



Southern Illinois University System
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September 4, 2020

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Steven Gear
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 17, 2020, via Zoom or YouTube immediately following the Executive Committee meeting. The agenda, minutes from the July 9, 2020 meeting, and electronic copies of the Underrepresented Groups Report, and Program Quality Assurance Report can be viewed through the Board's portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Gireesh V. Gupchup", with a long horizontal line extending from the end of the signature.

Gireesh V. Gupchup
Vice President for Academic Innovation, Planning, and Partnerships

GVG/pm

Attachments

c: Ed Curtis
Steven Gear
J. Phil Gilbert
Jacob Graham
Amy Sholar
John Simmons

Roger Tedrick
Dan Mahony
Austin Lane
Randall G. Pembrook
Jerry Kruse
Other Interested Parties

Office of the President

Stone Center - Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901
Phone: 618/536-3331 • Fax: 618/536-3404

AGENDA

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

Thursday, September 17, 2020
Immediately following the Executive Committee meeting

Stone Center, Large Dining Room
Southern Illinois University System Office
Carbondale, Illinois
live stream video at siusystem.edu via YouTube and through Zoom

1. Announcements
2. Approval of Minutes of the Meeting July 9, 2020
3. Proposed Revisions to Board of Trustees Policies: Change to Export Controls Policy [Amendment to 7 Policies of the Board N], Agenda Item L.
4. Informational Report: *Underrepresented Groups Report FY2019*
5. Informational Report: *Program Quality Assurance FY2019*
6. Presentation: Transitions to Telehealth and Continuity of Patient Care during Pandemic

Presenters: Chris Herndon, PhD
Professor, School of Pharmacy

Meredith Huffman, P4 Student
School of Pharmacy

Jaime Henderson, Director
Speech Language Hearing Center

Mackenzie Burris, Graduate Student
Speech-Language Pathology and Audiology (SPPA)
School of Education, Health and Human Behavior

7. Other Business
8. Adjournment

Underrepresented Groups Report (URG)

FY2019 ANNUAL REPORT

The Illinois Public Agenda for College and Career Success: Goal 1

Southern Illinois University Carbondale
Southern Illinois University Edwardsville
SIU School of Medicine

Presented to the Board of Trustees
September 17, 2020



Southern Illinois University System
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**SOUTHERN ILLINOIS UNIVERSITY
UNDERREPRESENTED GROUPS REPORT**

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NOTE: SIU School of Medicine does not have freshmen students

UNDERREPRESENTED GROUPS REPORT

INTRODUCTION

Public universities are comprised of a multivariate of students. However, these institutions have a particular responsibility to provide students with special circumstances services to help ensure they graduate. To monitor compliance, the State of Illinois requires that public institutions provide annual data on the underrepresented groups it serves as well as their progress toward degree completion (110 ILCS 205/9.16). Specifically, this statutory provision requires the Illinois Board of Higher Education (IBHE) to collect this information from public institutions through submission of the *Underrepresented Groups (URG)* Report.

Each year the IBHE provides public universities a template to complete the *URG* Report. The template is shaped from the *Illinois Public Agenda for College and Career Success*, the IBHE's strategic plan for higher education. Each Report consists of a narrative component and three tables that include budget information on programs serving underrepresented groups, students with disabilities, and freshmen retention rates. This year's two narrative topics were as follows:

- Graphic depiction of completion (graduation) rates for underrepresented student groups for this academic year compared to prior year.
- Statement and numeric description of graduates identified with disabilities from your institution for this academic year.

Southern Illinois University has a distinguished record of service to underrepresented groups. It takes a multiplicity of campus offices and dedicated employees to serve our students as well as compile the information necessary. I would particularly like to thank Jamie Ball, Director of Equal Opportunity, Access and Title IX Coordinator at SIUE; Todd Bryson, Interim Associate Chancellor and Director of Multicultural Resource Center at SIUC; and Wendy El-Amin, Associate Dean of Equity, Diversity, and Inclusion at the SIU School of Medicine for preparing their respective reports. The data used in the report help faculty and administrators better shape programs targeted to underrepresented groups and provide statewide policy makers with information. The following is a compilation of their reports that I hope you find informative.

Gireesh V. Gupchup, Vice President for Academic Innovation, Planning, and Partnerships

UNDERREPRESENTED GROUPS REPORT FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Goal and Mission

Southern Illinois University Carbondale (SIU 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, across the United States, and internationally, SIU Carbondale actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of nontraditional groups, and intentionally provides a cosmopolitan and general education context that expands students' cultural competencies and leads to a high-quality undergraduate education.

Critical to SIU Carbondale's performance and its relationship to the state of Illinois' Public Agenda is the following passage from the descriptive "Mission Statement" featured in the undergraduate and graduate catalogs:

Seeking to meet the 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 SIU Carbondale 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 evolves from staff and faculty strengths and is conducted in furtherance of the University mission.

Even as the University strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the region. 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 society.

Table 1 Instructions

DOLLARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES FISCAL YEARS 2017 AND 2018

The Illinois Board of Higher Education will include the data submitted on this spreadsheet in next year's Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois. The collecting and reporting of this information is mandated by state statute.

Institutions are to list the fiscal resources of each program serving underrepresented students and staff.

Programs will be divided into two categories:

1. **"D" for Designated Programs.** Those programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.
2. **"O" for Other Programs.** Those programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

Place 3 asterisks (***) at the end of each program name that serves elementary and/or secondary school students.

Fiscal resources for each program will be divided into two categories:

1. **State.** Those funds provided through state appropriations. Programs supported by grants awarded by the Illinois Board of Higher Education, such as HECA, are to be considered state appropriations.
2. **Other.** Those funds that are not state appropriated. Examples of non-state appropriations include federal grants and entitlements and funding provided by non-profit or private organizations.

Rounding: Please round dollar amounts to the nearest hundred (\$1,100 not \$1,079)

"Change in Dollars Budgeted" cell should be equal to the difference between the two columns for each program. ***You may use "not funded" or "closed" rather than zero.***

PLEASE BE CAREFUL NOT TO MODIFY ANY OF THE COLUMNS. Do NOT insert new columns or delete existing columns. You may change column widths to make using the spreadsheet easier.

Do NOT add footnotes. The Board's report integrates data from 62 public institutions. It is not possible to incorporate the unique enrollment or funding characteristics of individual programs.

Please provide Name, Telephone, & Institution of Contact Person

NAME: Todd Bryson
TELEPHONE: 618-453-1186
INSTITUTION: Southern Illinois University Carbondale

Your spreadsheet may be submitted via email. Please complete all tables and keep a backup copy for yourself.

Table 1
Southern Illinois University Carbondale
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

Program	"D" or "O"		Dollars Budgeted				Change in Dollars Budgeted			
			State		Other		State		Other	
			FY18	FY19	FY18	FY19				
Future Scholars (Summer Bridge)	D		16,000	11,000	25,000	34,000		(5,000)	9,000	
Minority Engineering Program	D		72,200	64,000				(8,200)		
DFI - State	D		57,800	42,000				(15,800)		
Project Achieve	O				756,000	800,000			44,000	
College of Business Minority Retention Program	D		53,400	88,000				34,600		
University Women's Professional Advancement	D		11,500	11,500				-		
Disability Support Services	D		212,400	325,400				113,000		
Disability Accommodations	D		83,100	135,700				52,600		
Text Conversion & Interpreter Services	D				103,000	102,500			(500)	
Multicultural Resource Center (former CIE)	D		9,100	9,100				-		
Black Resource Center	D		81,900	76,400				(5,500)		
Black History Month	D		11,300	11,300				-		
Hispanic Resource Center	D		35,100	39,300				4,200		
LGBTQ Resource Center	D		51,900	49,000				(2,900)		
Women's Resource Center	D		14,000	14,000				-		
Recruitment and Retention of Minority Scholarship	D		74,200	74,200				-		
Upward Bound***	D				461,000	461,000			-	
Student Support Services	D				309,700	323,600			13,900	
Veterans Service Center	D		56,200	56,700				500		
GI Bill Certification Reimbursement from VA	D				5,700	10,200			4,500	
Women in Aviation	D				4,900	8,400			3,500	
PROMPT & Graduate Dean's Fellowship Program	D		238,900	238,900				-		
School of Law - Women in Leadership	D		3,800	3,200				(600)		
School of Law - Diversity Scholarships	D		374,500	342,000				(32,500)		
School of Law - Diversity Programming	D		4,700	2,000				(2,700)		
McNair Scholars Program	D				241,600	251,800			10,200	
Accounting Career Awareness Program***	D					25,000			25,000	
SMASH Academy***	D					10,200			10,200	
Diversity Opportunity Hire Fund	D		57,600	57,800				200		

Table 2
Southern Illinois University Carbondale
Academic Year 2018-2019

Students with Disabilities

Students are to be reported in two categories: (1) students who registered with the unit providing services; and (2) of those students who registered, the number of students utilizing services.

In each table, students should only be counted once based upon their primary disability.

1) Students Who Registered with the Unit Providing Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	75	18	2	95
ADHD	95	12	17	124
Psychological	178	27	8	213
Developmental	0	0	0	0
Mobility	23	13	0	36
Blind/Low Vision	8	6	1	15
Deaf/Hard of Hearing	12	4	0	16
Systemic/Chronic Health Problems	33	16	3	52
Other	0	0	0	0

2) Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	75	18	2	95
ADHD	94	12	17	123
Psychological	176	27	8	211
Developmental	0	0	0	0
Mobility	23	13	0	36
Blind/Low Vision	8	6	1	15
Deaf/Hard of Hearing	12	4	0	16
Systemic/Chronic Health Problems	31	16	3	50
Other	0	0	0	0

Faculty & Staff with Disabilities

Indicate the number of personnel with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

<u>Type of Disability</u>	Faculty	Staff	Other
Learning			
ADHD			
Psychological			
Developmental			
Mobility			
Blind/Low Vision			
Deaf/Hard of Hearing			
Systemic/Chronic Health Problems			
Other	55	25	13

SIU Carbondale adheres to the rules set by US Department of Labor and the Office of Federal Contract Compliance Programs (OFCCP) when requesting employees to voluntarily disclose their disability status. The form required of OFCCP only surveys disability as a yes or no question without any indication of disability type.

[Voluntary Self-Identification of Disability Form](#)

Table 3 Instructions
Public Universities ONLY

Complete the following table with freshmen-to-sophomore retention rates for first-time, full-time freshmen from the fall cohorts listed below

Table 3 Southern Illinois University Carbondale Freshmen Retention Rates Fall 2018 through Fall 2014 New Beginning Freshmen Cohorts by Racial/Ethnic Category and Gender																								
	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2018	N/A	40.0%	40.0%	64.7%	66.7%	65.2%	57.7%	62.6%	60.7%	71.2%	73.2%	72.2%	77.2%	79.7%	78.4%	76.9%	75.0%	76.5%	69.2%	75.0%	72.7%	73.1%	74.3%	73.7%
2017	50.0%	100.0%	66.7%	71.4%	84.6%	80.0%	53.7%	61.3%	58.4%	66.7%	60.6%	63.4%	78.4%	77.9%	78.2%	66.7%	100.0%	71.4%	45.8%	66.7%	58.7%	71.0%	71.3%	71.1%
2016	100.0%	N/A	100.0%	75.0%	83.3%	78.6%	52.4%	56.9%	54.8%	57.3%	55.7%	56.5%	70.7%	81.3%	75.8%	85.7%	50.0%	77.8%	63.2%	65.8%	64.5%	65.0%	70.8%	67.9%
2015	100.0%	100.0%	100.0%	69.2%	93.3%	82.1%	42.5%	48.7%	46.2%	54.2%	60.7%	57.4%	74.8%	79.4%	77.0%	63.2%	57.1%	61.5%	60.5%	68.6%	64.9%	63.1%	65.8%	64.5%
2014	N/A	0.0%	0.0%	63.6%	75.0%	68.4%	48.3%	52.9%	50.9%	58.5%	76.1%	67.7%	78.1%	79.5%	78.8%	73.9%	72.7%	73.5%	54.7%	75.6%	64.3%	66.4%	69.8%	68.1%

Southern Illinois University Carbondale
Underrepresented Groups
Institutional Narrative Report
March 9, 2020

SIU Carbondale is committed to Goal One of the Illinois Public Agenda for Career and College Success: Increase educational attainment to match best-performing states. The university demonstrates this commitment by providing programs that serve as a bridge from high school to college. The pipeline programs are summarized below.

PIPELINE PROGRAMS

SMASH Academy

In FY 19, SIU Carbondale was invited to co-host a nationally-recognized summer program for high-achieving high schoolers who are interested in science and technology, but come from backgrounds where STEM (science, technology, engineering and mathematics) opportunities are scarce. The SMASH Academy is for minority students, students from low-income families, and students whose parents never went to college. The students attend a 5-week all-expenses-paid STEM summer camp each year for three years until they graduate high school, studying math, biology, chemistry, engineering, and other disciplines, plus college-readiness skills like SAT and ACT test prep.

Beginning in June of 2019, the Kapor Center, funded by tech mogul Mitchell Kapor, accepted 35 ninth graders from Chicago and 35 ninth graders from Southern Illinois for the first year of the Illinois SMASH Academy. The 70 Illinois students spent five weeks on the campus of the Illinois Institute of Technology, in Chicago, with a weekend visit to SIU Carbondale where they had academic and social activities. Seven Carbondale Community High School students were selected to participate in the inaugural SMASH Academy. Besides the summer activities, southern Illinois-based students will receive mentorship year-round from SIU Carbondale. The students will be engaged in STEM-related activities, visiting campus monthly for hands-on experiments, lectures and activities.

During the first three years, the program will grow as it welcomes a new class of students. By Year 3 of SMASH Illinois, there will be 210 participants: 70 rising sophomores, 70 juniors and 70 seniors. The success of SMASH in California, Georgia, Pennsylvania and Michigan is impressive. All the students graduate high school, according to Kapor Center data, and 91 percent earn a college degree within five years, compared to the national rate of 60 percent of college enrollees.

Project Upward Bound

Upward Bound, funded by the U.S. Department of Education, emerged out of the Economic Opportunity Act of 1964 in response to President Johnson's War on Poverty. Over the years, the Upward Bound Program has expanded its enrollment to 88 in order to provide educational benefits to more students.

Rising 9th graders, freshman, and sophomore high school students from Alexander, Jackson and Pulaski Counties in Southern Illinois are eligible to apply for admission to the Upward Bound Program at SIU Carbondale. Target schools are located in the following communities: Cairo (Cairo High School), Carbondale (Carbondale Community High School), Mounds (Meridian High School), Murphysboro (Murphysboro High School), Tamms (Egyptian High School), and Ullin (Century High School).

Upward Bound is a special enrichment program for high school students. Participation is a privilege extended to eligible students who wish to participate and who wish to make a commitment to their education. Services are provided to participants during the regular school year (Academic Year Program) and during the summer, six-week residential program (Summer Program). Currently, there are five Upward Bound alums attending SIU Carbondale.

Saluki Summer Bridge Program

The Saluki Summer Bridge Program provides academic enrichment, articulates institutional and faculty expectations, and exposes students to behaviors and characteristics of successful students attending the university. This two-week residential program is available to all full-time, first-year students who have been accepted for admission to the university for the upcoming fall. It provides students the opportunity to gain an early start on their undergraduate career and transition to campus life.

There were 27 students who attended the Saluki Summer Bridge Program in the summer of 2018. The racial/ethnic composition of the group included: 25.93% African American; 14.81% Asian; 37.04% White; 11.11% Hispanic; and 11.11% Two or More Races. The matriculation rate for those students was 100%.

Girls in Engineering & Science Day Camp

This program is offered to girls in Grades 6-8. The Day Camp is a three-day program designed for middle-school girls to explore science, technology, engineering, agriculture and math during the summer. Faculty and students from the College of Engineering, College of Science, and College of Agricultural Science lead students through hands-on experiments, teach about the natural environment, and conduct engaging demonstrations. The goal is to explore the world around us, to enhance confidence in problem solving, to meet new people, and to spark students' interest in important careers.

The Expanding Your Horizons Conference

This conference is held annually in October or November and is attended by approximately 125 young women in high/middle school. The goal is to motivate young women to consider careers in the STEM fields. Each student participates in three STEM-related workshops. Faculty and graduate students lead workshops during the program. The SIU Carbondale Mathematics Program has coordinated this event for more than fifteen years.

The Accounting Career Awareness Program

The Accounting Career Awareness Program (ACAP) at SIU Carbondale began in June of 2019. This innovative career development initiative is designed specifically for minority students who are entering their sophomore, junior or senior years in high school. ACAP's primary objective is to increase the number of high-school students from underrepresented ethnic groups to attend college and to major in accounting.

ACAP is a week-long summer camp that works with minority high-school students to prepare and inform them about the expectations of college life and opportunities in accounting, finance and business-related fields while providing the foundation of financial literacy and the development of interpersonal skills. In addition, the program serves as a motivational tool to inspire students to increase their fundamental competence in the skill sets related to employment in those fields, even while in high school.

Classroom topics are enhanced through team-building activities, professional office tours, field trips, as well as other activities. At the end of the week, students have a clear understanding of the career

opportunities in the accounting profession, while developing a personalized, actionable college and career plan.

ACAP offers a unique bridge from high school to college that allows students to become prepared for and informed about the expectations of college life. The program is fully supervised and all expenses are paid. The inaugural program had 16 participants. Of those, 7 were going into their senior year or had just graduated from high school. Four of the seven students have been admitted to the SIU Carbondale School of Accountancy.

ACTIVITIES SUPPORTING UNDERREPRESENTED STUDENT DEVELOPMENT

TRiO Student Support Services (SSS) at SIU Carbondale assists a select group of students in adjusting to college life and successfully pursuing an undergraduate degree. SSS utilizes a holistic approach in providing support services for students by focusing on academic, social, and cultural aspects of the college experience.

The strategies used to improve retention and graduation rates include: academic counseling, course-selection advice, individualized tutoring, workshops, career exploration, and social and cultural activities. SSS helps students build a solid foundation for success and connects students to other university programs and support services that expose students to educational opportunities, as well as cultural involvement, to promote a well-rounded college experience. Of the 160 students enrolled in SSS for FY 19, 65.63% were African American, 10% were Hispanic, 3.13% were Two or More Races, and 1.25% were Asian. Of the 160 students, 139 (86.88%) were classified as First-Generation, Low-Income and First-Generation AND Low-Income. The persistence rate for fall 18 to spring 19 was 98%. The freshmen to sophomore retention rate was 85.60%, with 89% being in good standing. The 6-year graduation rate was 73%.

Saluki Summer Bridge Program (First Year)

The Saluki Summer Bridge first-year program continues the work started in the summer. The Bridge students participate in academic support services that continue the process of academic and social adjustment and enhance skills that will build a solid foundation for future success. These support services include peer mentoring, academic counseling, and workshops. There were 27 students who attended the Saluki Summer Bridge Program in the summer of 2018. The racial/ethnic composition of the group included: 25.93% African American, 14.81% Asian, 37.04% White, 11.11% Hispanic, and 11.11% Two or More Races. First-semester to second-semester persistence was 80.84% and freshman-to-sophomore retention was 70.73%. Of those students, 82.14% were in good standing.

Disability Support Services and Achieve

A diversity of abilities is a source of excellence, enrichment, and strength which contributes to the overall diversity of the university community. SIU Carbondale has a rich history of providing access and support to students with disabilities. Disability Support Services continues to honor this tradition and is committed to assuring that students with disabilities receive equal, effective, and meaningful access to all campus programs, resources, and services. DSS insures compliance with the law while working to build a campus culture of inclusion and access through collaborative work with campus departments and programs. DSS staff provides accommodations and support services to students with disabilities, working closely with faculty and staff in an advisory capacity. Staff also provides disability education and awareness to ensure equal access within courses, physical structures, and the online environment.

DSS provides required services to students with permanent and temporary disabilities. These services include: proctoring academic exams; coordinating academic adjustments; coordinating petitions for course substitutions and waivers; providing peer notetakers; converting textbooks to alternate format; captioning video content; providing remote real-time (CART) captioning; providing sign language interpreting; and facilitating housing accommodations.

Below is a snapshot of the FY19 Student Accommodations and Services provided by DSS.

- 1,389 accommodated exams administered at DSS
- 169 textbooks converted to alternate format
- 104 peer notetakers provided
- 54 Smart pens loaned to students for notetaking
- 130 hours of video content captioned
- 103 students assessed for housing accommodation

DSS Graduation Rates

			Grad in 4 Years		Grad in 5 Years		Grad in 6 Years	
	ADMIT_TYPE	Headcount	Number	Grad Rate	Number	Grad Rate	Number	Grad Rate
DSS students Fall 2012	New Freshmen	63	25	39.68%	33	52.38%	37	58.73%
DSS students Fall 2012	Transfer	32	22	68.75%	23	71.88%	24	75.00%

Of the 63 new undergraduates in fall 2012, 58.73% graduated within 6 years. There were 32 DSS transfer students in Fall 2012. Their 4-year graduation rate was 68.75%.

SIU Carbondale was listed as one of the Top 10 Campuses for Students with Physical Disabilities by College Magazine in 2019 thanks to our Access Inclusive Recreation program, the Saluki Express for on- and off-campus travel, adapted services, buildings, programs and activities as well as available services such as classroom assistants and notetaking.

Achieve Program

The Achieve Program at SIU Carbondale is a recognized leader in fee-based comprehensive academic support programs at the college level. Achieve specializes in providing personalized academic assistance for neurodiverse learners and those with diagnosed learning disabilities. Neurodiverse learners often face significant and complex challenges requiring extensive individualized support. The Achieve Program's mission is to foster academic achievement and personal growth in neurodiverse college students with atypical learning processes by cultivating effective learning strategies and self-confidence as they pursue their educational and career goals.

Achieve provides individualized services to meet the varying, unique needs of each student. Achieve approaches every student holistically and implements customized plans that support strengths and address difficulties. The program builds personal relationships with every student and his or her family. Achieve provides a cohesive support system and develops a reciprocal partnership with the student that begins on the very first day. The primary services include, but are not limited to, case management, academic support, testing assistance, time and workload management, and on-going personalized consultation for degree progress.

Based on data compiled between the years of 2015 – 2019, Achieve served an average of 140 clients per semester. The overall retention rate of Achieve students at SIU Carbondale is 95.5%. An average of 97% of Achieve students complete each semester in Good Academic standing. Of these, an average of 25% attain Dean's List ranking. The probation/suspension rate is limited to about 3% yearly. Achieve does not receive a budget allocation from SIU Carbondale or any other funding source. The operational costs and expenditures are fully funded by service fees that are charged to the participating student on a semester basis.

McNair Scholars

The McNair Post-baccalaureate Achievement Program is administered by U.S. Department of Education with other educational opportunity programs collectively known as TRIO Programs. Authorized by the Higher Education Act of 1965, this program is funded in honor of Dr. Ronald E. McNair, one of several astronauts who died in the 1986 explosion of the space shuttle *Challenger*. The McNair Program prepares undergraduates for successful careers as graduate students, professors, and professional researchers. It provides enriching educational experiences for low-income, first-generation college students and members of underserved groups in higher education.

Beginning with a strong mentoring network, McNair scholars are fully supported and engaged in educational and professional development activities that lay the foundation for stellar research and academic skills. Academic support services provided for students in the McNair Scholars program includes: individualized academic and personal support, staff and faculty mentoring, preparation for GRE, academic coaching and tutoring, access to workshops focusing on graduate school.

Since 2003, SIU Carbondale's McNair Scholars Program has served 206 students representing more than 30 different majors. Program success to date includes: 15 students have received their Ph.D. degree with 9 more in the pipeline, 170 have earned a bachelor's degree, 101 students have completed their Master's degrees, and 16 students are currently enrolled in Master's programs. Of the participants, 75% have been first generation students; 69%, women.

The graduation rate for McNair Scholars is impressive. The six new freshmen in Fall 2012 had a 6-year graduation rate of 100%. The six new transfers had 4-year graduation rate of 100%.

Office of Associate Chancellor for Diversity

The Office of Associate Chancellor for Diversity provides retention scholarships to students who are financially unable to register for the next semester's classes due to the amount owed on their bursar bills or who are unable to purchase their textbooks. Students are referred by financial aid advisors, academic advisors, faculty and staff, and are required to complete an application so eligibility can be determined. In FY 19, the program paid out \$33,172 to 65 students who received either tuition scholarships or books. Of these students, 64.6% were retained in FY 20; 18.5% graduated in FY 19; and 16.9% did not return for Fall 2019.

Success in Engineering through Excellence and Diversity Program (SEED): Formerly the Minority Engineering Program (MEP), SEED is an academic support program in the College of Engineering designed to improve the enrollment, retention and graduation rate of our engineering students with a focus on students from underserved groups. Initiated in 1985, SEED emphasizes building a supportive community in our college and the university. The program assists students' success through a wide variety of activities including educational support, interaction with faculty, and support from peers who

share a similar experience. The SEED office staff is safe-zone trained to ensure a safe space for students to work and study. The computer lab is open to all students and offers free printing to College of Engineering students. Program initiatives include: Freshmen Seminar Diversity Sessions, tutoring, and a Women in Leadership Retreat. The SEED office grants financial support to approximately 15 students a semester from underserved populations in the College of Engineering.

Diversifying Higher Education Faculty in Illinois

The Diversifying Higher Education Faculty in Illinois (DFI) program was developed by IBHE to increase the number of underrepresented faculty in Illinois colleges and universities to better represent the diversity of the student population. SIU Carbondale has participated actively in the program since 2004. In FY 18, SIU Carbondale received funds for four DFI fellows. In FY 19, we received funds for 1 new fellow and 2 renewals.

The College of Business provides programs and activities for underrepresented groups. These include: Peer-to-Peer Mentoring, LatinX Open House, Black Business Expo, Edward Jones Diversity Recruiting Event, and Registered Student Organizations such as National Association of Black Accountants.

The College of Education provides programs and initiatives for underrepresented groups. These include: Participation in SMASH Illinois; the Diversity and Inclusion Initiative; the Educational Administration and Higher Education Symposium; and Registered Student Organization – Promoting Respect Through Inclusiveness and Diversity Excellence (P.R.I.D.E.)

Student Multicultural Resource Center (SMRC)

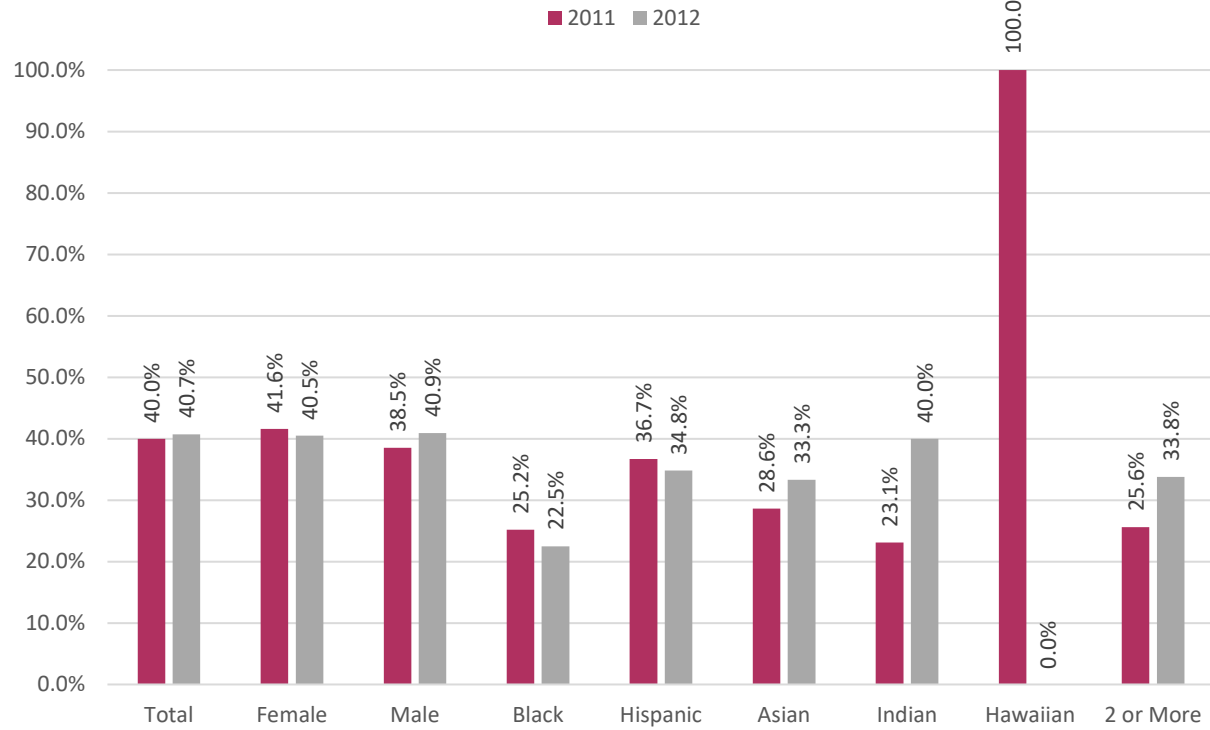
The SMRC serves as a catalyst for inclusion, diversity and innovation. The SMRC fosters an environment where all campus members are respected and welcomed and provides services through the Black Resource Center, the Hispanic Resource Center, the LGBTQ Resource Center and the Women's Resource Center.

Listed below are REGISTERED STUDENT ORGANIZATIONS FOR MINORITY AND UNDERREPRESENTED STUDENTS (2018-2019).

- Minorities in Agriculture, Natural Resources and Related Sciences
- Latino Cultural Association
- Multicultural Greek Council
- Muslim Student Association
- International Student Council
- NAACP
- National Association of Black Journalists
- National Association of Black Accountants
- National Association of Colored Women Club
- National Gay Pilots Association
- National Society of Black Engineers
- Persian/Iranian Student Association
- Society of Women Engineers
- Society of Hispanic Professional Engineers
- The Association of Black Psychologists
- Women's Business Association
- Association for Women in Aviation Maintenance

- Black Women's Task Force
- National Association of Colored Women's Clubs, Inc.
- Organization for Women, Gender, and Sexuality Studies
- Women in Aviation
- Black Graduate Student Association
- Black Male Roundtable
- Black Togetherness Organization
- The Organization of Black Aerospace Professionals SIU
- Africana Theater Lab

SIU Carbondale Underrepresented Groups 6-Year Graduation Rates



Headcount of disabled graduates between July 1, 2018 and June 30, 2019

Type of Disability by Degree

	Learning Disability	ADHD	Psychological	Mobility	Blind or vision impaired	Deaf or hearing impaired	Chronic Health	All
Associate Degree	.	.	1	.	.	.	.	1
Baccalaureate Degree	22	16	40	5	1	5	5	94
Masters Degree	3	4	7	2	.	1	.	17
Doctoral Degree	1	.	.	2	.	.	.	3
First-Professional Degree	.	6	.	.	.	.	1	7
All	26	26	48	9	1	6	6	122

UNDERREPRESENTED GROUPS REPORT FOR SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

GOAL AND MISSION

Mission

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values

Southern Illinois University Edwardsville fulfills its mission based on the fundamental shared values of citizenship, excellence, inclusion, integrity and wisdom.

Citizenship

- Social, civic and political responsibility--globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community
- Sustainable practices in environmental, financial and social endeavors

Excellence

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

Inclusion

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Wisdom

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

Table 1 Instructions

DOLLARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES FISCAL YEARS 2017 AND 2018

The Illinois Board of Higher Education will include the data submitted on this spreadsheet in next year's Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois. The collecting and reporting of this information is mandated by state statute.

Institutions are to list the fiscal resources of each program serving underrepresented students and staff.

Programs will be divided into two categories:

1. **"D" for Designated Programs.** Those programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.
2. **"O" for Other Programs.** Those programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

Place 3 asterisks (***) at the end of each program name that serves elementary and/or secondary school students.

Fiscal resources for each program will be divided into two categories:

1. **State.** Those funds provided through state appropriations. Programs supported by grants awarded by the Illinois Board of Higher Education, such as HECA, are to be considered state appropriations.
2. **Other.** Those funds that are not state appropriated. Examples of non-state appropriations include federal grants and entitlements and funding provided by non-profit or private organizations.

Rounding: Please round dollar amounts to the nearest hundred (\$1,100 not \$1,079)

"Change in Dollars Budgeted" cell should be equal to the difference between the two columns for each program. ***You may use "not funded" or "closed" rather than zero.***

PLEASE BE CAREFUL NOT TO MODIFY ANY OF THE COLUMNS. Do NOT insert new columns or delete existing columns. You may change column widths to make using the spreadsheet easier.

Do NOT add footnotes. The Board's report integrates data from 62 public institutions. It is not possible to incorporate the unique enrollment or funding characteristics of individual programs.

Please provide Name, Telephone, & Institution of Contact Person

NAME: Jamie Bell
TELEPHONE: 618.650.2333
INSTITUTION: Southern Illinois University Edwardsville

Your spreadsheet may be submitted via email. Please complete all tables and keep a backup copy for yourself.

