requirements of the project and the relevance to their degree. Two

possibilities include introducing the project to them in their first year and gearing the research and statistics courses directly to teaching the material for the project.

- Faculty morale and unity appear to be less than optimal. One of the common findings of the committee was the diversity of opinion on topics of importance to the direction of the department. There is a very good core of dedicated and able faculty that have managed to create a viable MSW program in a short period of time, but they need to decide where they want to go from here. The diversity of opinion and skills within the department should be developed as a strength. Although hiring a new faculty member in the area of practice may help, some focus needs to be placed upon the current members of the program.
- The consistency of positive student experiences should be improved. While the majority of students are satisfied with the program, they report that some courses are disorganized and do not have clear expectations. Bringing all classes up to the high standards established by the department will improve the overall product. One suggestion is to ensure that course syllabi are consistent with the standards and goals of the college and the University.

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

- The program strengthened its admission requirements.
- The program strengthened its exit requirements by improving the capstone course.
- The program sequenced its methodology courses more effectively to help students better develop skills.

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

- The program should improve its plan of assessment.
- The program should explore the possibility of establishing a part-time program.
- The program should improve its final project.
- The program needs to clarify its unity of purpose.
- The program should improve its expectations for students in terms of quality, rigor, and performance.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

Assessment results indicate that students are meeting the program's learning objectives. The assessment plan, however, needs improvement and needs to be consistently administered.

The MSW program has many strengths. Student enrollments are stable, and graduates are employed in the field.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Arts & Bachelor of Science in Sociology
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@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]:
 - Students in the Department of Sociology are exploring opportunities for independent research through the Senior Assignment and through participation in multiple professional conferences and online journals. A number of departmentally based awards recognize students' contributions to the discipline and the campus community.
 - Criminal justice studies was established with NEPR state funding approximately three years ago, making the Department of Sociology the Department of Sociology and Criminal Justice Studies. Since its establishment, the program has grown very vigorously, and the college has been as supportive as possible in providing additional resources that have enabled the program to thrive.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - The sociology department should clarify how the sequence of SOC 310, SOC 302, and SOC 303 relate to the Senior Assignment expectations for majors and non-majors alike. University publications like the Undergraduate Catalog and departmental materials should describe in detail the course objectives and requirements as they pertain to the Senior Assignment. Particular suggestions for the department to consider could include the initiation of a change of course descriptions for SOC 301, 302, 303, and 495 to reflect the sequencing and Senior Assignment expectations. Also, sequenced course syllabi (SOC 301, 302, 303, 495) could clearly articulate the relationship between the particular course and the sequence. The instructors in each of the three courses (SOC 301, 302, and 303) could take

additional class time to explain the pedagogical underpinning for the sequence.

- The sociology department should increase the number of advisors available to students to two. In addition, the department might consider moving the location of the advisor's office to accommodate students' privacy and comfort.
- The sociology department should continue its conversations regarding the evaluation of teaching. The department might consider including quantitative measures for student evaluations, the use of peer evaluation techniques, and how other relevant data such as class size, course level, and number of individual course preparations might affect faculty performance. The sharing of aggregate evaluative data among the faculty might be helpful in informing these discussions.
- The sociology department should reduce its classroom enrollment ceiling to realistically and adequately meet the optimal pedagogical requirements of its stated goals for student outcomes. Implementation of this recommendation will require access to additional resources.
- The faculty in the sociology department should start discussions about the benefits of and problems with creating a separate department for criminal justice.

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

- In fall 2004, the Department of Sociology received approval to recruit for a new position to begin in fall 2005. Furthermore, through the combination of the new position and hires to replace retiring and resigning faculty, sociology faculty for the 2005–2006 school year consisted of five women and four men, as was the case for the 2004–2005 school year.
- The goal of ongoing funding for the ABLe program, a retention program for sociology majors, has now been attained.
- Computer facilities for faculty are good, but SIUE continues to struggle to keep up with demand for technology in the classroom. In each of at least the last four years, the Department of Sociology has applied, usually jointly with the Department of Historical Studies, for new smart classroom space under the Instructional Equipment competition. In 2002–2003, the Department of Sociology was successful in getting a new smart classroom through this source.
- The Research Methods course has been substantially changed to focus on individual student assessment, including development of a research proposal which formulates the basis of an independent research project to be carried out for the Senior Assignment.
- The Department of Sociology has reduced the maximum class size in all 300-level classes from 60 to 50 to address concerns about large sizes in the learning groups that are used in some of the courses.
- The Department of Sociology has implemented the use of voice mail for faculty members and increased use of e-mail in order to free the departmental secretary for higher-priority activities. The Department of Sociology has also received an increased budget for student work and has consequently hired Federal Work Study students to work in the Department of Sociology.