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
"D" or "O"		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program		FY18	FY19	FY18	FY19		
College of Arts and Sciences							
CAS EUE Cost-Sharing	O	0	0	0	0	0	0
CAS FDF Funding	O	35,279	39,994	0	0	4,715	0
CAS Grant Cost-Share	O	22,836	13,895	0	0	(8,941)	0
CAS Student Travel	O	7,845	6,610	17,231	9,321	(1,235)	(7,910)
CAS Awards and Grants	D	43,813	38,040	0	0	(5,773)	0
Office of Admisison							
I-55 Chicago Bus Tour	D			7,275	7275		0
Telecounseling Phone Calls	D	2,500	2500			0	
Admitted Minority Postcards/Mailing	D	1,600	1600			0	
Chicago Visit Postcards/Mailin	O	750	750			0	
National Hispanic Foundation							
Advertisement	D	0	0			0	
Minority Search Names/Mailing	D	0	0			0	
Hispanic GRAD Fair	D	0	0			0	
On-site Admission Program	O	2,400	2600			200	
St. Louis Hispanic College Fair	D	0	0			0	
LGBT Fair	D	0	0			0	

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

Program "D" or "O"	Dollars Budgeted				Change in Dollars Budgeted	
	<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
	FY18	FY19	FY18	FY19		
Office of Admisisons - continued						
LGBT Fair Online - EVENT NOT HELD FY16 D	0	0			0	
Hispanic Undergrad/Grad Fair D	0	0			0	
Springboard Minority Outreach Mailing - Parent D			0	0		0
Springboard Minority Outreach Mailing - Student D			0	0		0
Chicago Hispanic College Fair D	300	0			(300)	
Boys & Girls College Fair NOT HELD O	0	0			0	
Harris Stowe College Fair Undergrad NOT HELD D	0	0			0	
Harris Stove college Fair Grad NOT HELD D	0	0			0	
Connect with Your Future Fair D	0	0			0	
100 Black Men Fair D	400	400			0	
Motivate Me Fair (Camp College) O	0	200			200	
Latino Conference D	0	0			0	
St. Louis Graduate Program O	0	0			0	

Table 1
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UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
Program	"D" or "O"	<u>State</u>		<u>Other</u>		State	Other
		FY18	FY19	FY18	FY19		
Office of Admisisons - continued							
McNair Scholars							
KC/Grad	D	0	0				0
McNair Scholars							
Conference/Grad	D	0	0				0
Beyond4Y - St. Louis City							
Fair	O	145	150				0
Bilingual Fair - Chicago							
Area	D	300	300				0
Chicago Public School							
College Expo	O	0	0				0
Chicago Public School							
Application Process							
Workshop	O	0	0				0
Multicultural Brochure							
(printed 2 yr supply in FY18)	D	1,900	0			(1,900)	
NACAC							
Visual/Performing Arts							
Fair	O	600	600				
Various recruitment trips							
to high schools/travel	O	3,000	3000				
Various college fairs with							
no fee/travel only	O	2,000	2500			500	
Camp College - hosted at							
SIUE in FY17 and FY18							
DID NOT HOST IN FY19		5,000	0			(5,000)	

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program	"D" or "O"	FY18	FY19	FY18	FY19		
Office of Admisisons - continued							
Sharing the Dream	O	250	750			500	
Admissions MVP tour guides (25 mulitcultural tour ambassadors)	O	0	650			650	
Black Studies Program	D	27,054	28,951	0	0	1,897	0
East St. Louis Center							
Head Start/Early Program	O	107,117	0	557,303	610,910	(107,117)	53,608
Latchkey Program	O					0	0
Project Success/East St. Louis	O	17,057	42,738	67,279	53,587	25,681	(13,692)
Upward Bound (BEV)	O	10,366	10,753	7,693	16,282	387	8,589
Upward Bound (EC)	O	20,403	19,115	36,908	41,786	(1,288)	4,877
Upward Bound Math and Science Center	O	56,439	2,619	11,339	8,063	(53,819)	(3,276)
Upward Bound Math & Science-CM	O	0	723		49,659	723	49,659
Upward Bound HS Academy	O	0	723		9,364	723	9,364
Veterans Upward Bound	O	0	145		10,579	145	10,579
East St. Louis Center for the Performing Arts	O	63,042	4,625	42,300	13,562	(58,416)	(28,738)
*A - Prog	O					0	0
							0

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
"D" or "O"		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program		FY18	FY19	FY18	FY19		
East St. Louis Center-							
continued							
New Programing	D	35,561		22,045		(35,561)	(22,045)
Workforce Development		0	21,922	0	17,476	21,922	17,476
Pre-School for All		0	0	0	1,088	0	1,088
Building Future		0	0	0	3,555	0	3,555
Constellation Energy Grant		0	0	0	0	0	0
Student Financial Aid							
Johnetta Haley							
Scholarship	D	650,000	750,000			100,000	
James M. and Aune P.							
Nelson Minority							
Scholarship	D	12,000	12,000			0	
Graduate School							
Chancellor's Graduate							
Scholar Awards		95,000	97,900				
Office of Institutional							
Diversity & Inclusion	O	317,000	317,000	0	0	0	0
Campus climate Surveys,							
Diversity Day, Summits,							
Town Halls. Other							
pertient diversity and							
inclusion events,							
advertising, memberships			317,000				

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program	"D" or "O"	FY18	FY19	FY18	FY19		
School of Business							
Messing Family Scholarship	O			1,500	4,000		2,500
Ameren IP Scholarship	O			1,000	0		(1,000)
Harry & Lena Rosner Memorial Scholarship	O			1,000	1,500		500
Jerry Frances Sitek Information Systems Award	D			500	1,250		750
The PhD Project	D	3,000	3,000			0	
William E. Baker Memorial Scholarship	O			5,000	0		(5,000)
SIUE Diversity Day Breakfast	O			0	2,000		2,000
School of Nursing							
Student Nurse Achievement Program (S.N.A.P.) (FY18 still part of grant, but ended officially 12/2018-Grant support for SNAP Program ended in FY18.) The program continues as part of the state appropriated budget for FY19 for the School of Nursing							
	D	15,500	18,500	90,700	0	3,000	

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FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
"D" or "O"		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program		FY18	FY19	FY18	FY19		
School of Nursing-continued							
Nursing Undergraduate Tutoring Program	O	3,100	10,700			7,600	
School of Pharmacy							
Minority High School Summer Camp	D			9,715	9000		(715)
Southern Illinois Health Care Foundation Collaboration	O			25,000	19500		(5,500)
Walgreen's Diversity and Inclusion Excellence Award	D			5,000	5000		0
BESSt Summer Institute	O			0	0		0
Disability Support Services	D	269,200					
Interpreters	D	22,800					
Student Affairs							
Events and Travel	D			13,400	27,000		13,600
Center for Student Diversity & Inclusion (CSDI)	D	0	179,600	0	0	179,600	179,600
Student Opportunities for Academic Results (SOAR)	D	317,200	316,500	0	0	(700)	0

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
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FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
"D" or "O"		<u>State</u>		<u>Other</u>		State	Other
Program		FY18	FY19	FY18	FY19		
Student Organizations							
African Student Association	D			3,100	2,800		(300)
Alpha Kappa Alpha	D			-	-		0
Alpha Phi Alpha	D			-	-		0
Alpha Psi Lambda Co-Ed							
Latino Fraternity	D			-	800		800
Arabic Club	D			200	-		(200)
Black Girls Rock	D			3,400	2,500		(900)
Black Graduate Student Association	D			-	-		0
Black Heritage Committee	D			20,000	20,000		0
Black Student Union	D			400	100		(300)
Chinese Student Association	D			200	-		(200)
Delta Lambda Phi Gay							
Men's Fraternity	D			800	700		(100)
Gamma Phi Omega							
Latina Sorority	D			800	-		(800)
Hispanic Student Union	D			200	800		600
Gay Straight Alliance	D			200	-		(200)
Gospel Choir	D			800	700		(100)
Indian Student Association	D			2,000	1,100		(900)
International Student Council	D			3,100	1,300		(1,800)

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Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
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FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
"D" or "O"		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program		FY18	FY19	FY18	FY19		
Student Organizations-continued							
Iranian Student Society	D			100	-		(100)
Muslim Student Association	D			-	600		600
National Association for the Advancement of Colored People	D			-	-		0
National Association of Colored Women's Club	D			-	100		100
National Pan Hellenic Council	D			3,800	700		(3,100)
Nat'l Society of Black Engineers	D			800	-		(800)
New Horizons	D			200	-		(200)
Nontraditional Student Association	O			200	200		0
Omega Psi Phi	D			200	400		200
Phi Beta Sigma	D			-	-		0
Sigma Delta Pi	D			-	2,700		2,700
Sigma Gamma Rho	D			200	-		(200)
Society of Hispanic Professional Engineers	D			800	700		(100)
Students for Justice in Palestine	D			200	-		(200)
Zeta Phi Beta	D			200	-		(200)

Table 1
Southern Illinois University Edwardsville
DOLLARS BUDGETED TO PROGRAMS SERVING
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FISCAL YEARS 2018 AND 2019

		Dollars Budgeted				Change in Dollars Budgeted	
		<u>State</u>		<u>Other</u>		<u>State</u>	<u>Other</u>
Program	"D" or "O"	FY18	FY19	FY18	FY19		
Women's Studies Program	D	21,747	18,581	0		(3,166)	0
School of Engineering							
Student Chapter of National Society of Black Engineers	D			1,600	0		
Engineering Summer Programs	O			0			
Engineering Summer Program Scholarship	O			2,700	3,150		
Student Chapter of Society of Women Engineers	D			0	0		
Student Chapter of Society of Hispanic Professional Engineers	D			0	0		
Dr. Charles Alvin Wentz, Jr., NSBE Fund Scholarship	D			1,700	1,000		

Table 2 Instructions

Institutions should complete the three tables below.

Table 2
Southern Illinois University Edwardsville
Academic Year 2018-2019

Students with Disabilities

Students are to be reported in two categories: (1) students who registered with the unit providing services; and (2) of those students who registered, the number of students utilizing services.

In each table, students should only be counted once based upon their primary disability.

1) Students Who Registered with the Unit Providing Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	99	13	0	112
ADHD	165	18	3	186
Psychological	255	12	5	272
Developmental	1	0	0	1
Mobility	52	3	2	57
Blind/Low Vision	11	0	0	11
Deaf/Hard of Hearing	22	2	0	24
Systemic/Chronic Health Problems	88	10	1	99
Other				

2) Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	99	13	0	112
ADHD	165	18	3	186
Psychological	255	12	5	272
Developmental	1	0	0	1
Mobility	52	3	2	57
Blind/Low Vision	11	0	0	11
Deaf/Hard of Hearing	22	2	0	24
Systemic/Chronic Health Problems	88	10	1	99
Other	0	0	0	0

Faculty & Staff with Disabilities

Indicate the number of personnel with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.*

<u>Type of Disability</u>	Faculty	Staff	Other
Learning		1	0
ADHD	1		0
Psychological	2	2	0
Developmental	0	0	0
Mobility	3	0	0
Blind/Low Vision	1	0	0
Deaf/Hard of Hearing	0	0	1
Systemic/Chronic Health Problems	2	0	0
Other	0		0

*Data is dependent on self-report by way of requests for workplace accommodations. Campus climate survey data suggests that 3% of faculty identify as having a disability; 5% of leadership staff identifies as having a disability.

Table 3
Souther Illinois University Edwardsville
Freshmen Retention Rates
Fall 2018 through Fall 2014 New Beginning Freshmen Cohorts
by Racial/Ethnic Category and Gender

	American Indian or Alaskan			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2018	100.0%	66.7%	75.0%	71.9%	86.7%	79.0%	66.3%	70.1%	68.6%	82.1%	77.4%	80.5%	79.7%	82.2%	81.1%	90.9%	83.3%	88.2%	71.1%	72.7%	72.0%	77.7%	79.6%	78.7%
2017		100.0%	100.0%	74.1%	78.9%	76.1%	64.7%	68.1%	67.0%	86.1%	67.4%	75.9%	75.6%	79.0%	77.4%	100.0%	100.0%	100.0%	66.7%	75.5%	71.6%	74.4%	76.1%	75.3%
2016	75.0%	60.0%	66.7%	88.5%	90.5%	89.4%	59.1%	60.1%	59.7%	59.1%	78.0%	69.1%	76.2%	75.8%	76.0%	57.1%		57.1%	60.4%	76.6%	69.2%	72.2%	73.7%	73.0%
2015	33.3%	50.0%	40.0%	87.5%	91.7%	90.0%	52.4%	62.1%	58.6%	71.8%	78.2%	75.5%	74.0%	77.6%	76.0%	66.7%	71.4%	69.2%	67.4%	69.5%	68.6%	70.3%	74.1%	72.4%
2014	50.0%	66.7%	57.1%	71.4%	94.1%	81.6%	63.6%	67.9%	66.4%	52.2%	75.4%	65.0%	74.8%	79.1%	77.0%	57.1%	100.0%	66.7%	75.6%	74.6%	75.0%	71.9%	76.6%	74.4%

**Highlights of Successful Programs
Programs and Events Focused on URG Populations
Southern Illinois University Edwardsville**

Activities and Services

Campus Climate Survey

Every three years, SIU Edwardsville (SIUE) conducts a diversity climate survey for students, faculty, and staff. This year SIUE contracted Viewfinder Campus Climate Surveys (CCS) to administer the survey. CCS is a sister company to Potomac Publishing, Inc., publisher of *INSIGHT into Diversity*, the largest and most highly regarded diversity and inclusion magazine in higher education today. Understanding our campus climate is an important step toward ensuring our institution's future success, and the success of our students and employees.

The survey was online and made accessible for those who needed accommodations. The survey process ran through May 15, 2019. All responses remained anonymous. No personal identifying information was collected. The survey results will be used to identify strengths and opportunities related to diversity, equity and inclusion for students, faculty, staff, and administrators

Diversity and Inclusion Spring Summit: Implicit Bias and Institutional Change

Approximately 100 participants shared personal accounts of prejudices, frank conversations about injustice and inequality, and strategies on how to lessen the effects of biases at the annual Diversity and Inclusion Spring Summit. The event took place on March 22, 2019.

Unconscious Bias Training

The Center for Faculty Development and Innovation sponsored Wendy Todd, Manager of Education and Training, who is responsible for Diversity Awareness Partnership's training and consultation for a variety of organizations on topics regarding diversity, inclusion, and equity.

Participants in this training were exposed to current research on bias, as well as best practices for mitigating bias in ways that are specifically suited for their context. Real-world examples were provided throughout the session in order to demystify what can sometimes be an elusive topic. This event occurred on February 26, 2019 for department chairs.

SOAR

SOAR stands for Student Opportunities for Academic Results. The program serves incoming freshmen by providing additional support to help students succeed. Students are selected to participate in SOAR based on a variety of factors, including but not limited to first-generation college student, racial minority, incoming test scores, and high school GPA. In the fall of 2019, 144 current or former SOAR program participants earned Dean's List Honors.

Additionally, the SOAR program offers specific programs designed to support African American Students. Females of African-Descent Modeling Excellence (FAME) and Goal-Oriented African-American Males Excel (GAME) are six-credit, two-semester programs for entering freshmen. It is designed to assist African-American women and men in their success at SIUE through academic, social and co-curricular activities. Specific service provided through the FAME and GAME programs include:

- An academic advisor to assist participants in selecting and registering for courses required for their selected major.
- Tutorial support for most classes.
- Supplemental instruction for specified courses.
- Tickets and transportation to selected cultural events, free of charge.
- Assistance with personal issues or challenges that may impede academic progress.
- Requests for mid-term reports from participants' professors regarding their academic progress during the seventh week of the semester.
- Reports of participants' academic progress to their parents.

SIUE continues to observe a trend of increased retention rates among African American Students; most recently they moved from 67 percent to 68.6 percent.

ACCESS

Accessible Campus Community & Equitable Student Support (ACCESS), formerly Disability Support Services, is dedicated to providing reasonable curricular and co-curricular accommodations to diverse learners with major life impairments at SIUE. Each year, ACCESS assists hundreds of students with a variety of diagnoses as they pursue their academic disciplines. ACCESS also provides resources which students can use to increase skills in learning, time management, and test-taking. Both accommodations and resources are offered to students who have provided appropriate documentation and are approved through the application process.

During the most recent year, ACCESS has provided services for over 900 students. ACCESS has also partnered with the division of Diversity and Inclusion to develop the Bridging Universal Inclusion and Leadership Development (BUILD) mentoring program. BUILD is specifically designed to take diverse learners from admission to graduation and beyond with early outreach to discuss transition from high school to college-level accommodations, tailored guidance through higher education, and skills development exercises to prepare students for graduation and post-secondary employment. Student participants are paired with supportive mentors and take part in

several engagement activities designed to heighten authentic and successful partnerships rooted in appreciative inquiry, empathy and active listening.

Mentoring Programs

In collaboration with ACCESS, the Faculty and Staff Mentoring Students with Disabilities Program was revamped into BUILD. The program seeks to enhance relationships, connect students to future occupational goals and promote self-advocacy. Additional mentoring programs include Men's Basketball, Women's Basketball and Softball. These programs provide networking opportunities, proactive support, and one-on-one interpersonal involvement.

IACAC College Camp Program

In 2019, the SIUE Office of Admissions hosted 50 high school students on campus through the Illinois Association for College Admission Counseling (IACAC) Camp College program.

Participants learned how to navigate a college fair, write an essay and identify which college they feel is the best fit. They also received information about financial aid and many other topics to help them navigate their college search. In addition, participants were paired with a counselor who acts as their mentor throughout the upcoming school year.

African-American Women's Empowerment Group

In 2013, SIUE counselor Karen Banks, M.Ed., LPC, began a weekly support group for black women. This group is a safe space to connect with like-minded women, talk about shared experiences free from judgement, and discover tools to help black women thrive at SIUE. Topics included mental health, sexual health, campus life as a woman of color, holistic wellness, and more.

Multicultural Volunteer Program (MVP)

The multicultural volunteer program was developed to assist the Office of Admissions with the strategic goal of increasing the number of underrepresented students recruited by the university. These ambassadors include but are not limited to first generation, low-income, LGBTQIA+, minority students currently on SIUE's campus. The MVP ambassadors are charged with sharing their experiences as successful SIUE students and mentoring admits through the college selection process.

BFSA Inaugural Scholarship Gala

For the purpose of supporting and retaining black students, the SIUE Black Faculty and Staff Association (BFSA) held its inaugural Scholarship Gala in the Morris University Center's

Meridian Ballroom on March 4, 2019. The Gala raised more than \$4,000.

Inclusive Conversation Series

Previously known as Biweekly Dialogues, the Inclusive Conversations, sponsored by the Offices of the Provost and Student Affairs, are held to support critical conversations and understanding of campus climate issues for students, faculty and staff. Some of the topics discussed included social justice and the collective responsibility to build a sustainable campus environment, one which embodies citizenship, excellence, inclusion, integrity and wisdom.

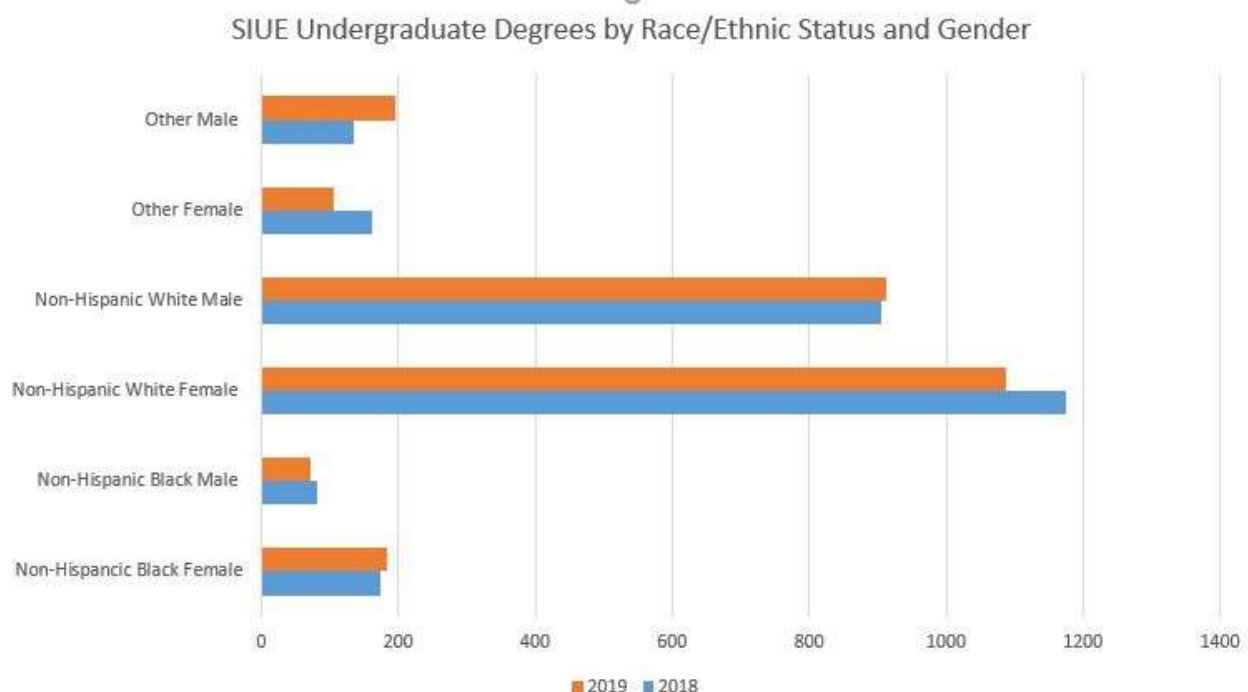
Second Annual Diversity Day

SIUE Diversity Day occurred on October 15, 2019, and was a celebration of our institution's past, present and future as it relates to advances in cultural-responsiveness and inclusion. The day included a wide variety of educational activities focused on inter-cultural understanding and social justice and celebrations of the contributions of our diverse cultures to the richness of the SIUE community.

Based on the success of this inaugural effort, Diversity Day is expected to be annual event. A third annual Diversity Day is planned for October 15, 2020.

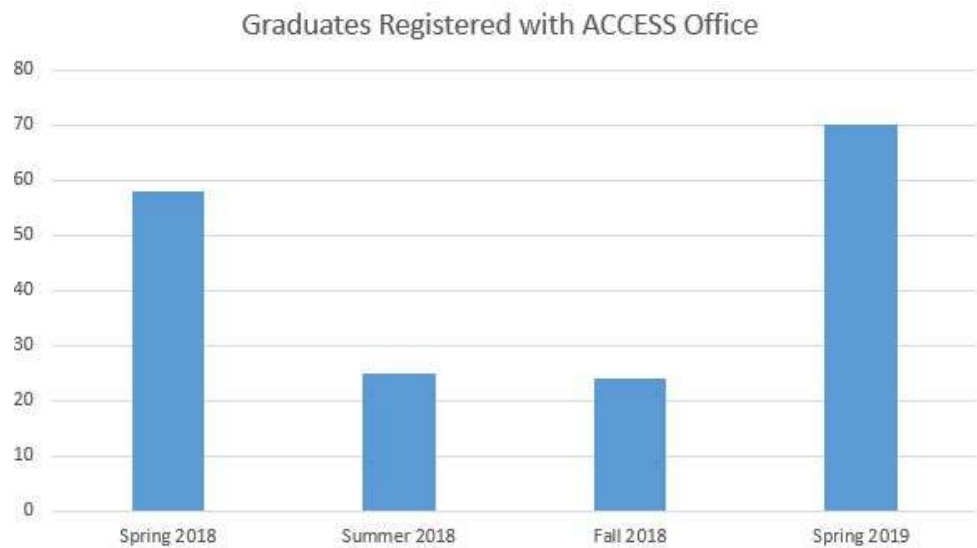
Graduation Information

Graduation by Under-represented Student Groups



Graduation of Students with Disabilities

In spring of 2018, 58 student who had been registered with the ACCESS office earned their SIUE degrees. For summer 2018, that number was 25, and in fall of 2018, that number was 24. For spring 2019, 70 students who had been registered with the ACCESS office earned their SIUE degrees.



UNDERREPRESENTED GROUPS REPORT FOR SIU SCHOOL OF MEDICINE

GOAL AND MISSION

SIU School of Medicine is a state-supported medical school established in 1970. The School's mission 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." This mission drives the School's development as the focus of a university medical center for downstate Illinois. Integral to this mission is the need to reflect the region's socio-economic, ethnic and cultural diversity as a means of maintaining the vitality and relevance of the School's academic and service programs.

Unlike the University, or other public medical schools in Illinois, SIU School of Medicine accepts only Illinois residents into its undergraduate medical education program. Further, the School's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a characteristic of its diversity in the composition of its student, staff and faculty populations. Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty and staff that will mirror the population for the central and southern Illinois counties served by the School.

Table 1 Instructions

DOLLARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES FISCAL YEARS 2018 AND 2019

The Illinois Board of Higher Education will include the data submitted on this spreadsheet in next year's Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois. The collecting and reporting of this information is mandated by state statute.

Institutions are to list the fiscal resources of each program serving underrepresented students and staff.

Programs will be divided into two categories:

1. **"D" for Designated Programs.** Those programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.
2. **"O" for Other Programs.** Those programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

Place 3 asterisks (***) at the end of each program name that serves elementary and/or secondary school students.

Fiscal resources for each program will be divided into two categories:

1. **State.** Those funds provided through state appropriations. Programs supported by grants awarded by the Illinois Board of Higher Education, such as HECA, are to be considered state appropriations.
2. **Other.** Those funds that are not state appropriated. Examples of non-state appropriations include federal grants and entitlements and funding provided by non-profit or private organizations.

Rounding: Please round dollar amounts to the nearest hundred (\$1,100 not \$1,079)

"Change in Dollars Budgeted" cell should be equal to the difference between the two columns for each program. ***You may use "not funded" or "closed" rather than zero.***

PLEASE BE CAREFUL NOT TO MODIFY ANY OF THE COLUMNS. Do NOT insert new columns or delete existing columns. You may change column widths to make using the spreadsheet easier.

Do NOT add footnotes. The Board's report integrates data from 62 public institutions. It is not possible to incorporate the unique enrollment or funding characteristics of individual programs.

Please provide Name, Telephone, & Institution of Contact Person

NAME: Wendi El-Amin
TELEPHONE: 217-545-5665
INSTITUTION: SIU School of Medicine

Your spreadsheet may be submitted via email. Please complete all tables and keep a backup copy for yourself.

Table 1
Southern Illinois University School of Medicine
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2018 AND 2019

Program	"D" or "O"	Dollars Budgeted				Change in	
		<u>State</u>		<u>Other</u>		<u>Dollars Budgeted</u>	
		FY18	FY19	FY18	FY19	State	Other
MEDPREP Alliance Scholarship	D	520,418	520,418			0	
Medical Dental education Preparatory Program	D	828,486	828,486			0	
Office of Equity, Diversity, and Inclusion	D	261,000	207,561			(53,439)	

Table 2 Instructions

Institutions should complete the three tables below.

Table 2
Southern Illinois University School of Medicine
Academic Year 2018-2019

Students with Disabilities

Students are to be reported in two categories: (1) students who registered with the unit providing services; and (2) of those students who registered, the number of students utilizing services.

In each table, students should only be counted once based upon their primary disability.

1) Students Who Registered with the Unit Providing Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning		0		
ADHD		0		
Psychological		0		
Developmental		0		
Mobility		0		
Blind/Low Vision				
Deaf/Hard of Hearing		0		
Systemic/Chronic Health Problems		0		
Other				

2) Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning		0		
ADHD		0		
Psychological		0		
Developmental		0		
Mobility		0		
Blind/Low Vision		0		
Deaf/Hard of Hearing		0		
Systemic/Chronic Health Problems		0		
Other				

Faculty & Staff with Disabilities

Indicate the number of personnel with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

<u>Type of Disability</u>	Faculty	Staff	Other
Learning	0	0	
ADHD	0	0	
Psychological	0	0	
Developmental	0	0	
Mobility	0	0	
Blind/Low Vision	0	0	
Deaf/Hard of Hearing	0	0	
Systemic/Chronic Health Problems	0	0	
Other			

Table 3 Instructions
Public Universities ONLY

Complete the following table with freshmen-to-sophomore retention rates for first-time, full-time freshmen from the fall cohorts listed below

Table 3 Southern Illinois University School of Medicine AAMC Enrollment Demographics Fall 2016 to Fall 2019 by Racial/Ethnic Category and Gender																								
	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2019	0	0	0	5	1	6	3	9	12	2	1	3	24	31	55	0	0	0	0	1	1	34	42	76
2018	0	0	0	5	1	6	2	10	12	1	1	2	29	21	50	0	0	0	0	0	0	37	32	69
2017	0	0	0	4	5	9	3	3	6	2	4	6	24	29	53	0	0	0	2	0	2	35	41	76
2016	0	0	0	4	2	6	1	8	9	2	0	2	39	18	57	0	0	0	1	0	1	46	28	74

UNDERREPRESENTED GROUPS REPORT
SIU School of Medicine
March 2020

The SIU School of Medicine (SIUSOM) has addressed Goal One of the Illinois Public Agenda for Career and College Success by focusing on retention and completion of its medical students.

There are no statistically significant “achievement gaps by race, ethnicity, socioeconomic status, gender and disability” (Illinois Public Agenda for College and Career Success) for students educated at the SIUSOM. Most students who enter the medical school graduate with an MD degree. In 2015, there was 100 percent (9 out of 9) retention of our underrepresented first-year learners. The prior year, there was 86 percent (6 out of 7) retention of our students who were underrepresented in medicine. In the 2015-cohort of medical students who graduated four years later, 95 percent of them finished on time. Our rigorous curriculum has systems in place to support a student who needs to remediate cognitive and/or non-cognitive issues.

The SIUSOM’s success at retaining students through to completion of educational programs is impressive and on par with outcomes in U.S. medical education. A recent analysis of retention and completion rates for medical schools undertaken by the Association of American Medical Colleges (AAMC) in its *Analysis in Brief* (April 2007, Volume 7, Number 2) revealed a “96 percent 10-year completion rate for medical school students.” The 10-year completion rate for the SIUSOM is 97 percent. Looking more specifically at underrepresented groups and their completion rates at the SIUSOM, again focusing on 10-year data, the national numbers for African Americans and Hispanics are 89 percent and 94 percent, respectively. At the SIUSOM, retention rates are 92 percent and 100 percent for those two groups. These groups comprise 18 percent (52 out of 287) of our medical student body. Our first-year class of medical students presently has 20 percent (15 out of 75) students who are from groups underrepresented in medicine.

This *Analysis in Brief* summary pointed out that academic attrition is low in medical schools in general. However, when African American and Hispanic students did leave medical school, the most common reason was academic difficulty. This was not true for Asian and White students. For these latter two groups the most common reasons for leaving medical schools were in non-academic categories. African American and Hispanic medical students face double jeopardy because “students from low SES [socioeconomic status] backgrounds, even those with higher MCAT scores, are more likely to withdraw or be dismissed in the first two years of medical school” (see AAMC *Analysis in Brief*, December 2010, Volume 9, Number 11).

Like most institutions of higher learning, SIUSOM’s goal is to graduate all students who enter the program, so dismissal from the School is a last resort when other interventions have failed. SIUSOM approaches every student who struggles as an individual, conducting a detailed assessment of the student’s problems and jointly designing a remediation strategy narrowly tailored to his or her needs. Specially-structured team activities are utilized when students show a need that can be best addressed in a small-group setting. In 2019 SIUSOM moved to a programmatic assessment model, which provides increased monitoring of students’ development and strategic supportive intervention. Programmatic assessment identifies students at risk, mentors them early, and provides support for them to succeed academically.

While academic issues are most often the final pathway for students who must leave the SIUSOM, various social, economic, medical, and/or psychological factors may influence that result. Therefore, a holistic approach is utilized when supporting such students. A multidisciplinary team assesses and assists in implementing remediation strategies. The school's departments of Medical Education and Student Affairs usually lead the way when a medical student is in trouble. The Student Progress Committee serves as a monitoring body to ensure student's adherence to established standards of academic conduct. The Office of Equity, Diversity, and Inclusion provides additional support where needed. An academic strategist meets regularly and separately with students who proactively seek guidance through the curriculum, and with those who have displayed some deficit in academic performance or progress.

The student-friendly, supportive environment of the SIUSOM and its commitment to bringing its students to graduation, whenever possible, help keep our completion/retention rates high, thereby delivering quality physicians who will address the health-care needs of central and southern Illinois. In this context, the School of Medicine has supported the development of its underrepresented students primarily through two major initiatives – its MEDPREP program and its Office of Equity, Diversity, and Inclusion.

Medical/Dental Education Preparatory Program (MEDPREP)

The Medical/Dental Education Preparatory Program (MEDPREP) was established in 1972 by the SIUSOM and has helped over 1100 students successfully matriculate into medical or dental school nationally. MEDPREP graduates have played a critical role in creating diversity at the school of medicine. MEDPREP provides assistance to educationally and/or economically disadvantaged students in particular. The program operates on a year-round basis, beginning in June of each year. Students complete the program in five semesters (summer, fall and spring in their first year; fall and spring in their second year). MEDPREP is located on the campus of SIU Carbondale.

The program currently accepts up to 36 students per year for each two-year cohort, providing an environment in which students can hone their test-taking skills and enhance their academic record. With the assistance of their academic advisor, students tailor their academic program to maximize their profile for the medical/dental school application process. Most students enroll in MCAT/DAT preparation courses during the first academic year and in upper-level science enrichment courses during the second year.

Office of Equity, Diversity and Inclusion

The staff of the Office of Equity, Diversity and Inclusion (EDI) is also committed to devising strategies and overseeing initiatives within the School of Medicine that will foster an inclusive environment for all students to thrive. The goal of the Office of EDI is to assure diversity in the students, faculty and staff that mirrors the census demographics for central and southern Illinois. Several initiatives provide support to the diverse faculty and staff who make up our workforce. Initiatives that incorporate cultural competency into the curriculum have also been implemented. In addition, several members of the SIU School of Medicine's administration, faculty and students have attended trainings sponsored by the organization Crossroads, which address implicit bias and systemic racism.

This year we have focused on cultivating a more inclusive climate on the campus by developing departmental Equity Ambassadors. Furthermore, an Equity Response Team was created to provide services to those impacted by bias and create a supportive, safe space. Diversity and inclusion are necessary strategies for the continuing success of the SIU School of Medicine in meeting its mission.

The Associate Dean for Equity, Diversity and Inclusion advises the School of Medicine's Student National Medical Association (SNMA). SNMA is the oldest and largest medical student organization dedicated to people of color and underserved communities. Community service is a pillar of the SNMA, and eliminating disparities in health-care delivery, disease morbidity, and disease mortality are among its highest priorities. The SIUSOM SNMA chapter is composed of underrepresented, minority students committed to their education and the local community. Goals include medical education, health screenings, school tutorials, liberal arts competitions and participation in community programs that reinforce self-awareness and self-empowerment.

The Latino Medical Student Association (LMSA) was developed on the campus two years ago. The LMSA unites and empowers medical students through service, mentorship and education to advocate for the health of the Latin community. This organization provides a voice for underrepresented medical students and actively promotes recruitment and retention of LatinX students.

Physician Pipeline Program or P4

This year the medical school graduated its eleventh year of students from the Physician Pipeline Program (P4). P4 gives 9th through 12th graders a head-start in medical careers and provides them with early mentors within the Springfield medical community. The afterschool program is sponsored by SIU School of Medicine in partnership with Springfield Public Schools. Students enter P4 when they are high school freshmen and continue through their senior year. This four-year experience familiarizes them with medical school coursework, admissions processes, test-taking skills, critical thinking and special training. The curriculum, developed by faculty and staff from the School of Medicine and Springfield Public Schools District 186 includes: special lectures, physical-skills training, problem-based learning (PBL), laboratory aptitude, research, college-planning seminars, supplemental instruction in college-level science, technology, engineering and math courses, and mentoring activities modeled after medical school educational programs. Some P4 students who have graduated are presently matriculating at SIUSOM and other health allied schools.

Students with Disabilities

The SIU School of Medicine does not discriminate against any current or potential student on the basis of physical or mental disability. Students may self-identify with the school as having a disability. All students self-identifying will have reasonable accommodations made available to them based on the nature of their disability. Since self-identifying is strictly voluntary, the actual number of students with disabilities attending the school could potentially be higher than what has been reported in the tables. The AAMC report on Accessibility, Inclusion, and Action in Medical Education (March 2018) is being utilized as a guide at the SIUSOM.

Program Quality Assurance

July 1, 2019 – June 30, 2020



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

Submitted to the
Illinois Board of Higher Education
September 2020
by the Office of
Vice President for Academic Innovation, Planning and Partnerships

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*includes the SIU School of Medicine in Springfield

Introduction

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

Over time, the elements of evaluation have expanded from an initial list of indicators such as strengths, weaknesses, productivity and cost efficiency, to include assessment of student learning, stakeholder feedback, and continuous program improvement. For accredited programs, this review process has been in place long before the creation of the IBHE and involved on-site visits of representatives from the accrediting agency. For non-accredited programs, this became a new but important process intended to insure program quality and sustainability. This eight-year examination process has now evolved into a concept generally known as “program review.”

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

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

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

- Lists of programs that are accredited by outside agencies along with their status.
- The results of non-accredited programs’ reviews and the identification of programs flagged for various issues.
- The schedule of reviews for all programs, whether or not they are accredited, through Academic Year 2029.

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

Gireesh Gupchup
Vice President for Academic Innovation, Planning and Partnerships

Accreditation Reports

Southern Illinois University Carbondale

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2019-2020**

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>INSTITUTIONAL ACCREDITATION</u>				
Higher Learning Commission	2020	Accredited	2030	Southern Illinois University Carbondale
<u>VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL</u>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2020	Accredited	2023	Laboratory Animal Program
<u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2018	Accredited	2021	Student Health Center
American Psychological Association (APA)	2018	Accredited	2028	Pre-Doctoral Internship Program Professional Psychology, Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2019	Certified	2021	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2018	Accredited	2020	Student Health Center Laboratory
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
American Camp Association (ACA)	2018	Accredited	2022	Touch of Nature Environmental Center, Camp Little Giant
<u>COLLEGE OF APPLIED SCIENCES AND ARTS</u>				
Aviation Accreditation Board International (AABI)	2019	Accredited	2024	A.A.S. Aviation Flight (AABI Flight Education)
Council for Interior Design Accreditation (CIDA)	2017	Accredited	2023	B.S. Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2020 Indef- intely	A.A.S. Aviation Flight (Pilot School) B.S. Aviation Technologies (Airframe and Power Plant Certification)
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture
National Association of Schools of Art and Design (NASAD)	2017 2017	Accredited	2027 2027	B.S. Interior Design B.S. Fashion Design and Merchandising
ASE Education Foundation (ASE)	2018	Accredited	2023	B.S. Automotive Technology

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>COLLEGE OF BUSINESS AND ANALYTICS</u>				
AACSB International - The Association to Advance Collegiate Schools of Business	2016	Accredited	2021	B.S. Accounting, B.S. Business and Administration, B.S. Business Economics, B.S. Finance, B.S. Management, B.S. Marketing, Master of Accountancy, MBA, Ph.D. Business Administration
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2017	Accredited	2025	B.S. Hospitality and Tourism Administration
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2015	Accredited	2022	Master of Public Administration
<u>SCHOOL OF EDUCATION</u>				
Commission on Accreditation of Rehabilitation Facilities (CARF)	2017	Accredited	2020	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	Lost Accreditation	2020	M.S.Ed. Counselor Education, Ph.D. Education (Counselor Education)
National Association of Schools of Art and Design (NASAD)	2017	Accredited	2027	Art Education
Council for the Accreditation of Educator Preparation (CAEP)	2020	Accredited	2027	Teacher Education Program
<u>COLLEGE OF ENGINEERING</u>				
ABET, Engineering Accreditation Commission	2015	Accredited	2021	B.S. Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
<u>SCHOOL OF LAW</u>				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2018	Accredited	2023	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Member		Legal education leading to JD degree
<u>COLLEGE OF LIBERAL ARTS</u>				
National Association of Schools of Art and Design (NASAD)	2017	Accredited	2027	B.A., B.F.A., M.F.A. Art
National Association of Schools of Music (NASM)	2011	Accredited	2020	B.A. Music, B. Music, and Master of Music
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	B.A. Theatre, M.F.A. Theatre, Ph.D. Communication Studies (Theatre) B.F.A. Musical Theater
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS</u>				
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2020	Accreditation Lapsed		B.S. Journalism
National Association of Schools of Art and Design (NASAD)	2017	Accredited	2027	B.A. Cinema and Photography M.F.A. Mass Communication and Media Arts
<u>SCHOOL OF MEDICINE</u>				
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2015	Accredited	2023	Undergraduate medical education (leading to M.D. degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2019	Accredited	2023	Laboratory Animal Medicine
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2017	Accredited	2028	M.S. Physician Assistant
<u>COLLEGE OF SCIENCE</u>				
American Chemical Society (ACS)	2015	Approved	Indef.	B.S. and B.A. Chemistry and Biochemistry
<u>SCHOOL OF AGRICULTURAL SCIENCES</u>				
Society of American Foresters (SAF)	2010	Accredited	2020	B.S. Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology
<u>SCHOOL OF APPLIED ENGINEERING AND TECHNOLOGY</u>				
ABET, Engineering Technology Accreditation Commission	2014	Accredited	2020	B.S. Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMEAE)	2017	Accredited	2021	B.S. Industrial Management and Applied Engineering
<u>SCHOOL OF COMPUTING</u>				
ABET, Computing Accreditation Commission	2016	Accredited	2022	B.S. Computer Science

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>SCHOOL OF HEALTH SCIENCES</u>				
American Board of Funeral Service Education (ABFSE)	2018	Accredited	2025	B.S. Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2019	Certified	2025	B.S. Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2028	A.A.S. Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRCEDMS)	2020	Accredited	2024	B.S. Radiologic Sciences (Diagnostic Medical Sonography Specialization)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited Postponed due to COVID-19	2020	B.S. Dental Hygiene
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2010	Accreditation Lapsed	2019	M.S. Rehabilitation Counseling,
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) American Speech-Language-Hearing Association (ASHA)	2017	Accredited	2025	M.S. Communication Disorders and Sciences, (Speech-Language Pathology)
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2017	Accredited	2025	M.S. Medical Dosimetry
	2012	Accredited	2020	B.S. Radiologic Sciences, Radiation Therapy Specialization
	2018	Accredited	2026	B.S. Radiologic Sciences, Magnetic Resonance Imaging Specialization
	2018	Accredited	2026	A.A.S. Radiography Program
<u>SCHOOL OF HUMAN SCIENCES</u>				
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2015	Accredited	2020	B.S. Human Nutrition and Dietetics, Didactic Program in Dietetics
Council on Education for Public Health (CEPH)	2018	Accredited	2025	M.P.H. Public Health
Council on Social Work Education (CSWE)	2018	Accredited Conditional	2020	B.S. Social Work Master of Social Work
<u>SCHOOL OF JUSTICE AND PUBLIC SAFETY</u>				
American Bar Association (ABA) Standing Committee on Paralegals	2018	Approved	2023	B.S. Paralegal Studies
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	B.S. Public Safety Management M.S. Public Safety and Homeland Security Administration
<u>SCHOOL OF PSYCHOLOGICAL AND BEHAVIORAL SCIENCES</u>				
American Psychological Association (APA), Committee on Accreditation	2019	Accredited	2029	Ph.D. Clinical Psychology
	2014	Accredited	2021	Ph.D. Counseling Psychology
Association for Behavior Analysis International (ABAI)	2018	Accredited	2021	M.S. Behavior Analysis and Therapy

Accreditation Reports

Southern Illinois University Edwardsville

Accrediting Agency/ <u>INSTITUTIONAL ACCREDITATION</u>	<u>Affiliation</u>	Last Review <u>Year</u>	<u>Status</u>	Next Review <u>Year</u>	Accredited/Affiliated Program/Unit
The Higher Learning Commission		2014	Accredited	2024-2025 (Assurance Review Accepted in 2019)	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
<u>INSTITUTIONAL AFFILIATIONS</u>					
The Council for Undergraduate Research		2007	Institutional Membership	Renewable annually	
Network for Change and Continuous Innovation: Higher Education's Network for Change		2014	Institutional Membership	Renewable annually	
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>					
Early Childhood Center		2018	Accredited	2023	
PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS					
<u>CENTER FOR INTERNATIONAL PROGRAMS</u>					
National Association of Foreign Student Affairs			Membership	Renewable annually	
<u>ENROLLMENT MANAGEMENT</u>					
American Association of Collegiate Records and Admissions Officers			Affiliation	N/A	
National Association for College Admission Counseling			Membership	Renewable annually	
Study Illinois International Education Consortium			Membership	Renewable annually	
<u>INSTITUTIONAL DIVERSITY AND INCLUSION</u>					
Diversifying Faculty in Illinois			Affiliation	N/A	
National Association of Diversity Officers in Higher Education			Membership	Renewable Annually	
Hispanic Association of Colleges and Universities			Membership	Renewable Annually	
<u>COLLEGE OF ARTS AND SCIENCES</u>					
Accrediting Council on Education in Journalism and Mass Communications		2017	Accredited	2022-2023	Baccalaureate program in Mass Communications
American Art Therapy Association		2019	Accredited	2024	Master's program in Art Therapy
American Chemical Society		2013	Reapproved	2020	Baccalaureate program in Chemistry
Council on Social Work Education		2013	Accredited	2020	Baccalaureate program in Social Work
Council on Social Work Education		2013	Accredited	2020	Master's program in Social Work
National Association of Schools of Music		2010	Accredited	2020	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration		2019	Accredited	2025	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation		2012	Accredited	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design		2014	Accredited	2020	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art
<u>SCHOOL OF BUSINESS</u>					
Association to Advance Collegiate Schools of Business-International		2016	Accredited	2021	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International		2016	Accredited	2021	Bachelor of Science and Master of Science in Accountancy
<u>SCHOOL OF DENTAL MEDICINE</u>					
American Dental Association Commission on Dental Accreditation		2019	Accredited	Decision Pending	Doctor of Dental Medicine

American Dental Association Commission on Dental Accreditation	2019	Accredited	Decision Pending	Advanced Education in General Dentistry (certificate program)
<u>SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR</u>				
Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2019	Accredited	2026	Graduate program in Speech Language Pathology
Illinois State Board of Education	2007 for the unit/all programs receive annual review	Continued approval	2019 for programs / 2020 unit report due	All teacher education programs
National Association of School Psychologists	2019	Accredited	2027	Specialist degree in school psychology
National Council for Accreditation of Teacher Education	2014	Accredited	2021	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2015	Accredited	2022	Baccalaureate program in public health
Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation for the Exercise Sciences	2019	Accredited	2029	Exercise Science (undergraduate) and Exercise Physiology (graduate)
<u>SCHOOL OF ENGINEERING</u>				
Accreditation Board for Engineering and Technology	2014	Accredited	2020	Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering Baccalaureate program in computer science Baccalaureate program in construction management
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2014	Accredited	2020	
American Council for Construction Education	2017	Accredited	2025	
<u>GRADUATE SCHOOL</u>				
Community of Science (COS)		Membership	Renewable annually	
Council of Graduate Schools		Membership	Renewable annually	
Federal Demonstration Partnership		Membership	Renewable annually	
Illinois Association of Graduate Schools		Membership	Renewable annually	
Midwest Association of Graduate Schools		Membership	Renewable annually	
National Council of University Research Administrators		Membership	Renewable annually	
<u>GRADUATE SCHOOL (Continued)</u>				
Public Responsibility in Medicine and Research (PRIM'R)		Membership	Renewable annually	
<u>SCHOOL OF NURSING</u>				
Commission on Collegiate Nursing Education	2019	Accredited	Decision pending	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2019	Accredited	Decision pending	Nurse Anesthesia
Commission on Collegiate Nursing Education	2018	Accredited	2023	Doctor of Nursing Practice
<u>SCHOOL OF PHARMACY</u>				
Accreditation Council for Pharmacy Education	2014	Accredited	2022-2023	Doctor of Pharmacy

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

SIUE transitioned from AQIP to Open Pathways.

Program Review Reports

Southern Illinois University Carbondale

AGRIBUSINESS ECONOMICS (BS, MS)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Agribusiness Economics (BS, MS)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Steven Turner, Professor and Director, Southern Rural Development Center, Mississippi State University
- Kevin Sylwester, Professor and Chair, Economics, College of Liberal Arts, SIUC

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

ABE did not have any major changes in the BS program. For the MS program, an accelerated MS was introduced to appeal to students who are currently enrolled in the BS.

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

In a frequently changing institutional structure (mostly attributable to changing administration and decreased resources), ABE has been responsive to maintaining teaching and research productivity. Annual assessments were used to make incremental changes to maintain and improve student learning outcomes (SLO). The ABE faculty prepared information for the program review that reflects a high level of recognition of program assessment and SLO.

- Budget cuts and reorganization over the last decade have created an environment the ABE department has navigated with impressive nimbleness.
- The undergraduate program has the capacity for 100-150 students in the current environment.
- The program should find ways to collaborate with other programs to share teaching resources. ABE could increase enrollment if it can convince other programs that the ABE statistics courses are sufficient for their students.
- Although the course catalog contains information on the requirements for an ABE major or minor, such information is not provided on the department's website.
- Students appreciate opportunities for internships. However, the approval for internships to be used as credit for ABE 359 (Intern Program) comes after the conclusion of the internship. Students should be informed as to what will be approved for internship credit before they begin any internship and a clear protocol for internships be developed.
- The graduate program has the capacity for 15-25 students in the current environment.

- Alumni from the ABE department are not fully engaged. An alumni board was mentioned and alumni participate in the CAS career day but alumni could be better engaged to recruit students, advise the department on career and outreach opportunities, and provide resources (both monetary and culturally).
- The assessment process for undergraduate instruction is thorough and diligent and the ABE department has benefited from assessment metrics.
- Use of non-tenure track faculty has helped ABE maintain a strong undergraduate program in the face of decreasing resources.

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

In response to decreased enrollment in the MS program, ABE developed an accelerated MS.

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

In response to the following observation:

“While the benchmarks and assessment tools are appropriate for measuring and evaluating SLO for ABE majors, courses, and programs, the documentation provided for the assessment of SLO did not completely address all the SLO. After discussion with the ABE head, it was apparent this was an oversight and the information is available.”

The program should consider rotating the data considered in the SLO assessment. This was an oversight from previous assessments.

6. Outcome

6.1 Decision:

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

AGBE DATA SUMMARY

PROGRAM: AGRIBUSINESS ECONOMICS (BS, MS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	86	71
Master's	13.7	10
Doctoral		
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (lower/upper)	892.5/3437	315/1986
Master's	201	220
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	35.3	29
Master's	9	8
Doctoral		

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (lower/upper)	130.02/165.63	213.09/142.92
Master's	380.55	368.8
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/Big-Five as Norm Model (Accessed June 2020)

AGRICULTURAL SCIENCES (PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Agricultural Sciences (PhD)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Craig Edwards, Professor and Graduate Coordinator, Agricultural Education, Oklahoma State University
- Azlin Mustapha, Professor, Food Science, University of Missouri, Columbia
- David Gibson, Professor, Biological Sciences, College of Science, SIUC

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

No major changes since previous review.

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

Required core courses should either be offered on a regular basis or no longer be presented to students as required or mandated coursework, e.g., AGSC 550-3 - Research & Teaching Communications and PSAS 560A - B-5 Field Plot Technique (or, in the case of the latter, an appropriate research methods course, which may vary significantly for doctoral students studying in the social sciences). Further, doctoral students should be more actively encouraged to enroll in AGSC 581 - Seminar as one way to bring together all students in the program as a “cohort” or “whole.”

A more systematic and appropriately rigorous approach should be developed to facilitate and ensure students meet the program’s “teaching requirement.” Related to this, there may be a potential problem or concern regarding some doctoral students supported by research grants but provide teaching assistance as a part of their graduate assistantship. COAS administrators are encouraged to examine this issue to prevent the possibility of external funding support being lost if this “conflict” violates contractual agreements with grantors. The teaching requirement should be standardized, made clear, and enforced for all students to avoid excessive variability regarding how this SLO is met. For example, some students develop and give lectures to meet this requirement while others may undergo library training on pedagogical methods. The teaching requirement should involve the teaching assistants being evaluated by students as well as their faculty supervisors to enrich and further the experience’s value as a significant developmental exercise.

Methods and means for communicating the program’s policies, expectations, and procedures should be improved, streamlined, and promoted. To assist in achieving this aim, the program director should hold an annual meeting with faculty members who participate in the doctoral

degree program or who may be interested in participating to review policies and address issues of concern.

Members of the program's Graduate Advisory Council should have either previously advised a doctoral student or be currently advising one or more doctoral students to serve on the council.

The program's director should receive some form of "load relief" or compensation commensurate with their effort regarding the doctoral program, e.g., course reduction, position be made a percentage of the director's appointment, additional pay, and so forth.

The College's farms, laboratories, and related facilities should be renovated, maintained, and/or new facilities constructed to meet the research and teaching needs of the program's faculty and students.

Administrators of COAS should actively work with the SIU Foundation to identify funding to include contacting alumni and/or other potential supporters, e.g., industry stakeholders, especially regarding updating and improving farms, laboratories, and other essential facilities necessary to support students' participation in the doctoral program. These benefactors may be a source of funding to underwrite the doctoral program's seminar series.

More funding should be made available to support doctoral students' travel to participate in professional conferences, especially facilitating their presentation of research.

Ways should be sought to incentivize more of the College's faculty members to actively participate in the doctoral program by serving as chairs and members of students' graduate committees.

The College's academic departments/disciplines should identify priority areas for which to conduct research and related outreach to guide their participation in and support of the doctoral program in concert with the needs, challenges, and opportunities recognized by the region's stakeholders.

More communication is needed to ensure that SIUC and the COAS support new faculty hires, especially regarding their interests in the doctoral degree program and capacity to actively participate in it. Such involvement could be specified in position descriptions for faculty.

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

Program Administration - Initially, the Associate Dean of the College of Agricultural Sciences was delegated as Director of the Agricultural Sciences Ph.D. program. Since 2013, a member of the faculty has been assuming this task.

Admission – Before 2013, admission to the program required a Master of Science or Master of Arts degree in one of the College of Agricultural Sciences majors or a closely related field. Since then, this requirement has been modified to allow for direct entry or accelerated entry into the program upon meeting the requirements of the Graduate School. Out of the 29 students currently pursuing a degree in the program, four took advantage of the "accelerated entry" option.

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

Consistent with the mission articulated on Page 1 of the Program Self Study, the Agricultural Sciences Ph.D. program serves a key role in the research, teaching and outreach missions of the agriculture disciplines at Southern Illinois University Carbondale. At the time of this report, the College of Agricultural Sciences is undergoing reorganization and operating papers relating to the Agricultural Sciences Ph.D. program and its management have yet to be addressed. Under the new

organizational structure, the program could reasonably be housed either at the School of Agricultural Sciences or College of Agricultural, Life and Physical Sciences levels. Since operating papers for neither unit has been drafted, following are suggestions for maintenance of the program.

- Professor Ahmad Fakhoury will continue to provide program leadership as part of his service appointment. Immediate programmatic issues will be addressed by Dr. Fakhoury.
- As soon as an appropriate standing college committee is formed in the new college to address matters of graduate education, an Agricultural Sciences Ph.D. Faculty Advisory Committee will be formed. This committee will be drawn from faculty who are currently serving as advisers to Agricultural Science Ph.D. students or who have successfully completed a student in the program within the past five years. Of primary concern to this committee will be clarifying core requirements, especially the teaching requirement, in a way that serves the long-term interests of students enrolled in the program.

6. Outcome

6.1 Decision:

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

AGSC DATA SUMMARY

PROGRAM: Agricultural Sciences (PhD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate		
Master's (MA/MS)		
Doctoral	26.7	31
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 34

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)		
Master's (MA/MS)		
Doctoral	32	60

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate		
Master's (MA/MS)		
Doctoral	5.3	5

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)		
Master's		
Doctoral	243.59	387.57

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020) *Data used from Agriculture General

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model *Data used from Agriculture

AGRICULTURAL SYSTEMS AND EDUCATION (BS)

1. Reporting Institution	Southern Illinois University Carbondale
2. Programs Reviewed	Agricultural Systems and Education, BS
3. Date	March 6, 2020
4. Contact Person	Meera Komarraju, Provost and Vice Chancellor for Academic Affairs
4.1. Telephone	(618) 453-5744
4.2. E-mail	provost@siu.edu
4.3. Fax	(618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Brian Parr, Assistant Dean, Hutson School of Agriculture, Murray State University
- Martin Hebel, Associate Professor, Aviation Technologies, College of Applied Sciences and Arts, SIUC
- Grant Miller, Associate Professor, Curriculum and Instruction, School of Education, SIUC

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

A new faculty member was hired for the Agricultural Education specialization in August, 2019.

Approval was received for a new faculty hire in Precision Agriculture. The faculty search is underway with an expected hire to occur in August, 2020.

A secondary student leadership camp for recruitment into Ag Ed specialization is planned for June, 2020, which is a first-time event funded through a grant by the Illinois State Department of Education.

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

(Reviewer comments are in italics; AGSE program responses are below each reviewer comment)

- *This program would do well to continue to venture into the field of precision agriculture.*
There is currently one course for undergraduates, which has been taught by graduate students for several years since a faculty member retired. The program has advertised a Tenure-Track faculty position in Precision Agriculture and hopes to have the successful candidate start fall 2020. This new hire should set the emphasis and direction of Precision Agriculture research and teaching and be an important benefit to recruiting students and attention to SIU for its impact in this ever-growing field of agriculture. The new hire will have many opportunities to develop collaborations across campus, including those addressing applications in unmanned aerial vehicle technologies.
- *The food processing program undoubtedly holds lots of collaborative opportunities with microbiology.*

Dr. Choudhary has collaborated with microbiology faculty on most of his research projects and will continue to do so as appropriate.

- *There certainly needs to be a resurgence of teaching concerning agricultural mechanics.*

There are two very critical needs in this area. First is a facility to teach introductory metal working and related skills. Building 0831 (Ag Quonset) is in dire need of renovation. Funding sources are currently being pursuing for renovation or replacement of the building that will include an appropriate metal working teaching lab. Second is a faculty member with appropriate experience to teach the classes. They have a part-time instructor (Dr. Howard Heavner) hired to teach some courses. He is an excellent candidate to teach the additional courses.

- *The reviewers mentioned the lack of overlap of students between the six specialization, and the potential of reducing specializations to reduce faculty needed for upper level courses.*

Specializations were added in past years without adding additional course teaching load for faculty, with Agricultural Communications being the only exception. The additional specializations rely heavily on courses already being taught in the program and others that are offered at little expense to the program. The marketing benefits of providing specializations to prospective students exceed any additional costs. While there is limited official overlap of required Ag courses among the specializations, in practice there is more overlap. For example, while only one ABE course is required of all specializations, most students will take multiple courses, but can choose the ones that best meet needs of their planned career path.

- *Reviewers discussed several areas where the AGSE program has stayed current with recent trends in the field, and areas that need attention.*

- 1) *The addition of a professor dedicated to precision agriculture is definitely a move in the right direction to stay current.*

The program is hiring a faculty position in Precision Agriculture for fall 2020. They expect two years will be needed to regain program momentum in this area until they begin a trajectory of doubling enrollment to prior levels.

- 2) *The research that Drs. Choudhary and Watson have published definitely shows that they are current in their respective areas.*

Faculty in the Ag Systems specializations have been productive in research and publications. It is expected to increase with the new hire of a Precision Agriculture faculty member.

- 3) *Connection with the secondary programs and the FFA has definitely kept the Ag Ed specialization in line with current needs for future agriculture teachers.*

Despite faculty understaffing in recent years, the Ag Education program has maintained representation at sectional, regional and state IAVAT teacher meetings. In addition, the SIUC hosting of 15 events for high schools each year has allowed the program to keep current with secondary Ag teachers in the region.

- 4) *For the Ag Education specialization, it is apparent that the students need/desire more guidance concerning the edTPA and other certification examinations.*

Much of the education coursework and test preparation is developed through the Teacher Education Program (TEP) in the College of Education and Human Services (COES). With the advent of the state mandated assessment of the edTPA six years ago, the TEP revamped/renumbered its coursework to address the new assessment needs. Much of the orientation/instruction related to the edTPA assessment was addressed through EDUC courses, which has been out of the purview of the Ag Ed program. In spite of this handicap, the Ag Ed students have been recognized, as a group, by the edTPA assessment coordinator in the TEP as the top scorers at SIUC (with individual scores clustering around the 50-point mark, when the cut score was set at 37). When students have asked for assistance, the faculty have adapted their curriculum to assist with student understanding of the edTPA, and will continue to do so.

- 5) *The Ag Ed specialization faculty should be included in the selection of student teaching centers by the Teacher Education Program in the College of Education & Human Services (COES).*

The TEP coordinator for clinical placement, Ms. Naomi Arseneau, has endeavored to coordinate clinical placements with the Ag Ed faculty, with much success. The problem with clinical placement lies with the limited number of secondary schools within the one-hour driving radius where the TEP operates. Should the Ag Ed faculty be re-instated to serve as clinical supervisors, they would be willing to extend the radius and travel further afield for clinical supervisory visits. Funding is currently in place through an ISBE grant for them to accomplish this.

- 6) *Less research activity is coming from the Ag Ed faculty but it is apparent that the service component is very large for these two faculty members. Dr. Still will need appropriate support for research to achieve promotion and tenure.*

Dr. Still has been with the university less than a year but, in that time, he has presented a paper at a national research conference and has one paper under review for publication. He is currently working on four additional research projects, and putting together an NSF grant proposal and a large state grant proposal.

In the past four years, Dr. Pense has chaired four completed Ph.D.s in Agricultural Education, and is currently chair of two additional Ag Ed Ph.D. candidates. He has had one paper presented at a 2019 regional research conference, and is about to submit an article for publication. More research projects are planned.

- *The major area where this program has failed to remain current with the demands of the industry is in the offering of online courses. The offering of online courses for graduates as well as undergraduates would no doubt increase enrollment in these programs that are severely under-enrolled.*

Online courses would increase enrollment. Currently two courses have been offered online in the AGSE Program (AGSE 318 – Computers in Ag and AGSE 180 – Intro. to Ag Communications). One course has been offered in a blended format of online & in-class (AGSE 311A - Ag Education Programing). With two additional faculty in the program by August 2020, offering additional online coursework will be discussed.

- *The reviewers indicated that enrollment in AGSE has declined at a much higher rate than the university.*

- 1) For the past five-plus years, Precision Agriculture has continued to grow as an important area of study. A faculty member in Precision Agriculture was requested multiple times but not approved. The program is now on the verge of hiring a faculty expert in Precision Agriculture. It is expected to take two years to regain program momentum in this area and begin a trajectory of doubling enrollment to prior levels. The lack of faculty in Precision Agriculture is viewed as the reason why AGSE enrollment decreased at a rate greater than or equal to the overall university enrollment.
- 2) In addition, a new faculty hire in Agricultural Education was made in August 2019. This position had gone unfilled for five years. Records for the SIUC program in Ag Ed show a positive correlation between the number of Ag Ed faculty and Ag Ed enrollment. It normally takes two to three years to increase enrollment; and yet, as of February 17, 2020, the academic advisors have reported a significant increase for Ag Ed enrollment for fall 2020.

- *Reviewers recommended an “agriculture core” of classes that was common to each specialization.*

There is no “agriculture core” common to all majors within agricultural sciences due to the variation in curriculum needs for each major. The AGSE major covers a variety of specializations and only has a few courses in common. In particular, additions to state teacher certification requirements and additions of courses covering new technologies have limited options for “major core” courses that work across specializations, while still maintaining flexibility for the large number of transfer students we receive. If “major core” courses were added, the program would have to go beyond 120 credit hours or limit the breadth of education the students can receive to benefit their career aspirations. In the past, the program had decided that allowing students more flexibility to take other courses better meets student needs.

- Per the AGSE 2019 Assessment Plan:

Mission Statement: The Agricultural Systems and Education program is a student centered and research-oriented program that develops future leaders of agriculture by preparing students for careers in supervisory/managerial positions for food and engineering processing facilities, and/or agricultural leadership in educating future practitioners in promoting agricultural literacy to traditional and non-traditional youths and adults.

Program Goals: 1. Graduates will understand the basic principles of agricultural technology and educational training methods (AGSE). 2. Graduates will be able to disseminate information effectively through all forms of communication (oral and written) at a professional level (AGSE). 3. Graduates will understand the professional, legal and ethical responsibilities associated with careers in agricultural technology and education (AGSE).

Specific Learning Outcomes (SLO): SLO’s have been developed to measure student proficiency in mastering skill sets essential to students pursuing Agricultural Systems & Education (AGSE) specializations. Three areas of outcome proficiency needed by

graduating students have been identified: 1) Professional communication, 2) Identifying and understanding basic principles and general knowledge, and 3) Analysis and problem-solving skills.

SLOs:

- 1) Students will be able to communicate (oral and written) the results of their efforts in a cogent manner so that the listener/reader has confidence in the accuracy of their work.
- 2) Students will demonstrate an awareness and understanding of the basic principles of careers in agricultural systems and education.
- 3) Students will demonstrate an understanding of processes and management in the varied disciplines of agriculture.
- 4) Students will demonstrate an awareness and understanding of the basic physical principles of farm and industrial processes and management.
- 5) Students will demonstrate analytical skills for the critical evaluation of research data as required by AGSE professionals.
- 6) Students will be able to favorably present themselves in a professional setting.

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

Courses were consolidated from twice-a-year offerings, to a once-a-year offering to account for the loss of two faculty and the vacancies which went unfilled for more than five years.

Part-time adjunct faculty were hired to assist with teaching.

One new faculty was added to AGSE program in 2019.

Curriculum was revised to address both old and new technology for AGSE 170 (Surveying, Small Engines, Drones), and AGSE 311B to address new assessment (edTPA) in the TEP program.

Funding has been sought for refurbishing Quonset Building as an Ag Mechanics laboratory but no funding, to-date, has been identified.

Textbooks on School-Based Agricultural Education and two 3-D Printers were purchased for AGSE curriculum resource room.

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

Candidates will be interviewed, and a faculty position added to the AGSE program in the field of Precision Agriculture by August 2020.

Dr. Choudhary will continue to collaborate with microbiology faculty on appropriate research projects.

A facility to teach introductory metal working and related skills will be sought. Building 0831 (Ag Quonset) is in dire need of renovation or replacement. The program will arrange to accommodate a limited number of students per section.

A faculty member with appropriate experience is needed to teach Ag Mechanics classes. The program currently has a part-time instructor (Dr. Howard Heavner) hired to teach some courses. The intent is to hire him full-time to teach the additional courses.

The faculty will adapt their curriculum to assist with student understanding of the edTPA assessment.

To increase research efforts in Ag Ed, Dr. Still will work on four additional research projects, and complete an NSF grant proposal and a large state grant (GAST) proposal. In addition, Dr. Pense will increase research efforts in curriculum development and assessment for the summer Ag Leadership Camp planned for June, 2020.

With the assistance of the clinical placement coordinator in the TEP, the Ag Ed faculty will seek to determine how best to be re-instated to serve as clinical supervisors. In so doing, they could extend the radius and travel further afield for clinical supervisory visits. Funding is currently in place through an ISBE grant for them to accomplish this.

If two additional faculty are hired in the program by August 2020, additional online coursework will be discussed and implemented where feasible.

Funding will be sought for conducting an Ag Ed student recruitment summer camp, and the newly developed leadership camp curriculum (funded) will be assessed.

The potential of two additional faculty in the AGSE program would improve efforts to increase enrollment.