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

- Students indicated that given the difficulty of SOC 302 and SOC 303, they would prefer to take them in different semesters. The department has recognized this problem and has changed its policy to allow students to register in these two courses in different semesters.
- Employment relations students noted that ER 431, a sequenced, required course for ER students, is only offered in the spring semester. This creates a bottleneck, delaying student progress toward the degree.
- The faculty clearly recognizes that students' evaluation of teaching (SET) as well as evaluation of teaching performance has to be revisited due to the change in the composition of faculty.
- The department has implemented substantial curricular changes to prepare students for the Senior Assignment. In particular, the department has developed a sequencing of courses to build a foundation for student success in meeting the learning goals of the Senior Assignment.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

The review committee affirms that this program should continue in good health and standing within the University and recommends that this program be reviewed next in accordance with the standard program review schedule.

Program Review Report

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Arts in Sociology
3. **Date** August 2007
4. **Contact Person** Julie Hopwood
 - 4.1. **Telephone** (618) 650-3678
 - 4.2. **E-mail** jhopwoo@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]:
 - Currently the program requires 33 hours. Students may take either a thesis option or an internship.
 - The fall semester 2005 enrollment was 32 (headcount), which is above the program's optimum capacity of 25 students (maximum capacity of 35). Enrollments have remained relatively stable over the past five years between 24 and 36 students.
- 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - Sociology should continue to keep track of and encourage students to complete the culminating experience (thesis, internship) in a timely fashion.
 - CAS and sociology should examine whether a raise in sociology TA stipends (without a commensurate reduction in number) would encourage students to finish in a timely manner.
 - In the coming years, the College of Arts and Sciences (CAS) should seriously attempt to identify storage space and multifunctional space of which sociology could take advantage.
 - Sociology and CAS should investigate the possibility of an SIUE/SIUC site license for SPSS or other strategies which offer faculty and students access to necessary software at reasonable cost.
 - Sociology and CAS should investigate accessible computing space for sociology faculty and students. Possibly wireless laptops, such as those available for checkout from the library and those owned by students already, might provide flexibility to solving this problem.

- Sociology should identify opportunities (including social events) which increase the interaction of students with faculty.
- The Graduate School and sociology should work together to organize and update the website, perhaps through the EGE program.
- Sociology should more frequently update information on the site, perhaps with input from the student Sociology Club.

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

- The program faculty more aggressively recruited new students.
- The program faculty improved its advisement of students.
- The program faculty improved the expectations for student achievement.
- The program faculty improved the structure of the internship option.

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

- The program faculty should improve the completion rate of its students.
- The program should more closely monitor student progress for internships and for thesis.
- The program should make SPSS more available to students.
- The program should increase student accessibility to computer laboratories.
- The program should update its website.

6. Outcome

6.1 Decision:

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation:

Assessment results indicate that students are meeting the program's learning objectives. The review confirmed that the curriculum supported the student learning objectives. As a result of assessment, the program tied required courses to final products, e.g. thesis, reformulated when and how thesis and internship committees are formed, and provided symposia to help students.

The sociology program has many strengths. Student enrollments are stable, and the quality of instruction is strong.

Appendix C

SIU SCHOOL OF MEDICINE

Program Review Report

1. Reporting Institution	<u>Southern Illinois University School of Medicine</u>
2. Program Reviewed	<u>Undergraduate Medical Education (MD Degree) Program</u>
3. Date	<u>August 2007</u>
4. Contact Person	<u>Gary J. Giacomelli</u>
4.1 Telephone	<u>(217) 545-1495</u>
4.2 E-mail	<u>ggiacomelli@siumed.edu</u>
4.3 Fax	<u>(217) 545-9605</u>

5. Major Findings and Recommendations

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

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

(a) Changes in the overall discipline or field:

Advances in medicine, biomedical science, and education continuously challenge the field of medical education to adapt. Scientific advances in only the last few years—such as those in genetics—have led to the rapid development of new drugs, medical devices, and therapeutic techniques. New understandings of disease, disease prevention, and the health needs of an increasingly diverse patient population are revolutionizing public and population health, and preventative and primary medicine. Even evolution

in the health system, including new financing models and compliance regulations, has dramatically altered the environment in which medicine is practiced.

Medical education programs adapt to these changes by continuously assessing and improving the medical curriculum (such as through introduction of new information and content), monitoring and addressing problems regarding student performance and satisfaction, performing research leading to improvements in medical curricula and educational delivery methods, and continuously recruiting and developing faculty as scholars and teachers. In this accreditation review, SIU School of Medicine was recognized by the Liaison Committee on Medical Education for the excellence of its undergraduate medical education program.