The Ag Ed Curriculum Guide will be revised to reflect secondary Ag Ed program needs. The following two courses will be added:

- Online Applications of AET & MyCaert (AGSE 402A)
- Plan, Manage and Teach Secondary Horticulture (AGSE 414)

6. Outcome

6.1 Decision:

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

AGSE DATA SUMMARY

PROGRAM: Agricultural Systems and Education (BS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	71.7	55
Master's		
Doctoral		
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	266.5/1073	129/736
Master's		
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	33.7	24
Master's		
Doctoral		

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	143.63/364.99	353.19/261.56
Master's		
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020) * Data used from PSAS - Agriculture

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model * Data used from Agricultural Education and Mechaniz

BIOLOGICAL SCIENCES (BS, MS)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Biological Sciences, BS and MS</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- John Spitsbergen, Professor and Chair, Biological Sciences, Western Michigan University
- Kyle Plunkett, Associate Professor, Chemistry and Biochemistry, College of Science, SIUC

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

The introductory course series for majors was restructured. The restructure included changing from a 2-course to a 3-course series. It also replaced one weekly lecture with a mandatory small-group workshop. This resulted in more cohesive content matter in each of the 3 courses and increased student outcomes.

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

Major Findings:

- The classrooms and teaching labs are adequate; however, the lab spaces are in need of renovation.
- The leadership, Program Coordinator Warne and School Director Wood, are relatively new to their positions but are doing a good job and are both committed to the program.
- The program has done an excellent job in program assessment. The faculty who participate in the program contribute to developing the assessment standards and student learning outcomes. The benchmarks and assessment tools are very appropriate and the assessment outcomes are continually used for program improvement. The program assessment used by the Biological Sciences program should be used as a template for other programs.

Recommendations:

- The program needs resources. It has no full-time, TT faculty nor OTS budget.
- A student meeting space would help create community amongst the program majors.
- Growth opportunities include revising the Ecology track into a track in Ecology and Evolutionary Biology.
- Establish Ecology and Evolutionary Biology M.S. and Ph.D. degree offerings.

- Increase strength in Biomedical Sciences.

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

The introductory course series for majors was restructured. The restructure included changing from a 2-course to a 3-course series. It also replaced one weekly lecture with a mandatory small-group workshop. This resulted in more cohesive content matter in each of the 3 courses and increased student outcomes.

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

Provide space specifically for the program and establish an OTS budget.

Recruit TT faculty specifically for the program, initially with emphasis on Biomedical Sciences (could be joint hire with Microbiology or Physiology).

6. Outcome

6.1 Decision:

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

BIOS DATA SUMMARY

PROGRAM: Biological Sciences (BS, MS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	293	207
Master's	9	9
Doctoral		
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	2020/1009	1257/1038
Master's	16	24
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	85.7	88
Master's	5	4
Doctoral		

COST PER CREDIT HOUR	FY14	FY17
Baccalaureate (Lower/Upper)	Not available	Not available
Master's	Not available	Not available
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

BIOMEDICAL ENGINEERING (MS)

1. Reporting Institution	Southern Illinois University Carbondale
2. Programs Reviewed	Biomedical Engineering (MS)
3. Date	March 6, 2020
4. Contact Person	Meera Komaraju, Provost and Vice Chancellor for Academic Affairs
4.1. Telephone	(618) 453-5744
4.2. E-mail	provost@siu.edu
4.3. Fax	(618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Taghi Mostafavi, Associate Professor, Computer Science, University of North Carolina Charlotte
- Punit Kohli, Professor, Chemistry and Biochemistry, College of Science, SIUC

It was highly recommended and endorsed that the BME program continue under the current Director (Dr. Lalit Gupta).

The addition of a new BS BME degree would strengthen the BME program.

The hiring of dedicated BME staff to manage BME labs.

The program should hold annual marketing workshops to attract students.

The program should hold seminars to promote transdisciplinary collaboration.

The program should control enrollment growth to ensure quality.

The program should promote professional interactions between undergraduate and graduate BME students

The creation/improvement of related undergraduate laboratories.

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

The M.S. in Biomedical Engineering was launched in Fall 2008 with the assumption that additional resources would materialize with enrollment growth. Unfortunately, there were additional budgetary constraints following the program's establishment. Program enrollment grew to approximately 30 students in 2011; however, required courses could not be offered on a regular basis. Following the departure of the founding program director (Dr. Botros) in 2015, the decision was made to suspend new enrollment until a major program review could be conducted and recommendations implemented. The program review was completed in late 2015, followed by significant curricular changes. An interim director was in place for two years prior to moving the program under the Department of Electrical and Computer Engineering with Dr. Lalit Gupta being named the first permanent director (spring 2019) for both the emerging B.S. and continuing M.S. degrees in Biomedical Engineering.

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

The major finding and recommendations of the 2019 reviewers (extracted from their report):

- It was highly recommended and endorsed that the BME program continue under the current Director.
- The addition of BS in BME would complement and strengthen the MS in BME.
- The BME director should hire a dedicated staff to manage/overlook/ensure functionality of all directly related laboratories to BME in the next 2-3 years. It is important to note that the success of the students is the success of the program. Special attention is needed so the labs and courses are well-equipped and integrated, and have appropriate personal support. Overall, hiring of a dedicated staff should be a high priority and special consideration from upper administration for the BME.
- Recommend to hold yearly marketing workshops to attract students and promote employment opportunities.
- Recommend to hold seminars and promote collaboration of the related departments (EE, ME, Chemistry, Physics, and the Medical School).
- Recommend that while special effort needs to be made to increase number of students in the program, a rational limit of enrollment growth should be in place. This will ensure quality of the students, infrastructure, and further organic growth of the program.
- Recommend to promote an environment of interaction between BS and MS BME students (those of ECE BS, MS, and PhD students).
- Improve/update related undergraduate laboratories to fulfil the need of undergraduate BME students.

For a successful program, more effort from faculty is needed in obtaining external funding (especially, from federal agencies including NSF, NIH, DoD, and DoE). This is critical not only for supporting the infrastructure, resources, and facility of the BME program but also enhancing the BME enrollment. The external federal funding is also important to match competition from the surrounding BME programs. The support and encouragements from the upper administration is imperative for successful federal grant funding. Initial facilities and seed funding from the university would be beneficial to the success of young new faculty in the BME in attracting external funding. For example, fluorescence-activated cell sorting (FACS) and multi-photon microscope would be important for the BME faculty to produce initial findings and apply for highly competitive and strong proposals for federal funding.

In summary, the support of the upper management to the department leadership is essential to the success of the BME program. The BME programs are in high demand due to the highly interdisciplinary nature of the program. With appropriate leadership under Dr. Gupta, and support from the Chair of the ECE and administration, the BME program at SIUC will be successful.

There are notable concerns that could place obstacles for the success of the BME program. The most important issue for success, not necessarily and directly tied to the BME or ECE departments, is sharp decline in the overall undergraduate enrollment at SIUC. The decrease in the enrollment affects the overall availability of students to choose the BME as their path of study while also impacting the financial resources of the University. However, with recent success in controlling the drop in the enrollment, it is perceived by the reviewers to be a positive step forward in the right direction.

By considering the above recommendation along with careful internal assessment of the program by the faculty and the director of the BME, the program will succeed to the expected size of students' body and graduation.

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

The prior program assessment was submitted on 12/15/2013. At that time the program had no departmental home, rather existing as a cross-cutting program with a director reporting to the College of Engineering Dean. The stated mission was as follows. "The mission of the program supports the University's mission as it provides the students with diverse academic backgrounds (life sciences, physical sciences, medicine, psychology and all traditional engineering disciplines) with the opportunity to develop expertise and pursue rewarding careers in this promising and rapidly expanding area of Biomedical Engineering. The mission of the program also supports the University's in developing of a focal point for technical interaction and collaboration in interdisciplinary research among faculty across the University from the School of Medicine and Colleges of Engineering, Science, and Agricultural Sciences."

2013 - Program Student Learning Outcomes/Objectives (SLOs)

- SLO1 The students will acquire the knowledge of mathematics calculus, vector calculus, linear algebra, differential equations, complex variables, discrete mathematics, probability and statistics to understand the concepts fundamental to biomedical engineering.
- SLO2 The students will acquire the knowledge of basic life sciences, particularly biology, to understand the concepts fundamental to biomedical engineering.
- SLO3 The students will acquire the ability to design complete basic biomedical systems to meet desired needs and specifications.
- SLO4 The students will acquire the ability to function effectively as a member of a team assembled to undertake a complex engineering project, involving the stages of research, development, implementation, and written and oral presentation of the results.
- SLO5 The students will acquire the ability to search literature for a selected topic in biomedical engineering, read it, understand it, and present it.
- SLO6 The students will acquire the knowledge and understanding of professional ethics.
- SLO7 The students will acquire the knowledge and understanding of contemporary social and economic issues.

2013 - Assessment methods for student outcome: student outcome(s) assessed

TOEFL for all international students and GRE for all students entering the program: SLO4, SLO5.

Presentation in seminars; each student is required to present a topic related to the biomedical engineering field. The instructor of the seminar course is evaluating and mentoring the student: SLO1, SLO2, SLO5, SLO7.

Thesis and research papers; each student is required to submit and present a thesis or a research paper. A committee of at least three faculty members is assigned to evaluate and mentor the student: SLO1, SLO2, SLO3, SLO5, SLO7.

Each student is required to pass an ethics course. The instructor is evaluating and mentoring the students: SLO6.

Several BME and BME-related courses have a project or a lab associated with it. These projects or labs most of the time are multidisciplinary with the school of medicine or with the College of Science. The thesis too is usually multidisciplinary. The instructor is evaluating and mentoring the students: SLO1, SLO2, SLO3, SLO4, SLO5, and SLO7.

2013 - Findings

Finding 1: The non-life science and non-biomedical engineering undergraduate students, such as engineering and math students, lack the required knowledge in basic biology/physiology (SLO2, SLO3, and SLO5). Those students constitute 22% of the total enrolled students in the program. The most qualified students for the BME program are those who have their undergraduate degree in Biomedical Engineering (56%); those students are most likely to have adequate background in both physiology and math.

Finding 2: The non-engineering students (22%), such as life-science students, lack the required knowledge in basic Math (SLO1).

Finding 3: Most of the students enrolled in the program do not have practical experience in the major medical machines such as CT scan and MRI machines (SLO3).

Finding 4: Most Biomedical Engineering courses listed in the Southern Illinois University Carbondale Graduate Catalog are not being offered on a regular basis (see attachment). This situation must be corrected or the degree program should likely be terminated.

Programmatic actions taken following the 2013 assessment successfully addressed the findings. Creating the new B.S. degree in Biomedical Engineering addressed 2013 Finding 1. The refocusing of curriculum and program entrance requirements towards students with an engineering background addressed 2013 Finding 2. The hiring of additional BME faculty, coupled with revised degree course requirements, addressed 2013 Findings 3 and 4.

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

Responses are in the order referenced in part 5.0:

- No action required.
- No action required.
- A/P staff in the ECE department will be responsible for maintaining BME laboratories.
- The Provost has approved digital marketing efforts for the BME program.
- Monthly seminars will be held as recommended.
- BME program admissions will be controlled to ensure high quality program growth.
- Meetings will be held to promote interactions between undergraduate and graduate BME students.
- Significant financial resources have been committed to establish new BME teaching laboratories. Also, a final additional BME faculty position has been proposed as a college priority with an anticipated start date of August 2021.

6. Outcome

6.1 Decision:

_____ Program in Good Standing

 x Program Flagged for Priority Review

_____ Program Enrollment Suspended

BME DATA SUMMARY

PROGRAM: Biomedical Engineering (MS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate		
Master's	3.3	3
Doctoral		
Comment:		

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

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

SCH PRODUCTION TOTAL	FY14	FY19
Baccalaureate (Lower/Upper)		
Master's	Not available	Not available
Doctoral		

DEGREES AWARDED ²	3 Year AVG	2019
Baccalaureate		
Master's	1.3	1
Doctoral		

COST PER CREDIT HOUR	FY14	FY17
Baccalaureate (Lower/Upper)		
Master's	Not available	Not available
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² Fact Book: Degrees Conferred (Accessed June 2020)

COMPUTER SCIENCE (BA, BS, MS, PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Computer Science (BA, BS, MS, PhD)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Bruce McMillin, Professor, Computer Science, Missouri University of Science and Technology
- Saikat Talapatra, Professor, Physics, College of Science, SIUC

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

Several new courses were added to the undergraduate and graduate programs based on constituent input. These courses include: CS 280 – Computational Statistics I, CS 407 – Advanced Linux/UNIX Programming, CS 409 – Ethical Hacking, CS 413 – Digital Forensics, CS 415 – Network Forensics, CS 425 – Principles of Virtualization and Cloud Computing, CS 434 – Learning from Data, CS 480 – Computational 12 Statistics II, CS 499B – Senior Thesis in Computer Science, CS 525 – Security Issues in Cloud Computing, CS 531 – Security in Cyber Physical Systems, CS 534 – Big Data Management and Analytics, and CS 538 – Game Theory in Networks. Other courses were modified that include: CS 335, CS 350, CS 498 and CS 499, CS 430 – Database Systems, CS 533 – Data Mining and Big Data Analysis, CS 586 – Pattern Recognition, and CS 598 – Graduate Project. The addition and modification of these courses has resulted in an increased student interest. It has also provided the students with much needed experience in different areas of cybersecurity, data visualization and cloud computing, machine learning, big data, and gaming.

The faculty have engaged in interdisciplinary and collaborative research within and outside of SIUC. This has led to the increase in research productivity.

The BS and BA concentrations were created. This has allowed students to focus in five areas of study: computer graphics and game development; computer networks and security; database and systems; software engineering and application development; and artificial intelligence and robotics. This has also allowed students to develop their own interests through the use of electives.

The Department of Computer Science has transitioned to the School of Computing. Currently this change has been administrative only and has not affected the programs in any way.

The loss of eight Tenure-Track/Tenured faculty were replaced by five junior faculty and one senior faculty (current school director). This has created workload issues and challenges in offering major required courses.

The department/school was relocated to the Engineering A-Wing. This move increased office and laboratory space. It also allowed the centralization of the department/school.

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

The review team described the undergraduate programs as “well-developed” and that they “embraced computing theory with an emphasis on practice.” They described the graduate programs as “solid.” The Dean was in agreement with their assessment of the programs.

The review team acknowledged that the department/school used its assessment outcomes for continuous improvement. However, they noted two limitations in the improvement processes:

- At the undergraduate level, the assessment process is primarily course-based with a lack of connection between performance assessment measures and the SLOs. It is recommended that the course assessment processes and SLOs be more closely aligned to achieve course level improvements that will lead to better SLOs.
- At the graduate level, only the coursework is assessed with respect to the SLOs. It is recommended that the research component of the programs also be directly assessed through SLOs.

The review team also recommended, with regard to program assessment, that the industrial advisory board be involved in the development and revision of future program goals/objectives and SLOs.

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

Several new courses were added to the undergraduate and graduate programs based on constituent input. These courses include: CS 280 – Computational Statistics I, CS 407 – Advanced Linux/UNIX Programming, CS 409 – Ethical Hacking, CS 413 – Digital Forensics, CS 415 – Network Forensics, CS 425 – Principles of Virtualization and Cloud Computing, CS 434 – Learning from Data, CS 480 – Computational 12 Statistics II, CS 499B – Senior Thesis in Computer Science, CS 525 – Security Issues in Cloud Computing, CS 531 – Security in Cyber Physical Systems, CS 534 – Big Data Management and Analytics, and CS 538 – Game Theory in Networks. Other courses were modified that include: CS 335, CS 350, CS 498 and CS 499, CS 430 – Database Systems, CS 533 – Data Mining and Big Data Analysis, CS 586 – Pattern Recognition, and CS 598 – Graduate Project. The addition and modification of these courses resulted in an increased student interest. It has also provided the students with much needed experience in different areas of cybersecurity, data visualization and cloud computing, machine learning, big data, and gaming.

The BS and BA concentrations were created. This has allowed students to focus in five areas of study: computer graphics and game development; computer networks and security; database and systems; software engineering and application development; and artificial intelligence and robotics. This has allowed students to develop their own interests through the use of electives.

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

Faculty retention is critical in addition to increasing faculty numbers. Computer Science is a growing and rapidly changing field and represents the area in which enrollment can be grown quickly and significantly. Additional faculty and resources are the way to increase enrollment at both the

undergraduate and graduate levels and be able to provide the course offerings needed to fulfill obligations to the students.

The program will integrate the course assessments and SLOs as noted above.

6. Outcome

6.1 Decision:

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

CS DATA SUMMARY

PROGRAM: Computer Science (BA, BS, MS, PhD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate (BA/BS)	50.3/136.7	36/112
Master's	51	34
Doctoral	20.3	18
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	594/2071	413/2738
Master's	1687	844
Doctoral	425	324

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate (BA/BS)	13.7/24.3	46
Master's	40.67	24
Doctoral	4.33	4

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	474.01/419.74	289.65/310.23
Master's	366.38	367.54
Doctoral	289.97	384.11

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model (Accessed June 2020)

CURRICULUM AND INSTRUCTION (MS, PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Curriculum and Instruction (MS and PhD)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Doug Rogers, Associate Professor, Curriculum and Instruction, Baylor University
- Laveria Hutchison, Associate Professor, Curriculum & Instruction, University of Houston
- Mavis Adjei, Associate Professor, Marketing, College of Business, SIUC

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

The C&I programs had experienced steady decline in enrollments and in the number of faculty ranks during the period since the previous review. Major responses to these challenges have been to alter the curriculum by reducing the number of specialty areas offered to students and to adjust the courses required for each program of study to meet students' needs and faculty availability.

There were also a number of curricular adjustments made to address these challenges (see below). The major change that occurred during the review period in response to the previous review was that the department undertook a careful development of the Student Learning Outcomes (SLOs) and their alignment with course assignments with the identified knowledge and skills. The exemplary SLOs were then matched with program goals (see Table 1).

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

A major strength of the graduate degree programs in the department of C&I is that they have six well-articulated program goals, each of which are aligned with at least three Student Learning Outcomes (SLOs) – see Table 1. A four-page exemplary master rubric was developed by faculty to assess SLOs and a curricular map provides an assessment of the overall program by indicating which SLOs 'map' to each individual course assignment in the program. The plan provides a detailed assessment of the SLOs for the degree programs that also facilitates opportunities for adjustments and continuous improvement. The program's assessment and continuous improvement plan is strong. It was recommended that the department more clearly differentiate the SLOs for the MSEd and Ph.D. respectively. It was also noted that there is no evidence of appeal to internal or external constituencies in the articulation of mission and program goals. There is also some unevenness in the implementation of the assessment and continuous improvement plan.

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

The results of the previous review recommended a reduction in the 11 specialty areas in the master's program. In 2016-2017 and 2017-2018, C&I faculty conducted a series of planning retreats to redesign the core courses in the curriculum. Offering courses in an online format was also considered to address declining enrollments.

Specific curricular changes included: The Learning Systems Design & Technology area was reduced from two specialty area tracks (Instructional Design and Instructional Technology) into a single concentration in Learning Systems Design & Technology. Other areas were eliminated or suspended: Elementary, Middle Level, and Secondary. In 2015, specialty areas were reduced to 5 options: Human Development and Family Services; Teacher Leadership; Science, Technology, Engineering, and Mathematics (STEM) Education; Curriculum, Instruction, and Assessment; and Language, Literacies, and Culture. The Masters of Arts in Teaching (MAT) program was suspended due to changes in state licensure policy.

This consolidation streamlined committee work and helped to manage more efficient scheduling of courses. As a result, faculty were able to form committees for each specialty area to support advisement, Ph.D. preliminary exam evaluation, and course offerings. For example, faculty in Social Science Education and Reading and Literacy Studies work together in the Language, Literacies, and Culture specialty area. Faculty who once served on individual mathematics or science education committees now work together in the STEM Education specialty area. Students also have the option for a separate concentration in Learning Systems Design and Technology.

The other challenge was adjusting the schedule of course offerings so that the courses offered would have enough students enrolled to be financially viable. This was addressed by more closely examining the pattern of student needs and matching these to the available faculty. Additional curricular changes were made: e.g. core curriculum courses were adjusted to seven that included the original 3 courses and 4 additional areas of human development, culturally-relevant pedagogy, action research, and a culminating practicum experience with the students' remaining five courses serving as electives in their area of interest.

Changes were also made to the Ph.D. degree program. There were changes to the structure of the Ph.D. preliminary exam procedures in order to provide students with more consistent feedback to provide more consistency across content areas. There were also changes and updates to the review process for applicants to the Ph.D. program. Specific due dates were adopted to make the process more efficient and a more rigorous applicant review process was adopted including eliminating the "conditional admit."

The department created a Graduate Student Professional Growth Survey (GSPGS) to provide feedback on how the program's courses were or were not supporting the SLOs. While the survey responses were presented in the report, an analysis of their import was not.

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

In response to previous reviews, Curriculum and Instruction faculty worked to reduce the number of specialty areas and revamped the core curriculum for Master's students for the purpose of improvement and efficiency. One of the major goals the faculty identified moving forward was "the opportunity to gravitate toward a cohort model where students enter and complete their programs of study with the same students." A major benefit of this approach was to allow for a more efficient schedule of core courses with adequate enrollment. The department was also open to investigating whether some courses might be offered off campus at sites more convenient to students. In

addition, the assessment and continuous improvement plan aided in the creation (and assessment) of several new online courses, including CI500, CI503, CI504, and CI514.

Full implementation of the SLOs in the assessment and continuous improvement plan has not yet taken place. C&I faculty are still working on the implementation (report page 20). However, several areas for improvement were identified using the new system: more data on 'capstone' experiences is needed; the system does not yet track individual students adequately; and more integration of digital technology is needed (e.g., Livetext) in order to track results. The review team recommended that the department more clearly distinguish MEd from Ph.D. SLOs.

The C&I faculty identified several 'opportunities' for increasing enrollment in the graduate programs including:

- work on designing an accelerated program in Elementary Education;
- offer courses to recruit high school teachers interested in becoming dual-credit certified;
- reduce credit hours needed for the MEd with Reading Specialist Endorsement;
- seek opportunities to recruit international students.

The department is open to offering more quality online content specifically in the MEd and the Reading Special Endorsement. The move toward more online course offerings may provide increases in enrollment. There is also opportunity for some C&I faculty in the Learning Systems Design area to collaborate more closely with Workforce Education and Development courses.

With reorganization into a School of Education, there may be additional opportunities for consolidation of course and program offerings. The review team identified a potential partnership with SIUC's Touch of Nature for recruitment of graduate students. The review team was skeptical that investing in marketing with an external entity would be a prudent use of the department's fiscal resources. It was suggested that the technology available to students in the LSDT specialty area was not up to date. It was also noted that administrative upheaval at SIUC has had a detrimental effect on faculty morale.

There were several recommendations regarding support made by the review team including: technical support for a move to online instruction; professional development for faculty; additional staff support for processing applications; extended campus services; and funding for internal grants (non-STEM related).

In terms of program related recommendations, the review team identified implementation of a schedule for Livetext use to streamline program assessments; internal course assessment (not just program level); qualitative measures for course evaluations; a reduction in the number of required courses in the MEd from 36 to 30; a review of workload policy due to uneven loads; and provide more support for PhD students to present at conferences.

Finally, the review team recommended support for moving entire degree programs online including: development of quality measures of online course offerings; encourage more faculty internal grants from Extended Campus; and consideration of charging additional fees for online courses.

6. Outcome

6.1 Decision:

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

CI DATA SUMMARY

PROGRAM: Curriculum and Instruction (MS and PhD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate		
Master's	25.7	19
Doctoral	54.3	47
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: 5

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)		
Master's	1907	400
Doctoral	1263	804

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate		
Master's	16.7	14
Doctoral	12	7

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)		
Master's	264.27	431.38
Doctoral	262.36	245.45

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Mode ((Accessed June 2020)

EDUCATION ADMINISTRATION (PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Education Administration (PhD)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Mary Howard-Hamilton, Coffman Distinguished Research Professor and Chair, Educational Leadership, Indiana State University
- Julianne Wallace, Director, School of Human Sciences, College of Applied Sciences and Arts, SIUC

The Dean commented that he believed the major finding was that the acknowledgement that “the program has tremendous value to the region” and that it “can influence regional recruitment.”

The reviewers’ report also noted that the leadership of the program by Dr. Donahoo was “outstanding.”

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

The creation of the Ed.D. program option was tailored to the needs of K-12 professionals in order to attract more K-12 leaders into the program.

The Illinois Superintendent of the Year & Superintendent of Distinction – Gary Kelly, was added as an instructor.

For most of the period in review, the racial, ethnic, and gender diversity of the faculty, staff, and students increased.

As noted in the reviewers’ report: “The outstanding graduates of the higher education program are administrators or faculty at top tier institutions across the country.”

There were several changes that occurred that can be attributed to loss of faculty, students, and resources that have characterized SIUC more generally over this same period.

Student workers were the only support staff in the departmental office.

- The office was quite isolated from the Wham Education Building that houses all other College’s K-12 programs and the Dean’s office.
- Lack of support staff has meant communication with stakeholders, students, and prospective applicants was not always timely.

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

The reviewers' report notes that the faculty were aware of the content of the self-study and involved with the development of the program's mission and goals.

The report also notes that the faculty were aware of the student learning outcomes (SLOs) and students and alumni were involved in the work of defining SLOs and were monitoring their assessment. (The Ed Admin Advisory Council meets twice a year to accomplish this task.)

Noted opportunities for teaching, research, and partnerships could be leveraged with the Extended Campus plan to have the Ed.D. Program located in Springfield, Edwardsville, and Charleston Illinois.

The program could explore opportunities for on-line doctoral options, weekend courses, or evening courses tailored to the needs of professional practitioners.

Due the faculty attrition and the dearth of new faculty lines, the workload burden on the remaining TT faculty made it difficult for them to maintain their scholarship and professional development. The loss of TT faculty lines has also reduced the amount of diversity in the program.

There were several identified needs in regard to maintenance and improvements of classrooms and facilities, e.g., carpeting, obsolete equipment, materials, and furniture removed or stored.

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

There were three curricular changes made. First, the program updated the standards for practical preparation of students in education administration licensure programs. Second, faculty extended and streamlined the formal support for students in the dissertation stage. These supports were tailored to the unique needs of students with family and professional obligations. Third, the department created a Doctorate of Education (EdD) in Administration that was also tailored to prospective students with professional and family obligations. The emphasis for the degree included "implementing a program evaluation, conducting action research, and identifying ways of using research and scholarship produced by others to improve academic and organizational outcomes."

Finally, the department made specific changes to the program expectations and timelines to ensure each student will make continuous academic progress toward completing their specified program. The department added language and a process for evaluating student progress throughout the program, and the program now assigns a faculty member to serve as advisor to each doctoral student upon admission. There were also clearer procedures put in place to identify and help students who fail to meet all or part of the program's performance expectations.

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

The School of Education will need to explore opportunities for on-line doctoral options, weekend courses, or evening courses tailored to the needs of professional practitioners.

There needs to be closer and more effective administration of the program by both the Dean's office and those participating in the program. This would require the creation of a standing committee or having a standing committee assume the responsibilities and oversight for the program.

There needs to be an assessment component to measure the outcomes for the Ed.D. and Ph.D. transition. There should be more data compiled on student demographics and their matriculation in the doctoral programs.

Review the courses and determine if there is an assignment that could measure learning outcomes for the students that can be included in the assessment plan.

Time to degree should be tracked for all students in the program.

6. Outcome

6.1 Decision:

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

ED ADMIN DATA SUMMARY

PROGRAM: Education Administration (PhD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate		
Master's		
Doctoral	31.7	27
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)		
Masters		
Doctoral	506	365

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate		
Masters of Arts		
Doctoral	4.7	4

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)		
Master's		
Doctoral	271.14	327.93

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model (Accessed June 2020)

ENVIRONMENTAL RESOURCES AND POLICY (PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Environmental Resources and Policy, (PhD)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Chelsea Schelly, Associate Professor, Sociology, Michigan Technical University
- Karen Jones, Professor, Animal Science, College of Agricultural Sciences, SIUC

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

Curriculum Changes: There was a reduction from three core curriculum courses to one. To maintain credit hour requirements, one methods and one science course were added as required to replace the two core curriculum courses dropped. The review team indicated the reduction in core curriculum courses as positive as it allows the students more flexibility in designing their program of study.

Staffing: ERP staffing went from one AP staff and one civil service staff position to one administrative GA position.

Program Designation: In 2016, the program designation was changed from a non-STEM to STEM designated program under CIPs permitting ER&P students who are not U.S. Citizens to qualify for a 24-month STEM Optional Practical Training extension of their F-1 visa after graduating from the program. This provides ERP graduating students' the opportunity to further their educational experience through Post-Doctoral Fellowships or more time to find employment in their field of expertise.

Cooperative Program with SIUe: In Fall 2016 a cooperative agreement was established with Southern Illinois University Edwardsville to provide SIUe students the opportunity to attain the Ph. D. in ERP. This was viewed as a positive for the program, encouraging additional flexibility and innovation in program delivery.

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

Major Findings:

- There is a strong interdisciplinary program. Faculty from across campus can advise students in the program.
- Innovative in its curriculum and decision making to best suit student interest.
- The cooperative agreement with SIUe provides additional benefits for both SIUC and SIUe students.
- Assessment process and tools are appropriate for the program.
- All faculty involved with the program participate in assessment.
- The mission, goals and SLOs are all being met by the program.
- The program has effective and strong leadership.
- Transition of the program from the Graduate School to ESS has created challenges that have not been sufficiently addressed by the administration.

Recommendations:

- Assess how the program intends to move forward.
- Develop a mechanism or strategy to recruit quality faculty advisors to participate in the program.
- How faculty engage in/with the program needs to be reassessed.
- Create mission and vision statements for the program and reassess the current areas of specialization in the context of those.
- Create a Center in which the program would reside.

Opportunities:

- Increase the interdisciplinary aspect of the program through development of stronger relationships with units across campus.
- Establish the program on-campus as a model for interdisciplinary programs.
- Reassess the mission and vision.

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

- Guidelines were drafted to address management of the ERP program which more clearly defined the role(s) of the director(s).
- Internal advisory board was established.
- To increase communication and transparency in the program, the following action items were taken: 1) The program now highlights points of pride on the ER&P web site which includes Environmental Resources & Policy PhD program 2019-2020 24 awards, grants, or fellowships won by students, a list of papers authored by students, and a listing of where the

program's students find their professional positions after graduating from the program; 2) To improve communications with ER&P students, the director gives a presentation in the ER&P seminar course (ERP 598) at the start of each academic year about the expectations and resources the ER&P program has to support them in their pursuit of their Ph.D. In addition, ER&P students are required to attend preliminary dissertation proposal and defense presentations by their peers as part of the ERP 598 seminar series in order to more fully understand the expectations for these program milestones; 3) The ER&P director sends out a semi-annual program newsletter to keep faculty and students up to date on important program information; and 4) The ER&P director holds student listening sessions at the beginning of each semester as a part of ERP 598 seminar series.

- No students are admitted to the program without an approved advisor selected.
- Assessment plan was revised.

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

- Address the challenges created in the transition of the program from the Graduate School to the School of ESS.
- Consider the establishment of ERP as a Center.

6. Outcome

6.1 Decision:

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

ERP DATA SUMMARY

PROGRAM: Environmental Resources and Policy (PHD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate		
Master's		
Doctoral	15.3	15
Comment:		

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

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

SCH PRODUCTION TOTAL	FY14	FY19
Baccalaureate (Lower/Upper)		
Master's		
Doctoral	Not available	Not available

DEGREES AWARDED ²	3 Year AVG	2019
Baccalaureate		
Master's		
Doctoral	4	4

COST PER CREDIT HOUR	FY14	FY17
Baccalaureate (Lower/Upper)		
Master's		
Doctoral	Not available	Not available

¹ Fact Book: Program Enrollments (Accessed June 2020)

² Fact Book: Degrees Conferred (Accessed June 2020)

³ Interdisciplinary; Faculty are not dedicated to degree program

EXERCISE SCIENCE (BS)

1. Reporting Institution	Southern Illinois University Carbondale
2. Programs Reviewed	Exercise Science, BS
3. Date	March 6, 2020
4. Contact Person	Meera Komarraju, Provost and Vice Chancellor for Academic Affairs
4.1. Telephone	(618) 453-5744
4.2. E-mail	provost@siu.edu
4.3. Fax	(618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Donald Rodd, Professor, Exercise and Sport Science, University of Evansville
- Logan Park, Associate Professor, Forestry, College of Agricultural Sciences, SIUC

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

Since the last program review, there were some reductions in the number of graduate faculty: e.g., in 2010, the Department of Kinesiology had a total of 12 graduate faculty, there are currently 8, 5 of whom are Exercise Science. The faculty are, however, more experienced in terms of rank: 7 of the 8 hold the rank of Associate or Full Professor. In addition to the Tenured/Tenure-Track faculty, 2 full time Instructors help to deliver the Exercise Science program.

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

According to the reviewers' report the major strength of the program is "a diverse collection of highly motivated and energetic faculty that are focused on student success." The faculty also offer undergraduates and graduates diverse opportunities for laboratory experience and research, including presentation of research findings at professional conferences. More generally, the faculty should be commended for their mentorship of students within the Exercise Science program. In the opinion of the review team, "the Exercise Science Program is a model program that is highly visible throughout the university, interacts extensively with students, has good program outcomes, and is active in both service and scholarly activities."

The reviewers' report indicates that the program SLOs were appropriate and aligned with the program's benchmarks and assessment tools and that the faculty were involved in the development of the program's mission, goals and SLOs. However, it was noted that all of the assessment data provided in the self-study was from course grades. It was recommended that assessment tools other than course grades be integrated into the assessment system.

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

Some curricular changes were enacted since the last review tailored for students interested in allied health careers (physical therapy, occupational therapy, physician's assistant, etc). For example, KIN 355F (Practicum in Exercise Science) was made an optional course.

Other changes adopted include the elimination of ACCT 210, CS 200b or ISAT 229, and MGMT 304 as program requirements (but remain as electives). These changes were enacted, again, because more students are interested in the allied health careers and these career pathways do not require the necessity of business/management skills.

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

The program review team indicated that students have difficulty with the class in Biomechanics and recommended that the program should consider the pedagogical approach to Biomechanics to improve student success.

The review team also recommended that the department consider ways to provide a higher profile for the program to existing students on campus outside the major (to allow them to “find” the program).

The state of the facilities that support the program need to be repaired and renovated – as was noted by the review team and even the prior program review. In particular, the HVAC in Davies Hall is problematic as was mentioned in the reviewers’ report but Davies Hall is also in need of “many improvements” as noted in the self-study.

The self-study also notes the need for additional research equipment. This has been previously requested from the Dean as well as the Provost. Funding for the UGRA program that provided financial support for undergraduates who participated in research needs to be reinstated.

In terms of curricular offerings, the self-study noted that the “ultimate goal for the next 8 years is to increase the number of majors in the Exercise Science program” as this might attract more students as enrollments have “leveled off” in the past few years.

Finally, additional specific recommendations from the reviewers’ report also included:

- The need for updated professional marketing materials;
- Health Professions advisors could provide information regarding Exercise Science as a gateway into Health Professions, especially the Medical School;
- Consider agreements to increase recruitment of international students;
- Leverage the Strong Survivors Program as a marketing tool for recruitment into the department and possibly attract donors to provide financial support for facilities, equipment, etc.

6. Outcome

6.1 Decision:

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

EXSC DATA SUMMARY

PROGRAM: Exercise Science (BS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	172	153
Master's		
Doctoral		
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	1768/7440	825/5396
Master's		
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	56.3	59
Master's		
Doctoral		

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	98.56/110.39	102.51/137.11
Master's		
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model *Data used from Kinesiology (Accessed June 2020)

HUMAN NUTRITION AND DIETETICS (BS)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Program Reviewed	<u>Human Nutrition and Dietetics, BS (Nutrition for Wellness Specialization; Human Nutrition and Dietetics Specialization)</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

Amy Richards, Assistant Professor, Family & Consumer Sciences, University of Tennessee at Martin

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

NA – this was the first review of the specializations not accredited. The specialization in Didactic Program in Dietetics is accredited.

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

Recommendations for the program.

Where do you see opportunities for growth given the current resources and faculty expertise in teaching and research?

Due to the large number of elective courses available to this program, a wide range of career pathways are possible and opportunities for growth would appear to be in the area of recruiting and preparing graduates to 1) work in the area of obesity prevention as health coaches; 2) work in state and federal government level positions providing guidance, training, and resources to K-12 educators, foodservice staff, school nurses, etc.; 3) work for a state agency monitoring/overseeing food and nutrition programs in K-12; 4) work as WIC nutritionists, Extension educators and health department professionals; 5) work as dietary managers of long-term facilities/hospitals; 6) work as patient advocates as part of the medical team; 7) be ready to apply to advanced medical degree programs; 8) be ready to apply to a master's degree in public health; and 9) work as a food safety/food quality specialist for a food company.

Where do you see opportunities for new areas of teaching, research or partnerships?

As a recruiting tool and as a way to build the resumes of the students in the program, including optional summer paid internships in the curriculum that are tailored to the area that the student plans to work would benefit students in obtaining their first job after graduation.

Examples would be working for a food company, a health department, or a summer feeding program where the companies or local/state agencies would provide the employment. The University would offer academic credit and some oversight to ensure students are learning by

reporting back lessons learned and an evaluation by their supervisor at the completion of the internship. For students not able to obtain a paid internship, an unpaid practicum would give them some of the same types of experiences that would help them be employer ready. There are industries looking for students to work for them over the summer with the intent for them to apply when they graduate. If there are opportunities near SIUC, this could be used as a recruiting tool as students would be given consideration for these jobs.

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

NA – this was the first review of the non-accredited specialization.

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

As noted by the reviewer, the HND program employs an Assessment for Continuous Improvement (highlighted on Page 6 of the self-study). Input is received from the advisory board, students, faculty, and graduates annually to ensure the program's responsiveness to all stated stakeholders. The reviewer's suggestion regarding their experience with paid internships will be considered in light of program stakeholder experience and SIU policy.

6. Outcome

6.1 Decision:

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

HND DATA SUMMARY

PROGRAM: Human Nutrition and Dietetics (BS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	64.3	46
Master's		
Doctoral		
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 1

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2.5

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	Not available	Not available
Master's		
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	29.7	23
Master's		
Doctoral		

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	Not available	Not available
Master's		
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model (Accessed June 2020)

INFORMATION SYSTEMS AND TECHNOLOGY (BS)

1. Reporting Institution	Southern Illinois University Carbondale
2. Programs Reviewed	Information Systems and Technology, BS
3. Date	March 6, 2020
4. Contact Person	Meera Komarraju, Provost and Vice Chancellor for Academic Affairs
4.1. Telephone	(618) 453-5744
4.2. E-mail	provost@siu.edu
4.3. Fax	(618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Ronald Berry, Dean, Business and Social Sciences, University of Louisiana, Monroe
- Sebastian Loh, Professor, Curriculum and Instruction, School of Education, SIUC

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

Faculty were active participants in the discussions and planning process related to the reorganization currently being considered at the University. The program has evaluated numerous scenarios and even proposed an alternative for consideration. This high level of faculty involvement speaks loudly for the faculty and their commitment to the program.

The program faculty have an interest in creating an online Master's program in Information Technology as well as a new Bachelor of Science in Cybersecurity Technology. While this seems like a good idea, it was suggested that a detailed plan be developed that clearly identifies a timeline, resource needs, and sources for those resources.

The reviewers agreed that pursuing ABET accreditation would be a positive move for the program. The accreditation would add a level of status and recognition for the program and provide a strong structure from which assessment, curriculum development, resources, and faculty credentials could be developed and supported.

The program lost three tenure-track faculty members since the last program review. According to the self-study, the program was supported by 9 full-time faculty (5 Tenured and 4 lecturers) and several online adjuncts. By the time of the on-site visit, this number was reduced to 4 tenured faculty and 3 lecturers (due to recent internal promotion of 1 faculty and retirement of 1 lecturer). The administration was aware of the situation and a search is underway for a tenure-track position.

While the program has changed over the years to meet industry demands, no changes could be directly linked to the formal assessment of student learning outcomes and changes made through that process.

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

Program faculty were highly engaged, motivated, and focused on student success. The uncertainty of the university reorganization had not impacted the momentum or the continuous improvement efforts of the faculty and the program.

Faculty were involved in the development of the mission, goals and student learning outcomes for the program. Each faculty member also participated in the evaluation of student learning outcomes in their classes.

The program averaged only 3 journal publications per year since the last program review. If the program is moved into a more research focused School, appropriate travel and research support should be provided to assist the faculty in their intellectual activity pursuits. Faculty should consider developing expectations for intellectual contributions for Tenure-Track and Tenured faculty members. Metrics such as acceptance rates or impact factors could provide evidence of quality of research.

The program faculty have an interest in creating an online Master's program in Information Technology as well as a new Bachelor of Science in Cybersecurity Technology. While this seems like a good idea, it was suggested that a detailed plan be developed that clearly identifies a timeline, resource needs, and sources for those resources.

Faculty have been involved in the discussions related to the future of the program regarding the reorganization of the University and the pursuit of ABET accreditation. The program has an advisory board that provides input on curricular development.

The reviewers agreed that pursuing ABET accreditation would be a positive move for the program. The accreditation would add a level of status and recognition for the program and provide a strong structure from which assessment, curriculum development, resources, and faculty credentials could be developed and supported.

The program will need more faculty than currently available to support its current program, and for future growth: especially given the vision for a new Master's program. With the new ABET accreditation in mind, it would do well for the program to seek and attract qualified faculty from other high-ranking universities, and avoid internal hiring. An onboarding process for online adjuncts should also be developed.

The program would benefit from having more permanent leadership considering all of the changes that are occurring within the program and at the University.

One of the weaknesses of the program is how the student learning goals are assessed. Using the final grade in classes is an inappropriate method of assessing student learning outcomes. A more robust assessment program must be developed and implemented, especially as the program transitions to seek ABET accreditation. While the program has changed over the years to meet industry demands, no changes could be directly linked to the formal assessment of student learning outcomes and changes made through that process.

The program assessment process should be reevaluated and adjusted to allow for the disaggregation of data between online and on campus students. It is recommended that the assessment plan not use final course grades to measure student learning outcomes. The new assessment program should be developed in alignment with ABET and specific targets established for each student learning outcome. In addition, the faculty should consider moving to an annual evaluation period as opposed to a semester plan.

The program has maintained relationships with external constituents to ensure program relevance. This should be enhanced, especially given the potential changes in program content, move to ABET accreditation, and program name and location within the University organizational chart.

Overall, classrooms, facilities, and laboratories seemed to be sufficient. However, due to limitations, not all electives are available to online students. Additional equipment/virtual resources would be beneficial to assist with the delivery of the online program.

The online program can benefit from more visibility through promotion to grow beyond the current student numbers -- reported number for the last four years are 55 (2015), 51 (2016), 53 (2017), and 67 (2018). Given the current trend of online learning and the importance of subjects such as cybersecurity, the program appeared to be on the cusp of a tremendous growth opportunity.

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

The program lost three Tenure-Track faculty members since the last program review. According to the self-study, the program was supported by 9 full-time faculty (5 Tenured and 4 lecturers) and several online adjuncts. By the time of the on-site visit, this number had been reduced to 4 tenured faculty and 3 lecturers (due to recent internal promotion of 1 faculty and retirement of 1 lecturer). The administration was aware of the situation and a search is underway for a tenure-track position.

While the program has changed over the years to meet industry demands, no changes could be directly linked to the formal assessment of student learning outcomes and changes made through that process.

The program is supported by good teaching facilities, including the Cyber Auditorium.

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

If the program is moved into a more research focused School, appropriate travel and research support should be provided to assist the faculty in their intellectual activity pursuits. Faculty should consider developing expectations for intellectual contributions for Tenure-Track and Tenured faculty members. Metrics such as acceptance rates or impact factors could provide evidence of quality of research.

The program faculty have an interest in creating an online Master's program in Information Technology as well as a new Bachelor of Science in Cybersecurity Technology. While this seems like a good idea, it was suggested that a detailed plan be developed that clearly identifies a timeline, resource needs, and sources for those resources.

The program should continue pursuing ABET accreditation. The accreditation would add a level of status and recognition for the program and provide a strong structure from which assessment, curriculum development, resources, and faculty credentials could be developed and supported.

The program will need more faculty than currently available to support its current program, and for future growth: especially given the vision for a new Master's program. With the new ABET accreditation in mind, it would do well for the program to seek and attract qualified faculty from other high-ranking universities, and avoid internal hiring. An onboarding process for online adjuncts should also be developed.

The program would benefit from having more permanent leadership considering all of the changes that are occurring within the program and at the University.

The program assessment process should be reevaluated and adjusted to allow for the disaggregation of data between online and on campus students. It is recommended that the assessment plan not use final course grades to measure student learning outcomes. The new assessment program should be developed in alignment with ABET and specific targets established for each student learning outcome. In addition, the faculty should consider moving to an annual evaluation period as opposed to a semester plan.

The program has maintained relationships with external constituents to ensure program relevance. This should be enhanced, especially given the potential changes in program content, move to ABET accreditation, and program name and location within the University organizational chart.

Overall, classrooms, facilities, and laboratories seemed to be sufficient. However, due to limitations, not all electives are available to online students. Additional equipment/virtual resources would be beneficial to assist with the delivery of the online program.

The program should evaluate its marketing approach to attract students to its online option. Given the current trend of online learning and the importance of subjects such as cybersecurity, the program could be on the cusp of a tremendous growth opportunity.

6. Outcome

6.1 Decision:

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

IST DATA SUMMARY

PROGRAM: Information Systems and Technology (BS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	192.3	183
Master's		
Doctoral		
Comment:		

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

Department or Program Number of Term/Non-Tenure Track FT Faculty: 6.25

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	579/5038	484/4417
Master's		
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	66.3	55
Master's		
Doctoral		

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	189.22/160.20	196.16/184.29
Master's		
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)* Data used from IMS-Information (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model * Data used from ISAT (Accessed June 2020)

PLANT BIOLOGY (BA, BS, MS, PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Plant Biology, BA, BS, MS, PhD</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Robert Boyd, Alumni Professor of Biological Sciences and Associate Dean for Academic Affairs for the College of Science and Mathematics, Auburn University
- Beverly Collins, H.F. 'Cotton' Robinson Professor, Biology Department, Western Carolina University
- Derek Fisher, Associate Professor, School of Biological Sciences, SIUC

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

Since the last program review, the major changes in the program were a reduction in TT faculty from 11 to 9 and addition of several courses that include Sophomore Seminar (PLB380), modification of Senior Seminar, two 300 level courses and two 400 level courses.

Despite the reduction in TT faculty, the review team found the research productivity of the department and the ability of the faculty to deliver quality educational experiences for the students commendable. The Dean agrees with the assessment of the review team that the faculty, despite the resource challenges, have maintained a high level of research productivity and continued to create new opportunities for their students.

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

Major Findings:

- The Plant Biology faculty were very productive, generating about \$12 million in external grants and produced on average 17 refereed journal articles per year since the last program review in 2011.
- The faculty are committed to providing students experiential learning opportunities.
- Facility quality and space is currently adequate given the faculty and enrollment numbers for the program. However, one concern is the maintenance of instructional microscopes.
- The Greenhouse is a well utilized facility providing valuable teaching resources and service to the University.
- The program has strong support from the administration.

- Students were generally pleased with the program citing that they felt the program had “great faculty members” and that the faculty were “effective mentors.” However, they identified several areas lacking in the curriculum, namely courses they thought could benefit from having laboratory sections.
- The program(s) (BS, MS, PHD) assessment is not a highly-valued exercise. This is a result of the faculty viewing assessment as an administrative requirement. The faculty expressed that they are not entirely aware of the assessment instruments used for the program. They also expressed that they are provided little feedback on the assessment that is completed. Faculty already feel that their workloads are overextended without the addition of course assessment. They also sense a lack of support/guidance on assessment.

Recommendations:

- Help the faculty realize the value of assessment for all the programs.
- Provide meaningful feedback on the program assessment reports.
- The SLOs for all the programs need revision to make assessment easier and more informative.
- Capitalizing on strengths within the programs and through collaboration with other programs both inside and outside of the school.
- Increase field and laboratory courses.
- Grow undergraduate research.
- Market Plant Biology outside of the program.
- Boost morale for faculty, students and staff.

Opportunities:

Being part of the new School of Biological Sciences provides the programs opportunities for growth within the larger unit. This can be accomplished through research and teaching collaborations, integration of courses, support for common facilities and integration of teaching equipment.

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

The major actions taken since the last review include the introduction and modification of several undergraduate and graduate courses that include adding Sophomore Seminar (PLB380) and the modification of the existing Senior Seminar (PLB480). Other new courses include PLB317 (Introduction to Medical Botany), PLB330 (Forensic Botany), PLB401 (Curation of Collections), and PLB402 (Collections Management and Research Design).

Plant Biology lost 5 TT faculty since the last review. They were provided the resources to hire 3 TT faculty and are currently in the process of interviewing another TT faculty.

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

Provide resources and guidance on assessment methods and instruments to improve faculty appreciation and value for the process.

Provide feedback on the program’s assessment outcomes.

Continue to support the programs with increased resources when available.

Develop a strategy to include the program in shared resources for research and teaching.

Make efforts to increase faculty, student and staff moral through increased communication and more visible recognition of accomplishments.

Provide opportunities for the program to develop a greater sense of community.

Facilitate increased efficiency in office staffing in the School of Biological Sciences.

6. Outcome

6.1 Decision:

- ☐ Programs in Good Standing
- ☒ Programs Flagged for Priority Review (low producing)
- ☐ Programs Enrollment Suspended

PB DATA SUMMARY

PROGRAM: Plant Biology (BA, BS, MS, and PhD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate (BA/BS)	2.3/22.3	1/25
Master's	11.7	10
Doctoral	10	7
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	1242/3385.3	771/2812
Master's	519	169
Doctoral	295	228

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate (BA/BS)	0.3/5	4
Master's	4.7	4
Doctoral	2.3	4

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	212.29/239.27	200.76/189.84
Master's	364.36	352.12
Doctoral	578.53	328.26

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model (Accessed June 2020)

REHABILITATION SERVICES (BS)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Rehabilitation Services, BS</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

Yolanda V. Edwards, Professor & Program Coordinator/Chair, Department of Rehabilitation Counseling, Winston-Salem State University

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

Stability among faculty has been problematic over the past five years. Faculty left primarily due to retirements with three accepting jobs at other Universities.

The management of the undergraduate program has been neglected. The introduction of the undergraduate program in Behavior Analysis steered many students out of the Rehabilitation Counseling courses into BAT coursework. Organizing and updating the curriculum, initiating a faculty and student-driven assessment process, and increasing recruitment efforts would be beneficial.

The biggest change that has recently occurred is administrative turn-over in the program director position.

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

Improvements are needed to the assessment plan/data with outcomes shared with stakeholders. Currently, the only student success measurement is through completion of all courses. This is not enough, nor is it a standard among other programs that offer a BS in Rehabilitation Counseling. It is critical to focus on better documented student learning outcomes.

Additional full-time faculty with a general rehabilitation or rehabilitation counseling background are needed.

There is need for an online program. As of fall 2019, there were only 17 majors for the Rehabilitation Services program. This is down from 21 the year before. Promotion of an online option for the program and/or minor would create opportunities for enrollment growth.

Creation of partnerships with curriculum offerings to teach interdisciplinary groups would promote program visibility.

It is recommended to pursue SAMSHA and HRSA grants. This would allow high-quality students the benefit of receiving tuition and stipends while completing the program.

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

Faculty have reviewed the existing curriculum and schedule and are making changes to streamline the number of courses and submitting revisions for review and approval. This streamlining process will clarify the registration process.

Faculty are active in discussions on interdisciplinary partnerships between other undergraduate programs, including Psychology and Recreational Therapy. In addition, Dr. Nichols is working with the recreation program for possible program collaboration.

Consideration is being given to moving into an online format, or at minimum, increasing our online offerings.

Contact is being maintained with the School of Health Sciences recruitment officer for advice, guidance, and support in recruitment. Staff are looking into the opportunity to request the addition of rehabilitation students to the existing health sciences living-learning community.

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

Discussions about online options are starting to take place.

A calendar of events will be established.

Options for collaboration on campus will be explored.

The current curriculum will be reviewed and restructured. Focus of the restructure will be on the 21st century needs of persons with disabilities. Through restructure, the undergraduate program should evolve into a more robust program within the School of Health Sciences, even with the limited faculty available.

A protocol for student assessment which can be documented electronically on a semester by semester basis will be established. Outreach to select members of the National Council on Rehabilitation Education has taken place, requesting resources, ideas, and suggestions. The intent is to put in place "best practices" in assessment at the undergraduate level in Rehabilitation Counseling. D2L offers the opportunity to do this electronically. Building something off the LEAP rubrics may be explored. Through these methods, the assessment information would be readily available per student, per course, per semester, by the next program review.

Solicit student feedback on bi-yearly and yearly basis. Solicit feedback from internship sites on the quality of student interns; use that information to inform program changes.

Increase interactions with advising staff monthly. In addition, establish meetings specifically for the undergraduate program to include all faculty, undergraduate advising, administrative assisting, and recruitment staff.

Re-establishment of the advisory board.

Grant availability that supports undergraduate training/research is being looked at. Many larger grants are aimed at Masters level, but Foundation grants are a strong possibility. Conversations are taking place with OSPA and Tom Upton about re-applying for the RSA grant.

6. Outcome

6.1 Decision:

- ☐ Programs in Good Standing
- ☒ Programs Flagged for Priority Review (low producing)
- ☐ Programs Enrollment Suspended

REHAB DATA SUMMARY

PROGRAM: Rehabilitation Services (BS)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate	22.7	19
Master's		
Doctoral		
Comment:		

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

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	591/939	180/1053
Master's		
Doctoral		

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate	10.7	5
Master's		
Doctoral		

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	167.58/193.52	212.14/202.32
Master's		
Doctoral		

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020) * Data used from Rehabilitation and Therapeutic Professions (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model *Date used from Rehabilitation Institute (Accessed June 2020)

ZOOLOGY (BA, BS, MS, PSM, PHD)

1. Reporting Institution	<u>Southern Illinois University Carbondale</u>
2. Programs Reviewed	<u>Zoology, BA, BS, MS, PSM, and PhD</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1. Telephone	<u>(618) 453-5744</u>
4.2. E-mail	<u>provost@siu.edu</u>
4.3. Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Fred Dyer, Integrative Biology, Michigan State University
- Justin Schoof, Director, School of Earth Systems and Sustainability, SIUC

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

Modification of the Life Sciences Curriculum changing the 2-course sequence of BIOL200a (Introductory Cell Biology, Genetics, and Evolution) and BIOL200b (Organismal and Ecological Biology) to a 3-course sequence comprised of BIOL211 (Introductory Cell Biology and Genetics), BIOL212 (Introductory Evolution and Ecology), and BIOL213 (Introductory Organismal Form and Function).

Addition of the Professional Science Master's in Wildlife Administration and Management.

Zoology had 23 TT faculty in 2011. They currently have 16 TT and 1 NTT faculty.

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

Major Findings:

- Traditional Zoology programs.
- Very good undergraduate mentoring.
- Model undergraduate Sophomore Seminar to capstone Senior Seminar.
- Strong research and graduate training.
- Zoology was commended for its assessment of programs. The review team found that the faculty were involved in assessment at pretty much all levels. The SLOs were clearly stated with well-defined benchmarks.

- Facilities were determined to be adequate for teaching and research. One exception was a concern regarding microscope resources for the teaching labs.

Recommendations:

- Support strategic hiring of administrative staff and faculty in line with the School of Biological Sciences.
- Stabilize leadership of the School and develop a strategic plan for the School.
- Resolve the university college structure.
- Include faculty in the development process.
- Assessment practices used by the Zoology programs should be used as a common set of assessment instruments across the School of Biological Sciences.

Opportunities:

- Create new and innovative undergraduate and graduate degree programs using the collective resources of the new School of Biological Sciences.
- Increase the efficiencies in administrative workload through the formation of the School of Biological Sciences.

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

Modification of the Life Sciences Curriculum changing the 2-course sequence of BIOL200a (Introductory Cell Biology, Genetics, and Evolution) and BIOL200b (Organismal and Ecological Biology) to a 3-course sequence comprised of BIOL211 (Introductory Cell Biology and Genetics), BIOL212 (Introductory Evolution and Ecology), and BIOL213 (Introductory Organismal Form and Function).

Addition of the Professional Science Master's in Wildlife Administration and Management.

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

Work with the School of Biological Sciences to increase workload efficiencies of the administrative staff.

Pool the instructional lab microscope resources of the School of Biological Sciences to increase quality and maintenance of the microscope inventory.

Increase transparency to the faculty, particular with respect to budget discussions.

Include faculty participation in development activities, as permitted.

6. Outcome

6.1 Decision:

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

ZOO DATA SUMMARY

PROGRAM: Zoology (BA, BS, MS, PSM and PhD)

ENROLLMENT – MAJOR HEADCOUNT ¹	3 Year AVG	2019
Baccalaureate (BA/BS)	16.7/197.7	12/198
Master's (MS/PSM)	38/2.7	36/4
Doctoral	20.7	18
Comment:		

Department or Program Number of Tenured/Tenure Track Faculty: 16

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

SCH PRODUCTION TOTAL ²	FY14	FY19
Baccalaureate (Lower/Upper)	4363/4914	2109/3494
Master's	872	679
Doctoral	632	250

DEGREES AWARDED ³	3 Year AVG	2019
Baccalaureate (BA/BS)	2/52.7	0/55
Master's (MS/PSM)	9.67/0	14/0
Doctoral	5.3	5

COST PER CREDIT HOUR ⁴	FY14	FY17
Baccalaureate (Lower/Upper)	87.89/138.75	96.40/116.29
Master's	409.25	265.63
Doctoral	383.06	414.89

¹ Fact Book: Program Enrollments (Accessed June 2020)

² I-Quest: Program Review Dashboard Metrics/Credit Hour Production by Program (Accessed June 2020)

³ Fact Book: Degrees Conferred (Accessed June 2020)

⁴ I-Quest: Program Review Dashboard Metrics/Cost Study Information/ Big-Five as Norm Model (Accessed June 2020)

CENTER FOR RURAL HEALTH AND SOCIAL SCIENCE

1. Reporting Institution	<u>Southern Illinois University School of Medicine</u>
2. Programs Reviewed	<u>Center for Rural Health and Social Science</u>
3. Date	<u>March 6, 2020</u>
4. Contact Person	<u>Jerry Kruse, Dean and Provost</u>
4.1. Telephone	<u>(217) 545-3625</u>
4.2. E-mail	<u>jkruse@siumed.edu</u>
4.3. Fax	<u>(217) 545-8135</u>

5. Major Findings and Recommendations

The Center for Rural Health and Social Service Development (CRHSSD) underwent a Desktop Program Review conducted by an internal and external reviewer during March and April 2020. Each reviewer was provided a copy of the CRHSSD Self-Study Guide, the Reviewer Report Template, CRHSSD Annual Performance Report, and conducted in-person meetings with Jeffrey Franklin, CRHSSD Director. Reports received, in-person meeting observations, and recommendations are addressed in one response.

The review team was comprised of:

- Lynn Heins, County Extension Director, University of Illinois Extension Serving Franklin, Jackson, Perry, Randolph & Williamson Counties
- Anneke M. Metz, Ph.D., Interim Director, MEDPREP, Southern Illinois University School of Medicine

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

During the CRHSSD's Program Review in 2011-2012, both internal and external reviewers included recommendations regarding a reassessment of the CRHSSD's reporting lines and whether or not an alternative department or unit would be a better fit. In March 2013, Chancellor Rita Cheng reassigned the CRHSSD to the SIU School of Medicine reporting to the Office of External and Health Affairs, which is currently SIU School of Medicine, Office of External Relations.

The 2013 change in reporting and move from the Office of Economic and Regional Development to the SIU School of Medicine's (SoM) Office of External Relations has generated stability and expanded the CRHSSD's activities to include regional representation of the SoM in their 66 county service area. The CRHSSD continues to seek input and guidance from the 15-member community and University Advisory Board. The CRHSSD has consistently maintained an emphasis on program development, research, evaluation, needs assessment and outreach.

The CRHSD has expanded its footprint in Illinois from 42 counties in southeastern and southern Illinois to all 66 counties within the SIU School of Medicine's mission area by including the western most counties of Illinois. The CRHSSD has continued to meet and more often, exceed performance measures as outlined in Annual Performance Reports. These measures include generation of

external grant funding; grant applications submitted; publications and presentations; continuing education programs provided; and community and university collaborations.

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

The reviewers offered the following positive observations regarding the CRHSSD:

- The CRHSSD conducts programs that have active participation and respect in southern Illinois. The CRHSSD is perceived as an essential regional player in a fast changing health care world. This reflects positively on the SIU School of Medicine and the university.
- The CRHSSD possesses an energetic and highly motivated staff, led by a dedicated and respected director. A positive atmosphere was noted.
- Reviewers were unaware of the depth and breadth of CRHSSD programs
- The CRHSSD enjoys a good record of external grants. The CRHSSD should continue trend toward larger, more strategically focused projects.
- Graduate students play important roles in CRHSSD projects and in turn are advancing in their academic programs. The relationship between MedPrep and CRHSSD has been a positive experience for students and both SoM Units.
- CRHSSD staff has formed relationships that are essential to collaboration for their grant programs.
- Staff is very supportive of the director and expressed how much they enjoyed their work; staff believe CRHSSD is moving in the right direction and share excitement the recent SOM strategic planning efforts in that there are discussions now on new opportunities and projects.
- CRHSSD has support from key stakeholders within the region.
- Its advisory board is committed and willing to provide guidance and support as needed.
- The CRHSSD has model programs, which could be replicated in other areas of the state and other states and provides an opportunity to expand CRHSSD services. In particular, the Illinois CATCH on to Health initiative funded by HRSA Delta States Network Grant.
- CRHSSD has the potential to be a resource regionally and statewide.

Reviewer Observations and Recommendations – Sample Specific Comments:

“Some significant highlights include efforts with the Illinois CATCH Onto Health Network, Shawnee Preparedness and Response Coalition, Medical Reserve Corps, and farm stress.”

“CRHSSD continued to expand on the CDC’s Whole School-Community-Child Model for the Illinois Coordinated Approach to Child Health (CATCH) onto Health Consortium. The expanded focus incorporated trainings for Youth Mental Health First Aid, Signs of Suicide, bullying, character education and professional development for the mental health workforce serving youth. “

“CRHSSD provided leadership for practicum students who engaged the Medical Reserve Corps (MRC) in a volunteer training program. These trainings are vital in keeping MRC members active, engaged and prepared for activation in times of critical need. Additionally, CRHSSD is an active partner in the Shawnee Preparedness and Response Coalition, and staff provide support for the Training, Education and Exercise committee and Disaster Planning for Animals committee. These roles help position CRHSSD to address Disaster Response and Recovery efforts in the Delta Region.”

“CRHSSD made great strides in 2019 for farm stress by partnering with IDPH, FSA, Farm Bureau, Centerstone and more to address an increasing need for mental health support among farm audiences. A crisis hotline for farm families was piloted by six counties in central Illinois. ”

“The CRHSSD Advisory Board meets quarterly and its membership consists of 15 individuals with diverse experiences. The Board provides input on needs assessment, priorities and activities of CRHSSD. Additionally, members provide valuable connections for research, development, service and training functions.”

“Under the leadership of Jeffrey Franklin, the CRHSSD is positioned to align local priorities with the Illinois Public Agenda as well as Southern Illinois University and SIU School of Medicine. Director Franklin is working to align the SIU School of Medicine’s priorities with the Center’s. CRHSSD is a practical example of the community piece within the SIU School of Medicine’s mission. Director Franklin works closely with community partners within the Healthy Southern Illinois Delta Network to engage community partners and stakeholders in needs assessment and strategic planning processes. This whole community approach enables partners to align priorities, and move together to address critical issues at all levels, including health care, education, social service and emergency management. As a community partner, I have appreciated the clarity and direction provided by Director Franklin.”

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

During the CRHSSD’s Program Review in 2011-2012, both internal and external reviewers included recommendations regarding a reassessment of the CRHSSD’s reporting lines and whether or not an alternative department or unit would be a better fit. In March 2013, Chancellor Rita Cheng reassigned the CRHSSD to the SIU School of Medicine reporting to the Office of External and Health Affairs, which is currently SIU School of Medicine, Office of External Relations.

The CRHSD has expanded its footprint from southern Illinois to 42 counties in southeastern and southern Illinois to coverage of all 66 counties within the SIU School of Medicine’s service area by including the westernmost counties of Illinois. During this period of expansion, the CRHSSD has continued to meet and more often, exceed performance measures outlined in their last five Annual Performance Reports. These measures include generation of external grant funding; grant applications submitted; publications and presentations; continuing education programs provided; and community and university collaborations.

The CRHSSD has a well-qualified staff who are experts in their respective areas. Most of the staff have been with the CRHSSD less than 3 years and have brought a fresh perspective to the mission and how it is fulfilled. The new staff members were each added due to their expertise and the strategic collaborations they bring with them. The efforts of all staff members are targeted to expand the CRHSSD’s activities in long-term regional planning, technical assistance, and capacity building resources.

Through a highly successful track record of both external funding and impact of projects, the Center for Rural Health and Social Service Development continues to position itself as a link between SIU School of Medicine resources and the central and southern Illinois region. By utilizing its stable framework, successful grant management experience, and rural expertise, the CRHSSD will advance research, development and service activities that will have mutually beneficial outcomes for the SIU School of Medicine and the region it serves.

The Center for Rural Health and Social Service Development (CRHSSD) has been in operation continuously since 1989. Since the last Program Review in 2012, the CRHSSD has generated grants totaling over \$11.5 million including more than \$5.3 million apportioned to regional partners, and \$1.1 million to other SIU departments.