(b) Student demand:

Student demand for entry to medical school continues to be very strong. SIU School of Medicine's enrollment is fixed at 288 medical students, 72 per year of the four-year medical curriculum. For the fall 2006 entering class, SIU received 1,034 applications for its 72-student first-year class, a ratio of 14.4 applicants for every position. This ratio averaged 14.9:1 during the five-year 2002–2006 period. Nationally, twice as many people apply to medical schools as there are openings. These trends are expected to continue.

(c) Societal need:

The nation's need for physicians is likely to increase as demographic changes such as population growth and aging of the baby boom generation continue to occur, and as new medical technologies and scientific knowledge expand the field of medicine. Practicing physicians trained in the 1960s and 1970s are retiring from practice in greater numbers and must be replaced. These factors prompted the Association of American Medical Colleges in 2006 to call for a 30 percent increase in the number of physicians trained in America's medical schools by 2015. SIU's medical graduates contribute to the physician supply, and its graduates will continue to be in high demand.

(d) Institutional context for offering the degree:

The undergraduate medical education program is located in the SIU School of Medicine. Students in this program progress to receive the M.D. degree. SIU School of Medicine also offers graduate medical education (clinical residencies and fellowships after receipt of the M.D. degree) and continuing medical education (educational programs for practicing physicians). Together, these medical education programs (all accredited by their accrediting agencies) are complementary, reflective of the continuum of medical education, and comparable to those offered in other U.S. medical schools. SIU School of Medicine also offers graduate science education programs (M.S. and Ph.D.) in pharmacology, physiology, molecular biology, microbiology, and medical biochemistry.

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

SIU School of Medicine is internationally known for its innovations in medical education, including first-in-the-nation developments of medical education learning objectives, problem-based learning, and the use of standardized patients in medical education and student assessment. In the recent LCME review, SIU's medical school was recognized for the innovative use of nurse educators within the undergraduate medical education program.

- (f) Other:

SIU School of Medicine exists to help meet the health care needs of the people of central and southern Illinois. As of June 2007, the medical school has graduated 2,130 physicians, 1,571 of whom are in practice, with 43 percent of those practicing in Illinois. In addition, the medical school has trained 1,732 resident physicians and fellows in its graduate medical education program, most of whom continue to practice in central and southern Illinois.

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

The Liaison Committee on Medical Education granted full accreditation for the maximum eight-year period, following a two-year long internal review by the medical school faculty and an external review by the LCME. LCME cited the following as particular strengths of the medical school: the medical school's leadership, strategic planning processes, and growth of clinical practice; national prominence of the school's problem-based learning, self-directed education, and student assessments; nurse educator program; Medical/Dental Education Preparatory Program (MEDPREP), the school's preparatory program for disadvantaged students wishing to prepare for entry to health professions schools; and the shared vision and support of the teaching hospitals and medical school. LCME noted two areas in transition, improvements already under way by the medical school: efforts to revitalize (through faculty recruitments and new leadership) the Department of Obstetrics and Gynecology and to increase racial, ethnic, and gender diversity in the faculty. LCME stated that no deficiencies were found, determining that SIU School of Medicine is in compliance with all standards for accreditation.

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

SIU School of Medicine implemented extensive revisions to its undergraduate medical education program in the fall of 2000 and was reviewed for accreditation shortly thereafter by the LCME. The status of the revised curriculum's structure and content (and subsequent changes to both) were communicated to the LCME in progress reports for 2002 and 2004. The success of this implementation, based on internal and external student outcome measures, was addressed in detail. Three clerkships in the curriculum's third year were improved by naming new directors for each and assigning nurse educators to help with curriculum

development and assessment activities. All three clerkships now receive positive feedback and ratings from the medical students.

In addition to the successful implementation of the new curriculum, the school took steps to improve the racial and ethnic diversity of its student body, provide additional resources and supports for research, clarify policies and guidelines for faculty promotion and tenure, improve safeguards for confidentiality in the student health services, and improve career counseling for students. These actions were taken in direct result of the previous accreditation review.

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

The LCME encouraged the medical school to continue efforts to revitalize the Department of Obstetrics and Gynecology and increase diversity in the faculty. Status reports on these topics are due to the LCME in 2009. The medical school is in compliance with all LCME standards, and no other actions are requested by LCME.

6. Outcome

6.1 Decision:

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

6.2 Explanation:

The Liaison Committee on Medical Education (LCME) approved a full, non-conditional eight-year accreditation for SIU School of Medicine's M.D. program in June 2007. The next LCME accreditation review will occur in Academic Year 2014–2015.