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

CRHSSD Response & Planned Actions:

- The CRHSSD will continue to focus activities on grant and project development; research and evaluation; training and workforce development; and community engagement and outreach. These primary activities will be designed to support the SIU School of Medicine's Strategic Plan and mission "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".
- The CRHSSD will continue to evolve grant activity—concentrating on larger, multiple year, and capacity building projects designed to directly impact rural Illinois as well as provide an evidence-based model(s) for success that are applicable to other rural areas. The CRHSSD will increase outreach to state agencies and organizations to engage the services of the CRHSSD to facilitate larger projects within our service region.
- The CRHSSD recognizes that better marketing of our programs and capabilities is critical to relationships. Positive steps are being made to better utilize SIU School of Medicine Marketing and Communications and their staff for to increase the visibility of the CRHSSD and the SIU School of Medicine. This excellent resource has been overlooked by the CRHSSD in communicating its mission and programming to both outside and the SIU School of Medicine communities.
- While the overall impact of the CRHSSD and its projects are still a well-kept secret to the campus community, the CRHSSD will embark on a renewed effort to connect with faculty and staff of the University community to communicate opportunities for collaboration
- CRHSSD will expand student enrichment, educational, and experiential learning opportunities through increased graduate assistantships, opportunities for fulfillment of practicum experiences, and internships.
- The CRHSSD will work in partnership with its Advisory Board to better define ways Board members can interact with CRHSSD staff and have a greater impact on strategic planning and direction.
- The CRHSSD will explore the replication and expansion of model programs to other areas within the state. The CRHSSD continues to build layers to these projects that contain related and complimentary aspects while focusing on the same programmatic goals. These layers position the CRHSSD to take advantage of additional funding streams by leveraging our experience and expertise. This strategy has enriched the depth of our projects while also positioning us for future funding streams.
- The CRHSSD will work on the development of a service line (e.g. grant writing, community needs assessment, evaluation, etc.) for the region that is focused and based on our expertise. We want to concentrate on building capacity and strengthening the overall infrastructure of area organizations and the communities in which we serve.
- CRHSSD will work to expand its capacity by adding additional staff to support the mission. This staffing increase is necessary for program development, capacity building, resource sharing, and securing funding for the region.

The Center for Rural Health and Social Service Development is effective as an organization. The CRHSSD mission and activities support the priorities of the State of Illinois, Southern Illinois University, and SIU School of Medicine as well as meet the expectations of its community partners and funding agencies. The CRHSSD has extensive partnerships and collaborations with health and social service agencies in the southern Illinois region. It has been successful in attracting external grant funding. This and previous program reviews have found the CRHSSD is active and respected in the region, that it has formed effective collaborations with regional groups, state and national partners, and that it is emerging as a strong voice for rural Illinois. The Center for Rural Health and Social Service Development is well situated for future success.

In summary, the program welcomed the observations and recommendations of both reviewers shared in written format and through conversations with Jeffrey Franklin, CRHSSD Director. Their insight and efforts are very much appreciated. Overall, the CRHSSD feels the review reflects a positive, progressive service center in which the School of Medicine and SIU System can take pride. With continued support, the CRHSSD will persist in strengthening the rural health infrastructure of the region and promote opportunities to enhance the health of rural communities.

6. Outcome

6.1 Decision:

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

Program Review Reports

Southern Illinois University Edwardsville

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. in Anthropology
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The undergraduate program in Anthropology at SIUE is hands-on and gives students many opportunities to apply their knowledge and skills. The program is very student-centered with many student-faculty interactions and offers students many experiential learning opportunities through lab work, field schools, and internships. The most noteworthy is the program's individualized mentoring of both academic and professional career development to prepare anthropology majors for their post-graduation potentialities. In addition to its outstanding education in anthropology, the department also makes significant contribution to the general education and the graduate program in Integrative Studies. The Department clearly sets a standard of excellence. Through their senior assignment, especially the research project and internship options, the department pushes students to reach a level of professionalism and prepare them for entry into a graduate program or anthropology-related career. The program curriculum is guided by an alignment with their assessment effort and committed to continuous improvement and has implemented curriculum changes, including revisions to the program learning goals, diversifying senior assignment options, modifying existing classes to better prepare students for jobs in the field of anthropology. Additionally, Field schools are a highlight of the anthropology program as they provide transformative and intensive experiential learning opportunities and allow for students to connect to the community through our Cahokia Mounds UNESCO World Heritage site, as well create engagement with local community and civic participation. Survey and interview data shows that students had very positive things to say about the field courses, confirming field school makes them feel prepared for the field and they feature a real-life application of the content.

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

The program review noted the need to increase office support which is currently insufficient to meet the administrative needs of the department. Additionally, it is recommended that the program increase its storage capacity to be able to properly store and maintain archeology field school equipment and other important supplies. In addition, the program can benefit from additional faculty lines, especially in the area of ethnic anthropology to address the lack of diversity among the faculty and support diversity and inclusion efforts for the students in the program. It is also recommended that the program evaluate the rigor in all three senior assignment options currently available to students to ensure that the same standards/expectations are applied to evaluating student performance regardless of chosen option. Finally, the review also recommends that the department receive support for faculty conference travel which as currently available departmental funds not sufficient to support the faculty ability to present at national and international conferences.

Evidence of learning outcomes:

The anthropology program at SIUE is hands-on and gives students many opportunities to apply their knowledge and skills. Many anthropology courses contain experiential components. For example, ANTH 350-Applied Anthropology typically engages students in community-based projects. Students in ANTH 476-Cultural Resource Management conduct archaeological surveys on campus. In addition, field schools provide transformative and intensive experiential learning opportunities. The program also has a well-developed senior assignment projects including research project, internship and volunteer/service project that provide students capstone experiences. The program review noted some concern about the senior assignment having varying levels of rigor among the three options.

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

Simplifying student learning goals: The program has reduced the number of learning goals from seven to five.

Diversifying senior assignment options: Students used to have only one senior assignment option, which is a research project that requires two semesters to finish. Now students can choose among three options including a research project, internship, and a volunteer/service-learning project. While a research project and internship still require two semesters, a volunteer/service-learning project needs one semester.

Curriculum changes in the foundation courses: The program has split ANTH 111-Introduction to Anthropology into ANTH 111A-Human Ancestry and Adaptation (an introduction to biological anthropology and archaeology) and ANTH 111B-Human Culture and Communication.

Reformulating the core courses ANTH300 and ANTH 301. ANTH 300 has become Ethnographic Method and Theory that covers both cultural and linguistic anthropology and ANTH 301 has become Anthropology in Practice.

Developing field schools: These efforts were intended to engage local communities in cemetery research and civic participation.

Revising graduation requirements: Requirements have changed from requiring grades of C or better for all anthropology classes to requiring a C average for anthropology classes.

Transforming the advising process: The program has changing anthropology major advising from the centralized college advising model to a collaborative process between CAS advising and faculty mentoring. In this new system, in every semester anthropology majors must first meet with their anthropology faculty mentor before they see their CAS adviser.

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

- 1) The program will work on assessing the rigor of the senior assignment evaluation process and continue working toward maintain consistency in applying criteria and striving for excellence
- 2) The program will continue to work with the Dean's office on a plan to shift some of the workload of department office support centrally and reevaluate generally the office support needs of the program.
- 3) The program will continue to work with the Dean's office on a recruitment plan and possible strategic hire to improve the diversity of the faculty in the department.
- 4) While space is limited across campus, the College will continue work with the department on possible options for addressing space needs.
- 5) The program will review its current FDF allocation and will work with the College to discuss other possible models for distribution of funds.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The department has responded very well to previous program reviews by implementing many significant changes in curriculum and mentoring of students. The faculty is strong in both research and teaching and the department pays close attention to student learning as evidenced by their hybrid model of advising and continuous assessment efforts. The council noted that four of the five program review recommendations are concerned directly with resources and support and require action on the part of the college rather than the department and its faculty.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S/B.A. Civil Engineering
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The SIUE Civil Engineering program is unique among peer institutions since many faculty members are licensed professional engineers. This license requires a minimum of 4 years of experience in the field. Faculty have earned many grants, resulting in additional funding for both SIUE and the CE Program. The faculty provide students with mentorship and guidance throughout the program. Nearly all students reported positive experiences with interacting with CE faculty. All students have an opportunity to work within a professional setting during their senior project to learn about practical applications of class content. With regard to completion of degree, the data indicates that SIUE has the highest degree completion numbers for all CE Programs in the St. Louis area. Students report feeling confident about entering the field of Engineering upon graduation. Students indicate many support mechanisms, such as the ASCE student organization, to be excellent opportunities for both student professional development and Engineering content review sessions as they prepare for the CF exam. Curriculum changes are driven by data—as an example, data indicated that students needed additional instruction and practice with programming. The CS course was added to address this need. In addition, faculty each integrated pieces of technology (Microsoft Excel) into their classes, to reinforce the new information students were learning in the CS course. The program has made additional efforts to assist students in professional development, software access and lab and learning space, including access to the student-design center which opened in the fall of 2017, providing additional resources and space to student design teams and engineering clubs. The upper level of this design-center was completed in fall 2019.

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

In view of the reduction in the available equipment budget across the School of Engineering, the Civil Engineering program is encouraged to assess and track the condition of its major equipment so that priorities can be established and a long-range plan for addressing equipment needs can be made. Additionally, the data from the self-study and information gathered during interviews indicates that minority enrollment (specifically female) in the CE Program is quite low. The CE Program is encouraged to seek University support specifically targeted to minority (including female) recruitment.

Evidence of Learning Outcomes:

Since the program is ABET-accredited program, the curriculum undergoes detailed review of student success. The FE exam is part of the pathway to becoming a professional engineer by taking the PE licensure exam. Success on the FE exam averages about 70 %. The feedback to the department is an assessment of how well students perform on a list of specific competencies. Additionally, there is a 4-year portfolio review of each sub-discipline's curriculum to identify areas of weak student performance. Also, the department has an annual assessment meeting where the faculty collectively look at all data from the previous year and determine what needs to be addressed and record notes for follow up. Additionally, the CE Program has a plan for assessing each student on each of the outcomes. There is a schedule for which class and which professor will be collecting data each semester. The committee finds the yearly self-examination and the assessment plan to be strong indicators of monitoring student learning. Through these two methods, faculty report that students are almost 100% meeting or exceeding program goals/outcomes.

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

In order to communicate clearly with the Professional Advisors and monitor the situation (of student frustration with professional advising), the program has created a flow chart describing the undergraduate curriculum, including prerequisite requirements. Once complete, this was shared with the advisors. Additionally, the CE Department began organizing and holding Academic and Career Planning Sessions twice per year to help guide CE majors with early career choices and elective selections. These sessions are open to all CE majors, but were also linked to a required CE course to increase participation. Additionally, academic advisors are encouraged to attend sessions. Beginning in 2018, CE also invited practicing engineers to participate in this event. According to the Department Chair, both students and practitioners show enthusiasm to this opportunity to network. To program was worked with ITS to arrange VPN access to necessary software when students are off campus. Since the previous review, SIUE ITS has created a remote access link that allows students to access 16 different software applications remotely through virtual lab (vlab). The program has continued to monitor space needs to house large research equipment and additional space has been made available through building expansion and the opening of the student design center.

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

1. The program will work with the School's leadership to develop a plan for meeting equipment needs and explore alternative on how to fund them

2. The program will continue to seek ways to enhance its recruitment efforts to attract diverse students especially women and formulate a recruitment plan for women and minorities.
3. Specifically, the program will review the SIUE Diversity and Inclusions Strategic plan to learn how those initiatives can support the Department and work with the Provost's Office to identify possible sources of support.
4. The program will continue to encourage the Importance of being a member of the ASCE student organization as an excellent resource and opportunity for students.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The program review team and the Faculty Senate Curriculum Council noted that the faculty are continually engaged in program assessment, partly for their accreditation but also because student achievements strengthen the program. Faculty are productive researchers as evidenced by their success obtaining external research grants, part of which are used to support graduate students. The Council was especially impressed with the department's efforts to mentor students and engage students in an authentic experience where students work with both faculty members and practicing corporate engineers on their Senior Assignment projects.

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Edwardsville</u>
2.	Program Reviewed	<u>M.S. Civil Engineering</u>
3.	Date	<u>2019-2020</u>
4.	Contact Person	<u>P. Denise Cobb</u>
4.1.	Telephone	<u>(618) 650-3779</u>
4.2.	E-mail	<u>pcobb@siue.edu</u>
4.3.	Fax	<u>(618) 650-3633</u>

5. Major Findings and Recommendations

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

The graduate program in civil engineering has a solid curriculum which offers core knowledge to the students in five defined subdisciplines in Civil Engineering, each with their own curriculum designed a specialization. These five specializations capture a wide range of possible professional paths graduate can pursue after completing the program. Students must produce a significant written work that asks them to apply their knowledge to a complex problem. The thesis and research paper requirements are both expected to demonstrate proficiency in writing professional engineering documents. The program has implemented changes in its assessment plan that now evaluates student learning in five broad areas. All of the assessments rely on the outcome of ENG 491 (Technical and Business Writing) and CE 593/599 (final research paper or thesis). Other changes include faculty making efforts to maintain contact with students to improve the program retention, which have resulted in better course enrollments, especially for part-time students. The program have maintain its enrollment and completion rates, but has struggled in improving the retention rate for part-time students.

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

The Civil Engineering program is encouraged to assess and track the condition of its major equipment so that priorities can be established and a long-range plan for addressing equipment needs can be made. The most significant finding of this review is that the graduation rate among part-time students remains smaller than is desirable. The full-time student graduation rate has remained consistently sound for many years which indicates a particular issue with part-time students rather than any program-wide issues. The program is encouraged to find creative ways

to collect sufficient information to understand the reason why many part-time students leave the program without a degree and to seek strategies for retaining them. The information collection will need to allow the program to assess graduation and persistence differences among demographic groups. The gathered information should be applied to understanding the discontinuation rate among part-time students and the large disparity in women's participation in the graduate program.

Evidence of Learning Outcomes:

The program uses two sources, ENG 491 and CE 593/599, to assess students and this appears to be adequate. These sources give indications of progress at the mid-point and conclusion of the program. Given that many graduate courses in CE require students to complete a project requiring teamwork, written and verbal communication, the program has additional opportunities to assess student learning outcomes. Students demonstrate that they are meeting expectations, taking many courses with laboratory components. The principle applied part of the program seems to be in courses 592 and 599, the independent study and thesis courses. Students graduating on the thesis option engage in practical work in laboratories in Civil Engineering. Students graduating via the research paper option (course 593) do not participate in generating their own data. But all students must produce a significant written work that asks them to apply their knowledge to a complex problem. The thesis and research paper requirements are both expected to demonstrate proficiency in writing professional engineering documents. While the current assessment seems adequate, the review team pointed that the depending on only two courses might appear limited and will be helpful to expanding the options of when learning outcomes and measured and captured.

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

The previous review identified as an area that needs active improvement the discontinuation rate among part-time students. To address the issue, the Graduate Program regarding why students leave the program has been gathered. Overall, efforts to address the previous review recommendation have been made, however, only modest progress has been made toward remedying the graduation and persistence rates among part-time students.

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

- 1) The School of Engineering should work on developing a plan to raise external funds and gain access to up-to-date equipment.
- 2) The department should develop strategies to address the discrepancies between enrollment numbers and graduate rates and create a culture to support retention efforts.
- 3) The department should collect data to identify a pattern and come up with intervention strategies to identify and properly address the retention rate for par-time students.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The Civil Engineering Graduate Program has a well-developed curriculum that serves the needs of its students. The Faculty-Student interaction appears to be strong and supports scholarly work. Enrollment in the program is at a sustainable level with some room to. The major criticism of the program is the same in this review as the previous and is related to the retention and graduation rates of part time students, which can be addressed with data driven decisions and intentional strategies.

PROGRAM REVIEW REPORT

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|------|------------------------------|--|
| 1. | Reporting Institution | <u>Southern Illinois University Edwardsville</u> |
| 2. | Program Reviewed | <u>M.S. Ed. College Student Personnel Administration</u> |
| 3. | Date | <u>2019-2020</u> |
| 4. | Contact Person | <u>P. Denise Cobb</u> |
| 4.1. | Telephone | <u>(618) 650-3779</u> |
| 4.2. | E-mail | <u>pcobb@siue.edu</u> |
| 4.3. | Fax | <u>(618) 650-3633</u> |

5. Major Findings and Recommendations

1.1 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].

This is the first review of the CSPA program since its inception. The program has enjoyed high student interest in the program and enrollments has been consistently growing. The program tends to attract a diverse, interested, and high-energy student population and is developed by dedicated, accessible, knowledgeable, and respected faculty members. An additional benefit is also the creative and resourceful faculty and administrators who actively address the issues that arise in a new, growing program. The availability of graduate assistantships and program practicum experiences attract students and provide valuable hands-on CSPA skills and knowledge, which also results in high rates of job placement after graduation. The curriculum represents best practices and core content for the CSPA profession while adhering to NASPA guidelines). The SEHQB Dean brings CSPA specialization knowledge and experience for continued innovation, planned growth, and fiscal models. The program has also demonstrated flexible and prompt approaches to curriculum revision in response to student input, learning needs, and faculty identified gaps.

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

The program review has noted that the growth of the student enrollment is creating challenges and recommend that the program address enrollment management and growth as a priority. While student interest in the CSPA program and increasing enrollments are strengths of the program, the review noted that current resources cannot maintain a strong, high quality program without making adjustments to accommodate further growth. The program review also recommended increasing the number of full-time faculty dedicated to the CSPA program by

a number to meet the current numbers of students, or to plan for growth. As noted in the above discussion about enrollment, the number of full-time CSPA faculty is inadequate. One faculty member currently supervises capstone research/portfolio projects for a cohort of twenty or more students in addition to teaching courses. Similarly, it is recommended that the program hire an administrative professional to manage student advisement, communications, orientation, practicum selection, and graduate assistantship issues. To provide consistency across learning experiences, the program should continue ongoing, regular faculty collaboration of full-time CSPA faculty and adjunct faculty to address the curricular issues described below. CSPA faculty members have been addressing curriculum issues as they arise, being as nimble as possible as they make improvements to the program as it develops. Notably, faculty recently increased the program by three credit hours to give students more time to complete their capstone research activities. Changes were made to the content and placement of the exit research course (EDAD 594) in response to perceived needs and student input. Students voiced satisfaction with those changes. Several other issues related to the curriculum were discussed and should be considered in a systematic, intentional curriculum review. The program should also evaluate student practicum experiences using comprehensive and measurable measures related to program outcomes. Understanding that organizations provide student practicum experiences on a voluntary basis and that there are limits to what burdens are placed on practicum sites, take steps to better insure consistency in student learning in all practicum settings. The program will benefit from implementing specific methods for mentoring students in creating a high-quality graduate student portfolio. As 15- 20% of students in the CSPA program do not complete the program, the program should address student program completion and retention rates. Recent changes in the time allowed and manner in which students complete their research or capstone projects may help in assuring that the students complete the program in a timely manner. Other students take an incomplete grade to avoid getting the second "C" that would make them ineligible to remain in the program. Continued assessment of the causes for incomplete course work is warranted.

Evidence of learning outcomes:

The CSPA program has two culminating experiences which are exit requirements for the program. The first is the final project and the second is the portfolio. These two exit requirements (SAGE portfolio & final project) are academic experiences which are integrative and summative assessments of student learning. Emerging student affairs professionals should be expected to obtain the skills necessary to support a contemporary student population that is more diverse today than ever before. As part of that, practitioners are important resources for students, and interactions with practitioners outside of the classroom are important for growth. The purpose of the professional portfolio and final project is to allow each student to use a self-narrative approach, supported by artifacts, to describe the pathway toward becoming a reflective practitioner in student affairs/ higher education. Students are also expected to orally defend/present their project.

The ACPA/NASPA professional competencies are also used to assess the professional portfolio and the final project to help conceptualize and crystalize the learning and professional development. Faculty remain committed to continuous improvement which is demonstrated in addressing curriculum issues as they arise, being as nimble as possible as they make improvements to the program as it develops. As a result of these efforts, faculty recently increased the program by three credit hours to give students more time to complete their

capstone research activities. Changes were made to the content and placement of the exit research course (EDAD 594) in response to perceived needs and student input.

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

This is the first full cycle review for the program and not prior recommendations exist.

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

- 1) The program will focus on manage enrollment strategically to ensure the best experience for students, while seeking best practices to manage enrollment and growth and remain committed to disuse and accessibility of educational opportunities to students.
- 2) The program will work with the Dean to incase the faculty devoted to the program
- 3) The program will seek ways to dedicate administrative personnel to manage advising, communications, pratica guidelines and assistantship issues
- 4) The program will continue to improve communication and interaction between full time faculty and lectures on the program to ensure consistent learning outcomes
- 5) The program will continue to address the needs of student through assessment of the final project/portfolio as well as built strategies to improve completion and retention rates

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

Although the program received a “satisfactory ranking” from the program review team, the program review team as well as the Programs Committee of the Graduate Council noted that the program has demonstrated the success of its curriculum by the excellent job placement of its graduates, the dedication of its faculty and their ongoing continuous improvement efforts. Faculty members are committed, hardworking, respected, and highly productive. There is demand for the program regionally and most students expressed enthusiasm and satisfaction about being in the program. The areas recommended for growth in this report can be readily accomplished through collaboration and added resources.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Computer Science
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

Since the previous program review, the department has made two primary changes regarding the assessment of student learning outcomes in the undergraduate program. The first is that the department has designed a new undergraduate core course (CS 360 –Ethical and Social Implications of Computing). This course serves both to meet accreditation standards, and to serve as a means of assessing one of the program’s stated student learning outcomes. The second change to the undergraduate program as a result of assessment is the careful utilization of metric-driven assessments to the stated student learning outcomes. These metrics have helped the program to note areas where changes to the curriculum caused minor issues for student learning. The department was then able to take action to address the problem. The department has responded to the feedback it receives from the assessment of its student learning outcomes. In the undergraduate program it appears that the changes are appropriate to reflect continuous improvement. Overall, the program has been the most popular program in the School of Engineering and clearly meets the needs of the local market for qualified computer science specialists. The program has a strong sense of collegiality and commitment to its students, a strong capstone project based on real life client needs, and impressive graduation and employment rates. Overall, the department’s assessment of student learning in both 300 and 400 level courses is based on 11 outcomes, aligned with the university learning goals, has a strong emphasis on experiential learning where students work with clients to develop software in their capstone course, and the department’s dedication to improve their program and the experience for students by restructuring the Computer Science curriculum to offer more elective courses.

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

The department has grown substantially (2011: 170 undergraduate students, 2019: over 400 undergraduate students) in the past 8 years since the previous program review without additional faculty support, which This is causing tremendous pressure on the department and has impacting the students in limiting their electives offered, both at the undergraduate and graduate levels, which was captured repeatedly in their comments. Therefore, the program review recommended adding an additional faculty line to alleviate this pressure and continue to meet the needs of the local job market. To further meet these demands and prepare students for the job market, the program review recommended creating tracks, specializations, or certifications within the undergraduate computer science program in order to evolve and grow with the field. Particular areas of focus could include but are not restricted to: cybersecurity, software engineering, data science, gaming and graphics, and deep learning, To meet the students interest in gaining experience outside the classroom, the program should also consider developing a cohesive strategy for leveraging internships for course credit, including developing necessary contacts, connections, and introductions with the industry regionally and nationally, if possible. Additionally, in response to faculty concerns about equitable teaching assignment, the program should consider developing a transparent and equitable system for determining teaching assignments that could (1) distribute the teaching load equitably in terms of curriculum and class sizes (2) consider how to allow all faculty members to teach at all levels of the curriculum, and (3) define department service courses and explain how they are distributed. The program should look into developing a set of guidelines for the school of engineering undergraduate advising team, which is reviewed carefully and on an ongoing basis by the department to better equip advisors to give meaningful advice. In addition, request additional advisors (currently there is only one dedicated to computer science) in order to reduce the student-advisor ratio. Finally, the program should also clearly communicate the university resources available to students, especially software licenses and library services.

Evidence of learning outcomes:

It appears that the undergraduate program does adequately assess student learning. In particular, the department has a list of educational objectives for the program which it matches with the SIUE Objectives for the Baccalaureate Degree. These educational objectives for the program are then assessed through 11 specific student learning outcomes. The 11 specific student learning outcomes are measured across the program at several points (not all simultaneously) during various core courses and the 300 and 400 levels. The department records data concerning what proportion of their major pass each learning outcome when it is measured in the associated courses. Each year, the department compiles a report of the measured learning outcomes and addresses any issues. The program culminates with the senior project which is a team project where students must deliver usable software to a client. This project alone measures several student learning outcomes.

Overall, the faculty believed the curriculum and courses supported student learning benchmarks and outcomes. Some, however, had suggestions for improvement. Reducing the number of core introductory courses required from 4 to 3 in order to reduce redundancy (e.g. in data structures curriculum and offering different core requirements should be offered alongside a wider variety of electives, including ones that updated the curriculum in keeping with changes in the field (e.g. computer science theory). Students also expressed an interest in a wider variety of electives such as game design, cyber security, and graphics.

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

During the last review, it was recommended that the CS department continues to have an open dialogue related to the new metric-driven assessments as part of the new accreditation standard. Additionally, it was recommended that the department consider allocating resources for installing a dedicated CS academic advisor in lieu of the general School of Engineering advisor, as well as considering offering greater flexibility in the scheduling of core and elective courses. To meet the standard for the best instruction and applied experiences for a growing undergraduate CS student population, an additional faculty line was identified as necessary. As well as dedicated lab space for computer science. The CS department was also advised as to consider how to implement a metric-driven assessment for evaluating the performance of the faculty in terms of teaching, research, and service. The Department of Computer Science adequately addressed the first recommendation but have not dealt with the other recommendations sufficiently. The third recommendation, about receiving a new faculty line, is outside of departmental control. However, during the course of our student interviews, the program review team found that students still do not feel that they are receiving adequate academic advising. The previous review recommended that the Department of Computer Science offer in-house academic advising in lieu of the general School of Engineering advisor. The department did not agree with or address this recommendation. We recognize that part of the reason for this is due to the additional burden it would place on the department. Instead, we recommend that the Department of Computer Science provide more specific guidelines to the School of Engineering for advising undergraduates, as well as requesting additional advisors dedicated to serving students in the Computer Science program. Regarding the fourth recommendation, the Department of Computer Science does not perform annual performance evaluations on a regular basis, regardless of whether or not the method of evaluation is metric-driven. This caused a few faculty members to apply for tenure with only their midpoint evaluation as feedback prior to submitting their dossier.

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

- 1) The program will work with the Dean in developing a plan to add additional faculty line that will reduce the load on the current faculty and will accommodate the future growth of the program
- 2) The program will communicate with students about available resources, making them known to all students
- 3) The program will also begin working on increasing the number of internships and professional development for students, including those earning course credit
- 4) The program will develop a system in which faculty can receive annual evaluation of their performance in the areas of teaching, scholarship and research.
- 5) Develop a set of guidelines for the school of engineering undergraduate advising team, which is reviewed carefully and on an ongoing basis by the department to better equip advisors to give meaningful advice.
- 6) Consider creating tracks, specializations, or certifications within the undergraduate computer science program in order to evolve and grow with the field.

6. Outcome

6.1 Decision:

 X Program in Good Standing

 Program flagged for Priority Review

 Program Enrollment Suspended

6.2 Explanation

Although most members of the Curriculum Council rated the program “In Good Standing”, there was an extensive debate about this rating with several members in favor of “Flagged for Priority Review”. Ultimately, most council members agreed that the most urgent needs of the department, namely resources, are not under the control of the department. Therefore, the “In Good Standing” rating is based on 1) the department’s assessment of student learning in both 300 and 400 level courses on 11 outcomes, 2) the emphasis on experiential learning where students work with clients to develop software in their capstone course, and 3) the department’s dedication to improve their program and the experience for students by restructuring the Computer Science curriculum to offer more elective courses. The Council was, however, concerned that untenured faculty are not annually evaluated. While developing and implementing criteria for evaluation will take time, this is important for faculty development and retention. The Council was concerned that, if Computer Science is not able to hire additional faculty, the quality of the program will diminish. Further, the University has an opportunity to grow this program if resources are invested. Computing is more prominent in all areas and there is local interest in Computer Science programs.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. Computer Science
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

One of the major changes introduced in the program is introducing an accelerated MS degree path that allows for BA and BS students in computer science to begin their graduate program with a few undergraduate classes counting toward the graduate degree. Overall the program is very collegial and collaborative. Moreover, there seems to be an overall unity or cohesiveness to the department regarding the direction that it should go, with as strong commitment and dedication to students. The faculty place emphasis on producing students who understand computer science fundamentals. This focus has led to the development of new courses, such as the theory of computation, or the reconfiguring of old courses in order to meet these needs. There is a strong sentiment within the department that these core aspects of the curriculum should not and cannot be neglected, which leads the department to pursue this goal. Most of the faculty members seemed to communicate the sentiment that while there have been hardships, they remain committed to making the program and its graduate successful. To this end, the department consistently has high graduation rates, and nearly all students find employment by the time they reach graduation.

The program has also noted an increase in student interest that also matches the significant growth in professional demand for computer science degree graduates. As such, the program has reached a level that is difficult to sustain without additional resources, resulting in less productivity of faculty who are engaged in teaching undergraduate classes in similar high demand degree, less scholarly output and service commitments and less ability to offer elective courses.

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

As students expressed interest in developing professional paths while still pursuing their degree, the program review recommends that the program consider developing a cohesive strategy for leveraging internships for course credit, including developing necessary contacts, connections, and introductions with the industry regionally and nationally, if possible. Students also expressed some dissatisfaction with being informed about the resources being available to them during their study, so the review team recommended that program clearly communicate the university resources available to students, especially software licenses and library services. The SIUE and SIUC collaborative PhD program was also brought into the discussion, pointing out to some long-standing inequities in work load that need to be addressed. The program review team recommended that program continue to negotiate and communicate with SIUC toward a more productive cooperative PhD program. Finally, faculty expressed concerned that their do not have regular annual performance review and often the only review they receive before going up for tenure is their midpoint. The program review recommended that the graduate faculty in the department and the school Engineering develop a means of assessment for annual evaluation of the performance of the faculty in terms of teaching, research, and service that can be performed consistently. In particular, they could consider having each faculty member observed by one other in any given semester.

Evidence of learning outcomes:

The graduate program assesses student learning adequately. The program has a list of student learning outcomes which are organized to address all of the SIUE Goals of Graduate Student Learning. These measures are assessed at several places within the program: during three core courses (CS 456, 514, 516), the Graduate Seminar (CS 500), and at one of the three possible exit points for the program (MS project, Graduate Thesis, Graduate Final Exam). The program sets a target threshold (75%) which it aims to stay above regarding the number of students passing each benchmark. The program has identified a benchmark to properly capture and assess student learning. For each of these desired outcomes, performance indicators are identified in the next table. Performance indicators are then tied to specific courses, and opportunities for measurement of the indicators, be it an exam, project, papers, etc. Rubrics are used in order to quantify measures for data collection. Overall, the faculty believed the curriculum and courses supported student learning benchmarks and outcomes. Some, however, had suggestions for improvement. Some believed that different core requirements should be offered alongside a wider variety of electives, including ones that updated the curriculum in keeping with changes in the field (e.g. computer science theory). Students also expressed an interest in a wider variety of electives such as game design, cyber security, and graphics

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

The previous program made one recommendation, namely, the need for the program to improve the marketing and recruitment efforts for the graduate program. The Computer Science Department successfully addressed this recommendation by increasing the visibility of their website internationally, through international recruitment trips and developing relationships with various universities abroad. They have also advertised the accelerated MS degree option to undergraduates, and their MS prerequisite track, allowing for undergraduate courses to count either as prerequisites or in some cases for graduate credit if they do not have a BA or BS in computer science, increasing their applicant pool.

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

- 1) The program will begin work on closing the significant gap between admitted students and students who graduate to improve student retention.
- 2) The program will increase its effort to recruit a diverse body of students, including marketing efforts focusing on the domestic student population and the competitive tuition rate of the program
- 3) The program will focus on the need to balance faculty teaching responsibilities within the department in lieu of the needs of the graduate and undergraduate program
- 4) The program will communicate with students about available resources, making them known to all students
- 5) The program will also work on increasing the number of internships and professional development for students, including those earning course credit
- 6) The program will develop a system in which faculty can receive annual evaluation of their performance in the areas of teaching, scholarship and research.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council had a lengthy discussion between the two ratings of "In Good Standing" and "Flagged for Priority Review". The committee's major concern was about the big discrepancies between enrollment and student graduation rates. The Programs Committee supports the review committee's findings, most of which are intended to improve the program rather than to address deficiencies. Areas of discussion included: shrinking the dramatic gap between the students enrolling in the program and the students graduating from the program. There is an alarming trend of high admission numbers, but low retention and graduation rates. The department should come up with strategies to improve retention and graduation rates including evaluating students' admission criteria and adding progression/retention standards to remain in the program.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Economics
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

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

The bachelor's degree program in Economics, which is offered through CAS, is guided by the specific degree requirements provided entirely by faculty and via courses housed in the School of Business. This creates a unique set of challenges as it pertains to administrative and budgetary decisions affecting the Department of Economics, including its faculty and support lines, as well as the courses provided by the department which are subject to curricular review by the School of Business. With that said, the ECON program's curriculum is constructed in a way that supports student's knowledge and skills for taking the Major Field Test, which is nationally administered by ETS. From a national assessment SIUE students tend to place within the 90th percentile, which demonstrates the program's rigor and curriculum strengths. The program review committee found that faculty members in the Economics program have been making efforts to provide their students with a well-rounded program of study that includes electives on various aspects of economics, for example, medical, law, and sports economics. The review committee found that faculty members in the program support student learning by teaching analytical skills through technology and also helping students develop their decision-making skills as they pertain to the field of Economics. The program has introduced some changes to its curriculum, including the reducing the class sizes in ECON 111 and 112 to facilitate group work and active learning during class sessions.

Because of the peculiar arrangement of the program being housed in CAS but resourced by the SOB, it appears that the program is experiencing decreasing numbers of enrolled majors, and even more so, degree completion. Enrollments appeared to decline from those of five years ago. Further, 5-8 students have consistently graduated each year from Economics over the past decade. Although the program has tried to explain the disparity in the number of majors versus the number that graduate because of students who double major with Business, the graduation

data still does not indicate an upward trend. Another explanation was also students who leave the major to pursue a degree in Business, posing another challenge for the program to attract students by communicating the different in job outlooks and the unique analytical and multi-disciplinary skills that a degree in economics can bring for future professional success.

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

Although the quality in the UG ECON program and demonstrated excellence in students' learning in the program, the review team recognize three areas for improving the program. The first included the need for outreach to improve the presence of the program to regional educational partners, such as community colleges, and high schools, where students can be recruited directly into the major. The program review also recommended constituting an advisory board to keep the content of the program aligned with industry trend and needs and assist students to be ready for the job market. The final recommendation include the need for systemic mentoring for Economics students which take place during their studies and prepares well for future careers all the way to their graduation, as well as holding seminars and workshops with industry representatives that help students network and receive first-hand advice on how to best advance after in their future careers.

Evidence of learning outcomes:

Student learning in the progress according to the program review report, is evaluating during the senior assignment. The review team learned that the ECON program uses their cap-stone projects for assessing students' learning, which the ECON faculty members almost unanimously agree that working well. However, the evaluation form for the cap-stone only focuses on the projects and not as a progressive overview of student learning overall. Therefore, it is recommended that the program develops "assessment rubrics for students' learning" in addition to the evaluation form for their cap-stone project. The need for more emphasis on quantitative analyses and mathematical skills was mentioned by students as part of the student and faculty interviews for the program review report.

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

Continued curriculum revisions, including cross-listing courses with other related disciplines: Courses such as Law and Economics and Health and Economics have been added to the electives as well as an IS course in natural resources, issues and conflict. The faculty have committed to increasing the number of electives offered to students in the major.

Hiring a new faculty member: The program has hired two new faculty members, alongside four full time instructors.

Classroom, technology and other resources: The program continued to make the suggested requests for classroom and other upgrades and now has access to a larger number of computer classrooms. The department and the school have used internal funds to purchase instructional technology equipment for the faculty to support their blended and on-line teaching. The availability of Office 365 has also alleviated some of the productivity issues related to the software needs of the ECON students, who now can access those remotely. The recommendation for purchasing an additional dataset has been explored through other

to collect sufficient information to understand the reason why many part-time students leave the program without a degree and to seek strategies for retaining them. The information collection will need to allow the program to assess graduation and persistence differences among demographic groups. The gathered information should be applied to understanding the discontinuation rate among part-time students and the large disparity in women's participation in the graduate program.

Evidence of Learning Outcomes:

The program uses two sources, ENG 491 and CE 593/599, to assess students and this appears to be adequate. These sources give indications of progress at the mid-point and conclusion of the program. Given that many graduate courses in CE require students to complete a project requiring teamwork, written and verbal communication, the program has additional opportunities to assess student learning outcomes. Students demonstrate that they are meeting expectations, taking many courses with laboratory components. The principle applied part of the program seems to be in courses 592 and 599, the independent study and thesis courses. Students graduating on the thesis option engage in practical work in laboratories in Civil Engineering. Students graduating via the research paper option (course 593) do not participate in generating their own data. But all students must produce a significant written work that asks them to apply their knowledge to a complex problem. The thesis and research paper requirements are both expected to demonstrate proficiency in writing professional engineering documents. While the current assessment seems adequate, the review team pointed out that depending on only two courses might appear limited and will be helpful to expanding the options of when learning outcomes are measured and captured.

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

The previous review identified as an area that needs active improvement the discontinuation rate among part-time students. To address the issue, the Graduate Program regarding why students leave the program has been gathered. Overall, efforts to address the previous review recommendation have been made, however, only modest progress has been made toward remedying the graduation and persistence rates among part-time students.

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

- 1) The School of Engineering should work on developing a plan to raise external funds and gain access to up-to-date equipment.
- 2) The department should develop strategies to address the discrepancies between enrollment numbers and graduate rates and create a culture to support retention efforts.
- 3) The department should collect data to identify a pattern and come up with intervention strategies to identify and properly address the retention rate for part-time students.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The Civil Engineering Graduate Program has a well-developed curriculum that serves the needs of its students. The Faculty-Student interaction appears to be strong and supports scholarly work. Enrollment in the program is at a sustainable level with some room to. The major criticism of the program is the same in this review as the previous and is related to the retention and graduation rates of part time students, which can be addressed with data driven decisions and intentional strategies.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Electrical and Computer Engineering
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The ECE program has a well-designed curriculum that incorporates basic core courses in addition to expanded elective courses. There is a continuous review of student learning. In the event that students do not achieve necessary expectations an evaluation of the deficiency occurs by the faculty. Depending on the area being addressed, some changes have included an increase in formal assessment (e.g. quizzes, projects, homework), modifications to labs and an increase in faculty-student discussions among other appropriate measures. The program is well known and respected in the professional field and feedback from employers has been overwhelmingly positive regarding the program's graduates. One of the major program changes since the last cycle of review was the revision of Circuit Analysis I (ECE 210) which is the first engineering course the undeclared engineering students encounter in most engineering programs. Over the years the ECE faculty have discussed student performance in this course. The prerequisites for ECE 210 have been reviewed by the ECE faculty based on the specific math concepts, rather than based on entire prerequisite courses and the faculty have worked on finding out the reasons for the high attrition grades in the program, which have been attributed to lack of commitment to the major by many of the undecided students taking the class. In general, faculty teach a diverse set of courses, are continually evaluating student outcomes in the context of learning goals, and are productive researchers. The program continues to meet the rising demand for this field of study and continue to graduate high-quality students. The program has a stable and rigorous curriculum that serves the needs of students who are invariably able to gain meaningful employment upon graduation. The faculty are also found to have strong working relationships amongst one another that leads to successful collaboration.

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

Based upon analysis of the program enrollment, the program review recommended hiring additional faculty to expand the offerings in the curriculum and reduce the growing teaching load among the current full-time faculty. The program should also focus on recruiting more diverse undergraduate student body. Minority students have commented on the lack of diversity and have expressed concern that they feel they are not valued to an equal degree. The program should also sustain its enrollment efforts. While enrollment within the undergraduate program is not currently an issue, there should be an ongoing effort to focus on maintaining the current level. There has been concern expressed, both within the department and at the university level, regarding the declining numbers of Illinois high school graduates. This decline could result in a subsequent decrease in program enrollment despite the current high job growth/placement in the engineering field.

Evidence of Learning Outcomes:

The program does assess student learning adequately. Student assessments occur regularly and within the assessment requirements. Overall the faculty felt that students are meeting learning outcomes, however the program could move beyond the traditional methods of assessment and progress to more non-traditional methods including an increase in-group work and informal assessments. Some students also noted a desire for more hands-on experiences within the classroom. The current limitation of this is that doing so will require more resources particularly in time and course preparation. To the credit of the program, there has been a steady and ongoing review of the assessment process which includes various constituents including the Industrial Advisory Board. The outcomes and assessments have been reviewed and updated since the last program review occurred.

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

The previous program review recommended an Increase in the number of faculty members by two, in addition to the new faculty member being hired currently. Due to various factors over the last several years, the ECE department has been unable to increase the number of faculty. In fact, the department has one less faculty member than previously although there is currently a search underway for an Assistant/Associate Professor. The review also previously recommended institutional support to update technology with systematic budgetary process. While the ECE Department does not have a defined budgetary planning process, there is a concerted effort noted by faculty to maintain and upgrade needed instructional equipment. The review also noted the need for more coordination in advising. There have been numerous changes in the advisement system at the School of Engineering since the time this recommendation was written. Each declared engineering student has an assigned academic advisor and is required to meet with their advisor at least once during the at present, the department chair is in routine contact with the advisement office. Individual faculty are contacted for advisement issues on an ad hock basis. At the junior level, students become more engaged in discussions with faculty regarding their future plans. Most of that information is relayed to the department chair to make best out of the faculty teaching time through course assignments. There are still comments from students regarding the lack of optimal advising in the undergraduate program.

Finally, the program was advised to address the high attrition rate in Circuit Analysis I (ECE 210) is the first engineering course the undeclared engineering students encounter in most engineering programs. Over the years the ECE faculty have discussed student performance in this course and have made changes to improve this, including faculty now teaching the course by administering quizzes every other class meeting, to make sure students keep up with the material. This seems to help, because the course material is staggered in a way that one must understand earlier concepts to grasp the new ones.

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

- 1) The program will work enrollment management on a recruitment plan that targets under-represented students and increase the diversity of the undergraduate student population in the program.
- 2) The program will continue its efforts to address issues with advising. The lack of specialized advising has created some cases where students receive the wrong advice regarding course selection impacting student progress and timely completion of the degree.
- 3) The program will continue its work with the Dean of the School of Engineering to determine how best to meet the faculty line needs of the department
- 4) The program will continue to work on increasing the diversity of course electives and specialty courses needed for degree completion.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

Overall, the undergraduate program in Electrical Engineering is making efforts to improve core courses, advising, and student diversity. We commend their efforts. The current enrollment of the program was questioned as the Curriculum Council noted a decline in enrollment as reported in the Fact Book. There was a recommendation from the previous program review that the department hire two additional faculty. This has not occurred and both the department and program review committee noted additional faculty are still needed. It should also be noted that at the time of the program review, a search for a new faculty member was ongoing.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. Electrical and Computer Engineering
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Master of Science in Electrical and Computer Engineering offers courses primarily in the areas of communication systems, computer systems, computer vision and image processing, power, control systems, IC design and signal processing. The program is also offering accelerated entry for students in the B.S. degree as well as possibility to enroll in the cooperative PhD program with SIU Carbondale. Many faculty members are well-respected consultants outside academia, and are excellent professional resources and students are able to secure jobs upon graduation with top companies. The overall strengths for the graduate program are the harmonious faculty relationships and support of each other through working and collaboration. While the program is offering a well designed to prepare students for professional placement, there are still areas where more opportunities are needed, such as in the area of computer architecture or communications area. Additionally, the program has seen a decline in enrollment numbers, partly because of drop in international students and lack diversity among its student body and its faculty members, despite ongoing efforts committed to equity and inclusion. The program has solid industry connections and maintains relationships with industry advisors who are frequently consulted when curriculum changes are considered.

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

The program review recommended an increase in faculty line to support the offering and more classes and specializations in the program. Additionally, the program was advised to target candidates from underrepresented groups and also industry experts with connections to local businesses. The program should also focus on attracting a more diverse student body and expand its recruitment effort to include efforts to connect alumni of the program from

underrepresented groups that can serve as ambassadors for the program. The program review also noted that the graduate program should focus efforts on sustaining its enrollment. The program has been a drop in numbers and should increase targeted recruitment efforts to position the program and its value to potential students in the area. Additionally, the program review also indicated the need to address the possibility to offer internships and other experiential learning for international students, as well as improve the mentoring and advising process currently in place. The program faculty can also engage in increased efforts to secure external fundraising from collaborative grants by relying on the PhD status and the productivity and reputation of faculty members in the department. Finally, the review also recommended that the program consider places a 3- or 5- year plan for updating equipment in place and a plan to secure the funding needed to maintain industry standard labs.

Evidence of Learning Outcomes:

The program adequately assesses progress and has a rigorous program. A positive is that fact that they have 10 industry advisors that help develop experiences. The inclusion of industry advisors has been a notably change in improving the criteria by which student learning is assessed. While these do reflect continuous improvement, there are areas of growth that both the faculty and students discussed. Students expressed concern about adequate advising due to the high turnover rate of student advisors and lack of knowledge advisors possess on the program of study. There are mentoring opportunities with community mentors and faculty members. International students who are a large number of the students in the program expressed regret that they cannot participate in internship due to their visa status and wanted to see more opportunities for experiential learning that can participate in.

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

The last review recommended hiring two faculty members and an appropriate budget to update technology. Both of these recommendations have been hard to implement. Equipment funding finding plans are being made through development efforts. The program is also currently working on improving the advising process, to provide better mentoring and career advice for the students.

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

- 1) The department will look at external grants for funding and for collaboration opportunity to help with equipment needs
- 2) The department will strategically focus on diversity and work towards recruiting more domestic students by strengthening marketing for domestics and promoting the graduate program to its undergraduate students
- 3) The program needs an increase of faculty lines. The department is down two faculty since the previous review
- 4) The departmental will work on a strategic plan be developed to keep facilities updated by gaining additional resources via collaboration with the developmental office to seek external support.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

Overall the department for both undergraduate and graduate programs have many positive areas. There are a few areas of improvement, specifically supporting international students and increased faculty expertise as well as making bigger push for recruiting and retaining diverse students. The faculty are expert in their fields and maintains strong relationships with the industry. The program review and the Graduate Programs committee noted a trend in declining numbers of enrollment in the past five years and while the program was voted Director (GPD) established a practice in the program of having faculty contact their assigned advisees each semester at the time of the enrollment period. The positive effect on the persistence rate is modest. A secondary effect is greater enrollment in courses which avoids course cancellation due to under-enrollment and effectively enhances course availability. The Graduate Programs Committee would like to see the numbers increase and return close to optimal level.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Environmental Resources Training Center (ERTC)
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The primary function of the ERTC was established in 1967 by Illinois legislative directive to develop a Public Water Supply and Sewage Treatment Operators' Training Institute on the SIUE campus. To accomplish this objective, the ERTC subsequently established The Water Quality Control Operations Program with the intent of providing well-trained drinking water and wastewater treatment operators ready to enter the workforce as certified professionals. The combination of classroom and hands-on training meets the requirements for the Illinois Environmental Protection Agency (EPA) and the Missouri Department of Natural Resources (MoDNR) operator certification programs. The ERTC operates as a unit in the School of Engineering and as such, invited collaborations with students and faculty in the engineering programs. To provide this education, the ERTC trains in three distinct areas. The areas are pre-service water and wastewater operators, in-service water and wastewater operators, and cross-connection control device inspector training for plumbers. Based on student enrollment and the responses collected from a broad range of stakeholders, there is an obvious need for these types of training. Further, the placement success and overall satisfaction in the programs, as indicated in the responses provided by the interviewees, substantiates that the Center is meeting their educational objectives in all three areas of their training program.

Additionally, The ERTC's physical facility is a unique training center equipped with pilot scale of drinking water and wastewater treatment process, a classroom, a 100-seat auditorium, two water quality laboratories, and a library/computer center. This training facility has continually been upgraded and updated since construction. The operating water and wastewater plants are unique to the ERTC and provide a learning opportunity not seen elsewhere in the Midwest.

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

The review team reported that ERTC meets its legal mandate, contractual commitments to the Illinois EPA and current performance objectives. The review committee also found that the ERTC staff perform at an exceptional level.

Broadly, the quality improvements described by all sources of information available to the review committee reflect the need for developing a plan for the growth of the ERTC and expansion of the ERTC's services. Such a plan and the resultant programmatic expansion would facilitate and principally resolve other opportunities for improvement noted above.

In summary, ERTC is on the path to realizing the mission set forth by Illinois Law and Regulation. Additionally, the committee finds that the ERTC provides a valuable service to the State of Illinois (Missouri and other parts of the Nation) through the thorough education of water and wastewater operation professionals.

Areas of Improvement

The review noted three areas of expansion and are not currently core program elements. Those included more online offerings, lab certification and contracting with facilities and being able to secure new technology to share with students, for example, the interview response provided by the Illinois EPA (a primary funding source for the ERTC) expresses interest in remote learning. The review committee expects "lessons learned" from online teaching necessarily employed as a result of the COVID-19 pandemic may play a role in developing future ERTC programming. Additionally, laboratory certification and contracting present opportunities for the staff and students of the ERTC. Such an initiative could build staff resources and present opportunities for student participation in the analyses of water and wastewater samples. These prospects will require further definition to become a programmatic reality.

An additional area of concern, reflected in both student feedback as well as the ERTC Self-Study, relates to the ability of students to secure Title IV Aid or other forms of student loans. Regarding the current enrollment capacity of the ERTC, increasing the number of students to near capacity may present an opportunity for improvement. The review committee has noted that the Director and staff of the ERTC have conducted many conventional techniques to bring attention to the program. However, the Director indicated that the use of social media has yet to be fully utilized. He further noted that a stronger presence on social media platforms is desirable. The review committee believes that this might be a mechanism to increase enrollment.

Finally, the review committee posits that the most significant opportunity for improvement for the ERTC is in the area of funding and program expansion. The committee believes that a solid plan for expansion of service needs to be developed to include all desired activities with accompanying cost estimates. Planning should include educational opportunities for those traditionally trained by the Center (water and wastewater operators) as well as potential expansion to engineering students and other stakeholder groups. Ultimately, it may be necessary to conduct market research (including, but not limited to, other similarly positioned training facilities) to determine what courses of action are appropriate and sustainable for the ERTC.

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

This is the first review for ERTC.

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

- 1) The ERTC will explore opportunities for expanding its more online offerings as soon as possible, utilize the network and experience the university has built in offering excellent online educational experiences
- 2) The ERTC will explore the possibilities of purchasing equipment and rent out the laboratory to increase name recognition and market presence
- 3) ERTC will also look into opportunities for using the facility for research.
- 4) ERTC will also expand its planning efforts to include educational opportunities for those traditionally trained by the Center (water and wastewater operators) as well as potential expansion to engineering students and other stakeholder groups.

6. Outcome

6.1 Decision:

☒ X Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The review process demonstrated that ERTC has many strengths and commendable aspects. The leadership that the supervisors at the center provide is a huge strength. Relationships with other entities is also commendable. The Center offers a unique facility for training and research which has enormous potential. The biggest recommendation for the ERTC is to develop a plan for the future direction of the center.

PROGRAM REVIEW REPORT

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|------|------------------------------|--|
| 1. | Reporting Institution | <u>Southern Illinois University Edwardsville</u> |
| 2. | Program Reviewed | <u>Illinois Small Business Development Center/International Trade Center</u> |
| 3. | Date | <u>2019-2020</u> |
| 4. | Contact Person | <u>P. Denise Cobb</u> |
| 4.1. | Telephone | <u>(618) 650-3779</u> |
| 4.2. | E-mail | <u>pcobb@siue.edu</u> |
| 4.3. | Fax | <u>(618) 650-3633</u> |

5. Major Findings and Recommendations

1.1 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 Federal Small Business Administration, other federal agencies, the State government, and local host institutions provide funding support to Illinois Small Business Development Center (ISBDC). The Department of Commerce and Economic Opportunity (DCEO) also offers information, assistance and advocacy to facilitate, and advance the economic development process in partnership with Illinois' business communities. The lead center of ISBDC is within DCEO, and the SIUE ISBDC was one of the first Centers established in the State. The SIUE School of Business (SOB) has supported and match-funded the ISBDC since it was founded in 1984. The Center connects SIUE to the local business community. It provides professional guidance and training to entrepreneurs in nine counties of Southwest Illinois (Bond, Calhoun, Clinton, Jersey, Madison, Monroe, Randolph, St. Clair, and Washington). The services of ISBDC include Startup Assistance, Marketing Guidance, HR Support, Expansion, and other services provided by International Trade (ITC). In addition, the Center serves the specific needs of clients with the help from University students and faculty in many departments, such as website design, logo design, marketing research, and prototyping of innovation.

The Center provides valuable services to the students and faculty at SIUE. Students get the opportunities to work as RAs or TAs in the Center, which is a big help for students with financial needs. The Center also provides support for SIUE students in the Annual Business Plan Competition named "the other 40". Students can get free and professional training in terms of business planning, financial projection development, and presentation skills. For faculty, they can find clients from the Center to use as real-life case studies.

With the support of the State and the SIUE (SOB), the Center has built up a solid reputation and long-term relationship with local business communities. It has been providing valuable service and training to local entrepreneurs using online webinars and onsite workshops. It also offers

hands-on teaching/learning experiences for faculty/students. The Center, including both ISBDC and ITC, has promoted the business community connections and local economic development.

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

The center review report recommended that the Center improve the delivery of surveys to better understand the needs of existing and potential clients. One possible way to increase the response rate is to conduct surveys during the workshops or in some other event activities. The Center should also increase the marketing efforts to the business community, including making more videos about business plans and use Instagram to reach younger business and meeting local chamber directors more frequently as well as adding chamber members to the advisory board. Additionally, the Center can increase the connection with SIUE's faculty and different departments. Currently the Center has regular interaction with the Mass Communications, Nutrition, and Marketing programs, a list which can be further expanded to include accounting and economics and finance. Other recommended activities include participating in activities on campus to help faculty in other Schools with entrepreneurship ideas, bringing students to the Center for a field trip and giving presentations in the Entrepreneurship program. Finally, the Center is also advised to Increase the revenue and actively seek additional funding. The Center needs to develop a plan to become self-supporting. For example, the Center can increase revenue by providing client services and working with banks and law firms. The Center can also work with faculty in the School of Business on proposals for external and internal funding.

Areas of Improvement

For the local community, the Center needs to market itself more effectively, such as posting more short videos to social media and try to attract a larger following via these new popular channels of promotion. To enhance its visibility at SIUE, the Center can improve its connection with more departments and programs and reach out the younger entrepreneurs in the college by holding workshops in various campus locations.

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

This is the first review for the SBDC/ITC.

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

- 1) The SBDC will continue its outreach work in the community to increase its visibility via social media channels and other digital media means
- 2) The SBDC will continue its work academic programs on campus as well as faculty members to increase its connection to the SIUE student body and faculty from varying disciplines
- 3) The program will develop plan for reaching younger entrepreneurs and further promoting the services of the Center
- 4) The Center will work towards increasing its revenue base by increasing its client base and working with faculty member son developing internal and external funding proposals

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The Centers and Institutes Review Committee was impressed with the dedicated and experienced employees and directors. It was clear by the log list of accomplishments included the self-study that the Center has achieved many notable accomplishments in serving the university and the business community. The Center has significantly contributed to the local economic development.

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Edwardsville</u>
2.	Program Reviewed	<u>B.A./B.S. Mass Communications</u>
3.	Date	<u>2018-2019</u>
4.	Contact Person	<u>P. Denise Cobb</u>
4.1.	Telephone	<u>(618) 650-3779</u>
4.2.	E-mail	<u>pcobb@siue.edu</u>
4.3.	Fax	<u>(618) 650-3633</u>

5. Major Findings and Recommendations

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

In general, the program follows the recommendations of the Accrediting Council on Education in Journalism and Mass Communication Education (ACEJMC) and maintains a solid grounding in the rapidly changing world of media production, working continuously to improve and stay current with industry trends. The program uses assessment data to make decisions. It offers opportunities for advising, mentoring, and collaboration, and there are no concerns regarding retention. Facilities, which are essential to the delivery of the curriculum, are considered “top of the range”. For the most part, students are satisfied, and they appreciate opportunities to apply their knowledge in upper-level coursework. Assessment is guided both by the university objectives for the baccalaureate degree and are also mapped against the ACEJMC accreditation standards. The result is an assessment plan that has led faculty to introduce a more targeted set of professional options (journalism, media production and advertising and strategic media) as well as a new course MC 455 Media Ethics, which has previously been offered by the Philosophy department. This new course offered a more targeted and cohesive delivery of media related content focusing on ethical standards in the industry.

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

The program has identified a need for additional faculty/instructors, specifically those with industry experience who can teach media production courses. Additionally, the program should assign tenure track faculty and/or increasing coordination efforts would continue to improve the consistency in delivery of the core courses in writing and video production as well as student retention in the major. To this respect, it was also recommended that the program should

consider implementing a process for monitoring students' development of writing skills across the program. This process would help the faculty and instructors consider the rigor of writing assignments in 200-and 300-level coursework. Continuous acquisition of technology and equipment is vital for preparing students for an evolving industry and is required to maintain a competitive, innovative learning environment. The program should increase student awareness of mentoring opportunities and consider collecting data on students' utilization of the mentoring program to continuously improve mentoring efforts. It was also recommended that the program consider a more systematic approach to evaluation of student learning in the senior assignment, specifically addressing inconsistencies in the quality of student work and ensuring cohesion among evaluators. Finally, the program review team also recommends considering removing the course requirements (MC 201, MC 202, and MC 204) currently in place to declare mass communication as a major and move towards a direct admission model into the program

Evidence of learning outcomes:

A combination of direct and indirect assessment measures is being used to measure student learning. In summary, the senior portfolio, internship evaluation, and freshman-senior entry and exit exams are direct measures of student learning in the assessment plan. The senior educational experience exit survey (which includes what faculty describe as a student assessment letters), student awards, alumni survey, and advisory board consultations are used as indirect measures of student learning. In general, faculty and instructors report that students are meeting learning benchmarks/outcomes, with a few concerns regarding writing skills and assessment measures. Further, faculty and instructors report that assessment data is used to make changes to the program. Student feedback suggests that they are generally satisfied with their learning. Overall, the program appears to assess student learning adequately. The program has identified three priority areas for improvement. The program is currently focused on using the assessment plan to collect data on learning outcomes. This work began in 2017-2018 and includes the assessment measures described above. Second, a laptop policy has been mentioned in the continuous improvement log and in the self-study. This policy, intended to give students the option to use editing software on their own devices in skills classes, was recommended both by students (in exit interviews) and by the alumni advisory board. Third, the program has identified a need for additional faculty/instructors to address the changing media environment and maintain the quality of teaching and learning in the program, specifically focusing on faculty with industry experience who can teach media production courses.

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

Development of mentoring program. A mentoring program has been developed. The department chair sends letters to all students who have declared as majors to invite them for a meeting to discuss the curriculum map, as well as their professional preferences and options. After declaring a track (journalism, advertising and strategic media, or media production), the chair assigns the student to a faculty mentor within that track. Although a mentoring program has been developed, student feedback reflects minimal awareness of the existing mentoring opportunities.

Securing up to date equipment and technology. Mass Communications, by nature, is constantly evolving to respond to changes in technology. As a result, up-to-date facilities and equipment

are needed to fully prepare students for their careers. In the self-study and in interviews with faculty and instructors, it was clear that facilities have been renovated and are considered “top of the range”. While some equipment has been purchased since the last review (e.g., computers for the video editing lab, Adobe Creative Suite software, teleprompters), faculty and instructors identified additional equipment that is crucially important to remain innovative and maintain a national presence. Examples of equipment needs include a) portable lighting grid and set in TV studio facilities and b) editing software for the audio lab, which is currently not functional for student use. Student feedback reflects a desire for remote access to technology, such as Adobe Creative Cloud software.

Coordination of content in lower level classes. Students commented that there was an inconsistency in MC 201 and 202 classes (two foundation courses) depending on which adjuncts were teaching the classes. Since the last internal review, a tenured faculty member has been assigned as coordinator for MC 202. In this role, they ensure that all instructors use the same textbook and that syllabi are cohesive and include the same learning outcomes. They are also available to meet with instructors as needed.

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

- 1) The program should continue its effort to promote and track the use of the mentoring opportunities provided to students with more targeted efforts encourage students to participate
- 2) The program should continue to improve coordinating and assuring consistencies of learning experiences across the foundation writing class.
- 3) Writing skills across the curriculum are critical and faculty should continue its commitment to designing new rubrics and implementing additional strategies to ensure improvement of these skills as students’ progress through their program.
- 4) The department should continue working with the Dean’s office on opportunities to amending the admission requirement for the possibility of introducing direct admission and finding a functional way to solve the challenge of gateway courses serving as a bottleneck for enrollment in upper level courses and major declaration.
- 5) The program will continue to collaborate with the Dean’s office for more resources to update software and equipment.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council of the Faculty Senate felt that the department has responded well to previous program reviews by developing a mentoring program for majors, securing additional

equipment, and assigning a course coordinator for MC 202 to ensure consistency in instruction and content. The Council was impressed with the department's efforts to continuously improve and stay current with industry trends. It was clear that assessment data are used to make decisions. Overall, the Mass Communications program was recognized for their consistent effort to evaluate their program and make changes in light of assessment data and industry trends.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Mechanical Engineering
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The faculty of Mechanical Engineering also recognize the rapidly emerging trends and possibilities in its field. In order to continue to grow its reputation and stay abreast with emerging trends in Engineering, Mechanical Engineering maintains a list of very strong award-winning faculty scholars publishing in flagship technical journals that are widely cited in the discipline. The department has had three professors are distinguished research award winners for their outstanding scholarly activities and reputation in their research work and three other faculty members received the Paul Simon Outstanding Teacher-Scholar award. In general, Mechanical Engineering has developed its program not only to measure student learning benchmarks or outcomes, it now added new algorithms to perform new tasks or several other important program improvements. In the last few years, critical reviews of assessment data have led to several other improvements. These include development of new courses, revision of old courses, increasing of course sections, experiential learning through student organizations and many more. The program is also accredited by ABET has praised the program for its ability to continuously and seamlessly implement policy changes and provide a variety of program improvements. The Mechanical Engineering recent faculty search practices and hiring campaigns targeted faculty candidates with expertise in the emerging areas of the discipline. As a result, the program has been able to attract experts in the new emerging fields when it hired the last set of faculty members after the 2013 program review. Student enrollment in the school had been growing at nine percent a year, largely attributed to computer science and mechanical engineering. Mechanical engineering reached up to 400 students total at its peak, but has tapered in the past couple of years, in part because mechatronics and robotics has drawn from mechanical engineering majors. However, mechanical engineering remains the second largest program in the School of Engineering.

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

The review noted that the assessment plan and the learning outcome of the program are well aligned with the ABET standards and competences. However, the review also recommends that the program work on aligning the learning outcomes with the SIUE baccalaureate degree learning goals like other accredited professional programs in nursing, pharmacy, etc. The review also recommended the need to rethink the current structure of advising the role of the faculty mentors and Professional Advisory Council (IPAC) members. Finally, the program review also recommended for the program to continue its effort to conduct annual review on advising needs for students and utilize the data from this review to improve the experience for students.

Evidence of Learning Outcomes:

At the Department of Mechanical Engineering, student learning benchmarks and outcomes are closely aligned with SIUE objectives for its baccalaureate degree. Its student learning outcomes are consistent with those anticipated by the Accreditation Board for Engineering and Technology (ABET). These student learning indicators help to build up students' analytic, problem solving, and decision-making skills as well as sharpen their oral and written communication skills. Other indicators include adequate foundation in liberal arts and sciences, appreciation of the true value of diversity, scientific literacy, ethics, and a complete preparation in an academic discipline (i.e., Mechanical Engineering). Several representative courses have already been selected, taught and measured annually to ensure that program goals and outcomes are met or exceeded as expected. Mechanical Engineering at SIUE has one of the best programs for measuring student learning benchmarks or outcomes. The program's student learning benchmarks or outcomes are very well integrated with one another such that it captures all that SIUE AND ABET would like to be included. It is very robust and versatile to adequately measure how students' outcomes or learning benchmarks are met. More importantly, it is designed to ensure that at least 75% of the students assessed meet or exceed all expectations. It has the capacity to handle all system changes, including automatic mechanism for continuous improvement. The program is designed by the faculty of Mechanical Engineering. It is closely and frequently monitored and assessed by them and a group of well-assessed volunteer engineers that constitute its Industry and Professional Advisory Council (IPAC).

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

New faculty lines were added since the previous program review and this has addressed the previous enrollment issues. Soon after the last program review, the department lost two of her ten faculty members. However, the department had the opportunity to hire four fulltime tenure track faculty and bringing the total faculty strength to twelve. The program now has eleven tenured and tenure-track faculty and one instructor. In response to the recommendation to keep abreast of developments in the field, the Mechanical Engineering Department at SIUE has remained in touch with emerging trends and continued to boost its growing engineering reputation in the entire region by establishing in 2016 a new BS degree program in Mechatronics and Robotics currently found in only few universities across the country. Mechanical Engineering has responded and added a few types of advising for its students:

Academic advising (mandatory at SIUE), mentoring and advising by faculty is handled by faculty members and career advising (optional) monitored by volunteer engineers of the Industry and Professional Advisory Council (IPAC) has been created by the department. Since the IPAC members also serve as judges on the senior design project presentations, the students have direct contact with practicing engineers and unique opportunities to learn emerging engineering practices in the field or even negotiate future placements and internships issues.

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

- 1) The program will continue to review its advising practice, making sure that the advising survey data is used to develop strategies for improvement
- 2) The program will also align the learning outcome with the SIUE baccalaureate learning goals, where ABET accreditation standards allow

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

Mechanical Engineering adequately responded to the previous program review, but the Council encourages the department to assess student advising needs, as recommended by the program review team. The faculty were commended for their excellent scholarship and keeping up with the latest trends in field, and for adapting their assessment to the new standards of their accrediting body and for the quality of their research programs raising the profile of the department and university.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. Mechanical Engineering
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The program review demonstrated that is based on solid curriculum and a strong faculty committed to their field and students. The faculty research activities and publications appear in top-tier journals and books. Some serve on the editorial board for journals. Graduate students in the program gain valuable guidance and mentorship from the many distinguished faculty. As an example, one of the full-time instructors (with PhD) came from Boeing and brought with him a wealth of industry experience that can help the program connect with industries. Enrollment in the program has seen some decline, in some extent to the recent challenges of recruiting and providing support for international students, who currently represent 75 % of students in the program. Despite continued effort to attract and recruit female students in the program, the student population continues to be predominant male, and so is the faculty. Student output and products should serve as another source of pride for the graduate program. Peer-reviewed paper presentations at top-note mechanical engineering conferences, national recognition of the student chapter for their invention, and success at securing jobs at big-name organizations and industries such as NASA, Boeing, Caterpillar, GE (to name a few) are all impressive accomplishments and strong indications of excellence of the program. Recent successful program changes include the implementation of the accelerated BS-MS Program, the addition of new electives and courses in response to the changing climate and demand for the profession, and formative assessment of ME 530 and ME 575.

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

Because students need to be aware of their learning benchmarks and the assessment tools, the department should make a greater effort to periodically educate the students of the program's

learning benchmarks and assessment tools. Such measures allow them to take control of their learning experience and see their accomplishments more clearly. The department is encouraged to continue working on arranging internship opportunities with more industries in the area so that the students may be able to practice their knowledge in a job setting, given the proximity of the program to a major metropolitan area. The department should foster a better communication among faculty and administration to allow students to attend career fairs or events hosted by SIUE. Students should be encouraged to attend such events, and not be 'held back in the classroom or lab' by their professors. The department should continue to offer more elective courses so that students can customize their education in an effort to develop cross-discipline courses. Finally, the department should setup a departmental committee to evaluate the annual faculty performance. Since the Faculty Association mandates that a committee evaluate untenured faculty, we see it as equally important that a committee is set up to evaluate annual performance of all levels of faculty.

Evidence of Learning Outcomes:

Following the recommendation of the previous review team, the program has articulated seven learning outcomes for the graduate program, consistent with learning goals of graduate studies at SIUE. It is clear that students must demonstrate an in-depth understanding of their discipline to be a problem solver. Additionally, they must be able to articulate their thoughts and ideas in written form and oral communication. To measure student learning outcomes, they must achieve the top two tier of the rubrics ("Exceeds Expectations" or "Meets Expectations") to be considered meeting the benchmarks. Graduate students whom we interviewed in ME 544 generally felt that their projects, assignments, and research work help them to figure out what they have learned. However, most of them were not aware of the learning goals and outcomes in the program. As a result of assessment efforts, the program has added a formative assessment based on students' performance in ME 530 and ME 575. To be considered a successful program, at least 75% of their graduate students must meet or exceed expectations. The program also added "several new courses in emerging fields".

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

The department had worked diligently to address the issues raised in the previous review. The graduate program committee has worked hard to propose a vision statement for the mechanical engineering graduate program. Following sessions of review and feedback, the entire faculty agreed on a single vision statement. Current review team finds that every faculty who participated in the interview agrees with the overall vision and direction of the graduate program. Additionally, the assessment procedures were explained clearly and carefully, delineating in detail how student learning outcomes are to be evaluated in the program. Significant changes were made to restructure their website, including more detailed and updated information is uploaded onto the website for easy access. However, even though information has been more accessible and organized on the department website since the recent overhaul, we feel that there is still room for improvement. Outdated links that conflict with current information in terms of faculty rooms and phone numbers should be an easy fix. To increase mentoring, collaborative research projects/coursework and to continue to create internship opportunities to meet student learning outcomes, the new Chair of the department had a strategic planning meeting that included a discussion to foster a closer relationship with

the industry. Also, faculty is working diligently to increase industry grants to support the graduate students. The previous review team added, “a competitive engineering program must also include courses that reflect the innovations in the market and the fields by offering new and diverse electives.” According to the faculty, they are passionate about this particular point, focusing on a continuous effort to develop new course offerings. As a result, two to three courses are developed each year for this reason. The graduate program committee conducts an annual assessment to determine if additional graduate courses are needed. The department will solicit student feedback to decide if the course will continue to be offered or be cancelled. It was evident that all levels of professors are earnestly working on this recommendation.

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

- 1) The program will focus on recruitment efforts that include targeting domestic students in addition to new international students as well as a continue its efforts to attract a diverse student body
- 2) The program will look for industry parentships and external grants that can support additional graduate assistantships that in turn can used to attract graduate students
- 3) The program will make sure students understand the learning benchmarks of the program
- 4) The department will work on offering more electives that can provide further preparation for a competitive job market
- 5) The program will also focus on creating a mechanism for annual evaluation of faculty in the area of teaching, reseach and service.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Despite a recent decline in enrollment numbers, the program in Mechanical Engineering sets a standard of excellence and is led by a group of distinguished, well respected and committed faculty members, involved in and responsive to continuous improvement. The program standard of excellence has the potential to attract well prepared students and their recruitment efforts should widen to include domestic and diverse student populations.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. Media Studies
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633
5. **Major Findings and Recommendations**

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

The program was renamed since the last review from Mass Communications to Media Studies to better capture the experiential, media-focused nature of the program and the demand of the ever-changing professional field of media studies and production. The practical, experiential approach to learning in this program creates strong evidence for student success. Students securing employment and admission to reputable doctoral programs. Students regularly present their research not only within the university but also at major national and international conferences. Students from this program have joined the industry in a wide range of jobs such as journalists, advertisers, and public relations professionals, with many students also becoming successful entrepreneurs. Students are overall finding the program challenging in general and described the quality of the program as good, reporting that the program curriculum was intellectually demanding. Faculty survey data expressed a slightly more mixed review of the academic rigor, but overall, it appears that the program is of sufficient intellectual rigor. The program is particularly proud of its diverse faculty, their technological skills and research expertise. The program prepares students to either pursue doctoral degree or to work in the industry. In particular, the program works to continuously improve and stay current with industry trends. However, the program is not at optimal level of enrollment or close to previous enrollment numbers (in 2010, the program had 35 students, and in 2019, it has 12). Some of the drop in numbers were explained as related to the introduction of the integrative studies master's in Marketing Communications and Media Management, but even with those numbers in place, the program is at less than optimal enrollment. The accelerated bachelor's to master's degree that was recently approved is also expected to help with increasing student enrolment.

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

The program should continue to collect data using the assessment plan and apply findings for continuous improvement and to make changes to the program. The program should develop standard capstone project guidelines and requirements. Developing guidelines and standard requirements will minimize confusion among students as well as their faculty committee members. The program has a need for additional personnel. An additional faculty line is identified as needed to engage students in critical thinking and scholarly dialog and to support even distribution of advising and mentoring responsibilities. The program should consider working with admissions and the Office of Retention and Student Success to continuously monitor and increase both enrollment and retention. Monitoring the influence of the Integrative Studies program on Mass Communications enrollment will also be important for improving enrollment and retention. The program should use data from the comprehensive exam option to make improvements while improving rigor. Data from the comprehensive exam should be monitored to confirm that it is, as intended, supporting students in completing the program; however, data should also be used to ensure rigor is maintained or improved. The program should start an alumni/advisory board to improve the program further. The program should consider distributing advising and mentoring among program faculty and/or providing the program director with a course release and GA/TA support.

Evidence of learning outcomes:

The program has recently put assessment plan in place and has data for one cohort since the assessment plan has been approved. The learning outcomes are well grounded in the discipline and the industry and were written to align with those of the graduate school. A combination of direct measures (pre-test – post-test) and indirect measures (conference/professional presentations, graduate school research symposium, and graduate student educational experience exit survey) are used to measure student learning. This preliminary data reported in that students made improvements from pre-assessment to post-assessment across all seven learning outcomes. In addition, exit survey data shows that students perceive that their learning has improved.

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

The program has developed an assessment plan, which was recently approved by the graduate school and is now implemented. The program is just now beginning to use the plan to collect data and it will take time for the program to be able to use the data to inform decision making. Professional courses have been identified and a comprehensive exam option has been developed as an exit requirement for students who are interested in or have joined the industry. The response to expanding the program to meet student and market demand has been through the addition of professional courses and collaboration with the Integrative Studies program. To address the need for consistency in advising, Currently, the program director advises all graduate students.

Faculty share information with students regarding job placement and career fairs at SIUE, assisting in job placement advice.

A modest media research lab has been set up since the last internal review.

The department has been unable to provide graduate assistantships due to budgetary constraints, despite continued requests. The program attempts to assist interested graduate students in obtaining assistantships elsewhere on campus.

The program does not have an alumni/advisory board specific to the graduate program. It is unclear if the program has utilized the undergraduate alumni board that was recently formed to improve the graduate program.

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

- 1) The department will continue to work on improving enrollment in collaboration with Enrollment management and the Office of Retention and Student Success.
- 2) The program will work on creating clearer directions for the capstone project to improve the experience of students and their path towards completion.
- 3) The program will also focus on utilizing an advisory board.
- 4) Assessment data will be collected and analyzed regularly to guide curriculum changes and staying up-to-date with the media industry
- 5) Further support for the Graduate Director through a possible assistantship will benefit the program.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program is well regarded and received praises for the success of its students and faculty, who remain committed and responsive to continuous improvement. They are dedicated to the program and the students and offer well designed and connected to the industry educational experiences. The program is experiencing currently a drop in numbers and was considered in need of intervention by the Programs Committee of the Graduate Council. The leadership of the program remains committed to finding a way to return on optimal enrolments and is already undertaking steps to through work with admission and the approval an accelerated path from BS/BA to MS.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. in Psychology
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

Psychology is one of the largest undergraduate programs at SIUE and the largest producer of psychology graduates in the region. The program remains committed to continuous improvement and since its last review, has expanded its course offerings, improving student field studies, and increasing their contact with students through informal events. Faculty are committed to maintaining the program quality and collegiality in the face of increased teaching and service roles. The department uses a variety of assessments to measure student outcomes, individually mentors many students in research and clinical experiences, and initiated a retention program where students with low PSYC GPAs are personally contacted and offered assistance. The program curriculum is based upon a solid core of knowledge that supports the entire learning experience for students. Students have opportunities to apply knowledge and skills outside of the classroom in addition to required courses. Additionally, students are provided with multiple opportunities to present research at undergraduate or professional conference. The students report being very happy with the program, noting faculty who are dedicated to teaching and easily accessible and provide strong diversity support. A recent decrease in faculty has led to increased teaching requirements for most faculty while supporting the needs of other faculty members, and this has been done with ease. Many of the non-tenure track faculty report excellent mentorship from tenure-track faculty. Multiple faculty noted a major strength is having a valuable administrative support team for the Department, particularly in light of the recent changes within the department leadership.

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

Based on the current shortage of faculty, program review recommended pursuing an opportunity to use the Faculty Strategic Hire Initiative (FSHI) funds to hire two under-represented faculty for the 2019-2020 academic year. Should that request not be granted, continue to submit requests in subsequent years. The review recommended integrating scaffolded, low-stakes writing activities into a variety of courses to help improve students' writing skills. The program was also advised to pursue a method to track retention and time-to-completion, especially with regard to race/ethnic, non-resident alien (international), gender identity, and ability status. The program should also offer more support for transfer students to ensure smooth integration into the program and a swift progress towards degree completion. As a very large department with high enrollments, it is crucial to have regular meetings for those who teach sequenced courses and different sections of the senior project in order to ensure that the program stays consistent/coordinated. Another recommendation included exploring the possibility of making service assignments and summer teaching opportunities more equitable across tenured and untenured faculty. The final recommendation focused on exploring the possibility of finding more clinical opportunities for undergraduate students.

Evidence of learning outcomes:

The program does assess student learning adequately. Although the program has remained mostly stable since the last review in 2010, additional courses and learning opportunities have been added to enhance student learning. Student progress is assessed through the Senior Assignment Poster Evaluation; faculty assessment of writing quality on senior assignment; and Undergraduate Assessment test. Since 2010, the classes offered as well as content have changed; therefore, the department is currently in the process of updating the exam to reflect current course offerings and content. The Senior Assignment Poster is assessed by multiple faculty and includes evaluation of each student's written and oral communication. The Undergraduate Assessment Test is administered to all psychology majors during the last two weeks of their capstone class and assesses how students are meeting benchmarks for learning. Between 2010-2018, a majority of students have met or exceeded standards for all program goals and objectives. A decline in performance for Goal 1 (Knowledge Base in Psychology) is due to a need to update the assessment, as the current exam was designed to assess the class offerings of the department around 2010. The program is in the process of updating this exam to reflect updates to the program's course offerings and content. Scores on goal 6a (Written Communication) have been lower, as prior to Spring 2016, direct assessment of writing skills for individual students was not completed. To address this issue, capstone professors have been asked to rate writing quality for individual students based on a required individual paper. Data from the 2016 indicate that 99% of students have either met or exceeded program standards on this assessment. The program also notes the need to work on improving assessment of writing skills. The faculty demonstrate a vested interest in student success in the program.

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

Improve the quality of advising: The department took to heart the numerous concerns about the quality of the advisement process expressed by students and faculty during the previous review. A second full-time advisor for the department has been added. Advising services have been moved to the SEHBB advising office, facilitating student access. In the student interviews

conducted by our review team, students agreed that the quality of advisement has significantly improved, which is crucial for swift and successful progress towards degree.

Improve the availability of mentoring: The department implemented a series of measures aimed at facilitating access to faculty mentorship, such as increasing the involvement of the psychology club and Psi Chi in publicizing the program's mentoring efforts, instituting the Psychology Book Club, adding a yearly "Applying to Graduate School in Psychology Boot Camp," and creating a mentoring program for at risk students. Overall, the student satisfaction with the quality of mentorship they receive from faculty is very high.

Address space shortage: Space constraints remain an issue at the department. This is a university-wide concern that cannot be fully resolved at the departmental level. However, the program has made outstanding efforts to make the best of the space it has available, increasing the size of the PSYC 111 sections and sharing lab space. Some of the faculty members are conducting research online for student projects to alleviate pressure on the existing lab space.

Improve course offerings: The department significantly expanded its elective course offerings to address areas of knowledge that are of interest to students. An option to take the two required statistics and research methods classes in a single 16-week semester was introduced to alleviate the problems with course sequencing. Students report great satisfaction with this option.

Improve the departmental webpage: Since the previous report, University Marketing and Communications has taken over the responsibility for organizing and maintaining the departmental website. The students have not voiced any concerns over the functioning and the ease of use of the departmental webpage, which leads us to conclude that there has been a marked improvement in the navigation, content, and accuracy of the existing Psychology webpage.

Address the issues experienced by transfer students: During the program review focus groups, transfer students reported an improvement in their experience that stems from the program's streamlining of the admission process into the program. However, there are still concerns that transfer students express with the problems they encounter in their attempts to integrate into the program. These concerns are addressed in our review team's recommendations.

Improve minority representation among faculty: The program has made efforts to increase diversity representation of its faculty. However, faculty and students still believe that a lot of work remains to be done to improve minority representation at the department and serve the program's diverse student body. These concerns are addressed in our review team's recommendations.

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

- 1) Work on a way to produce meaning data that can support the departmental retention efforts, especially for underserved students as well as transfer students who need additional support in making the transition to the SIUE's psychology program
- 2) Focus on providing more opportunities for improving writing abilities for student across the entire curriculum
- 3) Work with the Dean on securing additional faculty line to support the current program needs as well as it potential for future growth
- 4) Assuring consistency in learning experiences across different section of the same course, especially in the sequencing courses as well as the capstone tone course.

- 5) Increase the number of clinical experiences opportunities for students, where resources and regulations allow.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Psychology program was ranked as exemplary by the review team, which also noted that the program should be commended for doing outstanding work in spite of significant space and personnel constraints and maintaining a spirit of collegiality in the face of these difficulties. In the process of conducting our review, the committee has uncovered no serious issues that arise from the internal functioning of the department. The faculty and students alike report a profound sense of contentment with the quality of instruction and support that the department provides.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.A./M.S. in Psychology
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Graduate Psychology Program prepares students for the Master of Arts/Master of Science Degree in three tracks: Clinical Child & School Psychology, Clinical Psychology, and Industrial-Organizational Psychology, are highly regarded in the St. Louis region and beyond. Recent graduates hold roles such as mental health specialist, clinical director, school psychologist, senior recruiting specialist, and organizational development coordinator. The programs also prepare students for doctoral study, with recent graduates entering highly regarded doctoral programs at Cornell, Pennsylvania State, and Saint Louis University, among others.

The clinical child and school psychology (CCS) program is one of only a handful of combined clinical child and school psychology programs in the nation and sets a standard of excellence in both practical and thesis work and is a point of pride for both faculty and the program's students.

The clinical psychology program is a cohort-based, highly selective program founded in a solid curriculum mix of practice and theory and is well regarded by its students, who value the mentoring and one-on-one interactions they have with their faculty. This track has remained largely unchanged since the last review, with the program review report noting that the multicultural course which is now offered in the summer and seen as potential by the students, might need to put in more regular rotation to provide multicultural training for the future clinical psychology graduates. Faculty have developed a niche program as a terminal masters that is flexible enough to prepare students for industry, research leads, or graduate school. This program has well-articulated objectives and aligned assessments which the vast majority of students meet the outcomes.

The Industrial-Organizational track has implemented some important changes in its curriculum by expanding electives in and outside of the department as well as aligning course requirements with the guidelines set forth by the Society of Industrial and Organizational psychology. The

rigor of the program is illustrated by the program's placement in the top 20 I/O Master's program, students' success in being accepted into PhD programs, and graduates getting relevant careers with 6 months of graduation.

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

Clinical Psychology track & Industrial-Organizational track:

The program review recommends the consideration of assigning more space for both tracks in the graduate psychology program as well as additional faculty line that might accommodate a growth in the number of students. An additional recommendation was also related to increasing availability of graduate assistantships for students in the programs. A final recommendation included increasing the visibility of the programs in terms of its popularity and showcasing student and faculty achievements.

The Clinical Child and School Psychology track:

The program review made the same recommendations as above for the clinical child and school psychology track. Additionally, it also asks to sharpen the program and add the CCS program overview.

Evidence of learning outcomes:

The Clinical Program has a strong curriculum designed to address students need to know all aspects of Clinical Psychology. The majority of the students meet or exceed the program benchmarks. The Clinical Program requires all students work on a scientific thesis and have extensive practica experience (self-report). The student interviews recognized this double emphasis as useful regards of post-graduation plans. c. Does the environment support student learning benchmarks. The program outcomes describe many successes in student publications, internal and external rewards for excellence in research, and near 100% success after graduation.

The Clinical Child and School Psychology program is accredited by NASP and CAEP, both of which have specific data-based program outcomes. The CCS program data provided in the self-study is at or near 100% for students meeting the outcomes. The Program recently updated their assessments to better incorporate NASP and SIUE Graduate School objectives and are also working as part of their continuous improvement efforts to make sure that students have a strong overview of the discipline, rather than specific aspects/areas of it.

Industrial-Organizational program is also engaged in the process of continuous improvement by aligning its learning outcomes and assessment benchmarks with those sent forward professional society standards. As evidence, 90% of students either met or exceeded expectations across the 12 benchmarks between 2009-2018. The program and faculty utilize market research and academic and professional articles related to emerging trends to ensure that students are able to meet the needs of today's work environment. The rigor of the program is illustrated by the program's placement in the top 20 I/O Master's program, students' success in being accepted into PhD programs, and graduates getting relevant careers with 6 months of graduation.

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

Increase Availability of Assistantships: Graduate assistantships are offered and are available and guaranteed for the first year of and the number of graduate assistantships available has gone from 3 to 4. In the industrial-organization track, the program coordinates with other departments to try and place their students in assistantships, have successfully secured externally funded assistantships with local organizations and utilize a peer mentoring system to find placements. Even with these successes, not all students get an assistantship, so more funding is needed to help support students and attract the best candidates to the program.

Improve Diversity/Recruitment: In the industrial-organization track, the diversity and recruitment efforts that the program has implemented since the last review have been successful, as indicated by their enrollment of more diverse students, but attracting a diverse student body remains a challenge. The clinical child school psychology track has been building connections with HCBUs in an effort to raise the awareness of the program. In the clinical track, the efforts include meeting with students from HBCU, working with staff in the SIUE International Affairs office, and recruiting from local colleges and universities.

Improve Space and Departmental Resources: In the case of clinical, the creation of the Psychology Resource Center has provided a place for solid resource use (student Interviews), but not solved the separate space issue for graduate students, who have indicated the need for their own space outside the resource center to conduct research and have access to computers. In the industrial-organizational track, students indicated that the resources provided in the resource center are adequate, although they felt that the space in the resource center for them to work or meet with students was too open and made it challenging to meet with students. Since the previous report, in the case of clinical child and school psychology track, space was allocated for the Attention and Behavior Clinic. However, there is a need for more lab and office space as CCS faculty are sharing faculty/graduate student lab space.

Explore why electives are rated lower than required classes (only applied to IO track): The program tracks have continued to review their offerings to increase number of electives in and outside the program.

A study of practica in the program should be undertaken to assess their quality (only applied to IO track): Students indicated that they were very satisfied with the practicum opportunities available to the students.

Consider including the necessary courses to meet licensing requirements for the LCPC quality (only applied to IO track): Courses are aligned with the guidelines set forth by the Society for Industrial and Organizational Psychology to ensure that graduates are acquiring the necessary skills needed in the field.

Continue to advocate at the university level for increased computing resources [and support]. The programs have worked to increase resources in the student resource center and the faculty labs, through small internal grants and other funding opportunities. Students indicated that the computing resources in the resource center were adequate.

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

- 1) Continue to work towards securing additional faculty line that can accommodate the growth of the graduate programs. Possible paths to hiring in the department can be the strategic hiring initiative and working with the Dean's office.

- 2) The issue of space remains of concern for the graduate programs in psychology, including space for student labs, research labs for designated area for student/GA interactions.
- 3) The program will continue its recruitment efforts to ensure a greater diversity of the student body, including international students.
- 4) The program will also continue its ongoing effort to secure GA position for incoming students, which remain a major factor that contributes to their decision to join the psychology program at SIUE.
- 5) The program will continue its ongoing efforts to publicize the success of the faculty and students via multiple channel available for marketing and promotion including campaigns to increase applications while maintaining the rigor and selectivity it is distinguished by.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Programs Committee supports the review committee's findings, most of which are intended to improve the program rather than to address deficiencies. Areas of discussion included (1) the lack of space and (2) guaranteeing assistantships to students for their second year.

The Graduate Psychology Program overall is a well-regarded, rigorous program comprised of faculty committed and responsive to continuous improvement. The CCS psychology program for example is one of the most selective in the School of Education, Health and Human Behavior and is frequently targeted by school districts in need of school psychologists, and it regularly generates impressive news that elevates our university's reputation. The Programs Committee commended the program faculty for their dedication to the program and to the students.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. in Public Administration
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

SIUE's MPA program is robust, with a sizeable number of students that the program equips with leadership abilities in the public sector. In 2019, the program received NASPAA accreditation through August 31, 2026. There were no major issues of concern flagged by the accrediting body. The program has a sensical mission and vision and is thoughtful about how it goes about implementing this mission and vision. Despite some reduction in faculty lines, the program remains focused to ensure it meets the needs of its students, and its faculty continue to further their scholarship and dedicate service to the department, college, and university. The NASPAA site visit report states, "Given the small faculty size and the heavy teaching load, what the faculty have been able to accomplish is impressive." The program is proud to be accredited by NASPAA and to be the largest MPA program in the region and second largest graduate program at SIUE.

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

Both the NASPAA site visit report and the program review recommended the program revise their website. Even without specializations, the website could also benefit from sharing what the PAPA's focus areas are. The MPA program could move forward with specialization areas or at least informal focus areas that are advertised and discussed with students. Furthermore, the four proposed certificate areas and the four areas identified in the last internal review report as specialization areas seems to be missing a focus on government / state and local management. While the MPA program offers a number of courses with a focus on government / state and local management, more focused preparation is needed in this area and this is a prime area for internships and graduates' jobs. The program review also recommended additional resources,

such as support for the MPA Program Director and such as additional graduate assistants and for marketing. The program review team also recommended for the program to continue to collect data, deliberate, and reflect on its practices to ensure optimal program delivery. Additionally, since the program has identified specific areas in which students comparably have unsatisfactory mastery outcomes, such as in writing and critical thinking within the discipline, the MPA program should continue to work to address these areas, and strongly consider moving from the exam exit requirement to the capstone course with a research project. Finally, while the program is continuing to do well in terms of the diversity of its faculty and students and is developing a written diversity plan, I should also focus on incorporating information about how diversity and inclusion are incorporated in the curriculum to equip future public administrator to know how to deal with inequalities in their organizations and communities.

Evidence of learning outcomes:

In terms of student learning benchmarks or outcomes, the program has recently restructured its assessment process and is being intentional about assessing student learning sufficiently. The program is considering changing from a comprehensive examination exit requirement to a capstone course with a research project. This may be especially beneficial to those students who are not already working in the field. The program is appropriately using data-informed planning to address new insights gained from the aligned assessment. Currently the bulk of students are meeting or exceeding expectations in three of five graduate learning goals. However, over one-fifth of students do not meet expectations on their student portfolio assignments and comprehensive examination in the areas of 1) effectively communicate knowledge in the discipline, and 2) demonstrate an ability for analytic thinking in the discipline. The faculty is aware of this and is working on increasing the preparation of students in the area of writing and analytical thinking.

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

Increase standards and rigor and transparent assessment guidelines. The program has improved assessment rubrics and increase admission standards for conditional admission. Writing assignments have added to a number of courses as well as a portfolio assessment rubric.

Assess advising and registration from a student perspective. The program has updated its course schedule and is working on better communication about it to students.

Assess the potential to offer specializations. The program has not pursued specializations. The previous program review indicated specializations as: healthcare, non-profit, human resources, and leadership. PAPA has expressed interest in offering specialization certificates in leadership, human resources, nonprofit administration, and public safety and security, depending on available electives.

Produce or update a staffing plan. PAPA has evaluated faculty positions when given permission to fill a vacancy. However, there is no indication that PAPA has, as the recommendation stated, “a staffing plan with a detailed rationale for the appropriate mix of tenure line instructor, and call staff faculty to meet current and future needs.” With the online program, decreased class sizes, and a department expressed need for additional faculty, having such a plan remains an ongoing need.

Pursue institutional support and resources for developing online and hybrid courses for professional development/certificate program courses. The program has continued to develop online and hybrid courses and has plans to continue doing towards the goal of offering the program fully online as well as adding online stackable post-baccalaureate certificates. Maintain open channels of communication with the College. It appears based from the chair's and dean's response, that communication between the college and the program has improved.

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

- 1) The department will continue along with CAS and the Graduate School working on updating the content of the website, in preparation of offering the program fully online.
- 2) The program will continue to monitor changes in its structure, assessment plan, and other curriculum changes to meet the demands of the field and the interest among potential students.
- 3) The program will work on offering further opportunities for specific areas of interest that are known to exist among the students, especially in the area of government and state and local management.
- 4) The program will explore the option of offering post-baccalaureate certificates.
- 5) With the potential of growing enrollment, the program will also provide a staffing plan and work with the College of Arts and Sciences in meeting the needs for instructional resources to meet student demand.
- 6) The program will towards incorporating matters related to diversity and inclusion across the curriculum.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program is well regarded by SIUE colleagues as well as in the general field, demonstrated by earning their external accreditation by NASPAA. The internal review team offered the program a rating of "Notable Merit." The review team found the Program to be excellent in many ways and praised the Program's quality and success. Even though the program has experienced some challenges in terms of support of graduate student assistantships and support for the faculty, the Dean has indicated that he is going to support data-based decisions incorporating information on student interest, professional standards, market demand, and professional opportunities, to further encourage the growth and success of the program.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. in Public Health
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

1.1 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 review of the SIUE undergraduate program in Public Health demonstrated that it has a number of strengths. The program changed from Health Education to Public Health in 2016 so the program is still undergoing a transition phase and adjustment process. IN this transitional period, the program has adequately addressed the recommendations set forth by the previous program review. Additionally, the program underwent an external accreditation process in 2017, as a result of which the program has revised its student learning objectives into eight public health domains that also align with SIUE's Objectives for the Baccalaureate Degree. The program has a number of goals it is working on including meeting the national standards for a Public Health Program, improving assessment of student learning outcomes, and increasing the success for students taking the Certified Health Education Specialist (CHES) exam. The program is continuing to work on providing a variety of opportunities and services for its students including internships, research activities and mentoring/advising. The program is actively working to meet the national standards for a Public Health program; it is working to improve the assessment of student learning outcomes; improving student performance on the national CHES exam; and working with students and academic advisors to ensure retention and student success. Also, the program is continuing to work on strategies to support academically underprepared students and identify their needs, such as university, school, and department administrative and financial support.

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

The program review showed that the current assessment is not current with the SIUE assessment plan template. By preparing the program assessment plan using this template, the

program will document the program student learning outcomes and how these outcomes align with the objectives for the baccalaureate degree at SIUE. The assessment procedures and process used by the program including the continuous quality improvement process will also need to be described. The plan can be used as a guide by the program to use each year in their program assessment process. Another recommendation stems from a finding of the review that not all faculty are involved in evaluating the senior assignment. All program faculty should be involved in the assessment of the senior assignment. Increased faculty participation in the senior assignment, or more clarity about the role that all members of the department play in assessing the assignment, would be beneficial. The program should continue to pursue the installation of a computer lab in the VC with printing capabilities for students to use. Having a computer lab in the VC will facilitate student learning and success. To respond to the need for successful advisement for students, the program review also recommended that the program create additional mechanisms to ensure greater consistency in advising experiences, to protect against future changes in advising staff. Finally, the review also indicated the need to develop a mechanism for assessing the impact of the peer mentoring program and for increasing student awareness of opportunities to work with faculty in Public Health. If opportunities within the department are limited relative to student interest, then the program can work to increase awareness of opportunities with faculty outside the department with research that are relevant to the competencies and interests of public health students (such as URCA projects).

Evidence of learning outcomes:

The program is exemplary in its assessment of student learning upon graduation. All student complete a Professional Competencies Portfolio before graduation. This portfolio is assessed by Public Health faculty, who assess the extent to which students show mastery of eight specific skills expected of entry level public health professionals. In 2014, the program began regular exit surveys of graduating majors, as well as alumni surveys, to assess whether student learning outcomes have been met. The undergraduate Public Health degree is accredited by the Council of Education for Public Health (CEPH). The student learning outcomes are in line with CEPH's standards, and these outcomes are measured on the basis of student products in a range of upper level Public Health courses. Public Health majors complete an assessment survey before graduation, and Public Health faculty annually review these surveys and incorporate the results into revisions to course and curriculum requirements. Students describe the skills that they have developed through the creation of a Professional Competency Portfolio as part of their senior assignment, and faculty also use their assessment of this portfolio to revise courses and the curriculum. The program has demonstrated ongoing engagement with assessment, and evidence consistent adaptations to improve student learning outcomes and readiness for entry level public jobs or further study in Public Health

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

The previous program review has set forth 5 recommendations which were assessed as adequate addressed by the current program review. The first four recommendations focus on the student assessment process and student services. Documentation from the external review also had concerns with the assessment process for both the students and the program. The Public Health Assessment Program Plan (not dated) that was provided for this review is not in the current format recommended by the Office of the Provost. The current plan only gives a list

of assessment tools, criteria for passing, and when data is collected but does not discuss the program assessment procedures or processes. Responses provided by the program for the first four previous program review recommendations and the external review give a detailed description of what has and is being done by the program to address these issues. The program has worked on refining a mission statement, the student learning assessment process and the program assessment process. The program is actively working to meet the national standards for a Public Health program; it is working to improve the assessment of student learning outcomes; improving student performance on the national CHES exam; and working with students and academic advisors to ensure retention and student success. Also, the program is continuing to work on strategies to support academically underprepared students and identify their needs, such as university, school, and department administrative and financial support. However, based on the responses provided for the internal reviews, the advisement of students both academically and professionally, continues to be a challenge. In addition, the program has not been able to resolve the issue in the fifth recommendation although a great deal of effort has been made to create a computer lab in the VC with a printer.

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

- 1) The Public Health program will work on aligning its assessment plan to the template used by the University to ensure proper format of reporting of its learning outcome and the continuous improvement efforts of the program
- 2) The program will work on developing a mechanism to evaluate the effectiveness of the peer mentoring program recently implemented.
- 3) The program will also devise a method by which all faculty become involved in evaluating the senior assignment.
- 4) The program will continue to pay attention to the consistency in student experiences during the process of advising to ensure retention and success for public health students.
- 5) The students should continue to pursue a computer lab with printing capabilities in the Vadalabene center.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

Despite a very recent transition from Health Education to Public Health, the program is already well developed with good enrollment, retention and positive outcomes. There are still some opportunities for improvement particularly in the area of assessment planning, ensuring consistency in assessment and documentation. Overall, the Curriculum Council applauded Public

Health for their ongoing efforts to assess student learning outcomes and provide opportunities for experiential learning for students through including internships and research.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. in Speech Language Pathology
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The graduate program in Speech Language Pathology covers a wide range of topics and a focus on research-based experience as a core part of the program of study. The faculty are proud of the program and the advantages it provided its students. Additionally, students reported very positively regarding the education, experiences, and career options that the program was providing them. The curriculum is designed to incorporate a core body of knowledge with a strong focus on practical guided experiences. The program strives to teach both theory and application focused on students having hands-on experience. The program has had continued success attracting top applicants and maintaining an enrollment consummate with the resources of the program and the demands of the market place. The department completed a self-study and hosted a site visit for external accreditation by the Council of Academic Accreditation in Audiology and Speech-Language Pathology in 2018. The program received no major recommendations at that time and the one partial compliance recommendation on availability of public information on Praxis Subject Assessment results and employment results has been fixed on the website.

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

The program review recommended that faculty pursue a balance between program rigor and personal growth. The program currently has five tenure-track faculty members --four associate professors and one assistant professor. Based on the faculty surveys, several faculty members noted that they feel they do not have the resources and time to devote to research accomplishments. The faculty are overloaded with teaching and clinical work, preventing them to have more time for research, personal development, and career advancement. The program

needs more resources to establish a better balance between maintaining program rigor and research and personal development of the faculty. The second recommendation was focused on the need for additional space and faculty resources for the Clinic and Speech Lab. The faculty indicated that the space for the audiology clinic is cramped and not conducive to testing. Additional faculty for the speech clinic would also decrease the faculty load on the full-time tenured faculty for student oversight of the clinic. Although there are faculty who are specifically hired to supervise in the student clinic, additional faculty would potentially free up tenure track and tenured faculty for scholarship and research.

Evidence of learning outcomes:

The program does assess the learning of their graduate students to an appropriate degree. There is an emphasis on the demonstration of the depth of knowledge within the discipline as well as the ability to communicate and apply the knowledge, demonstrate analytical thinking, and exhibit best practices and ethics. Based on internal discussions and recent external accreditation the program continues to revise their assessment plans and processes. The curriculum is designed to incorporate a core body of knowledge with a strong focus on practical guided experiences. The program strives to teach both theory and application focused on students having hands-on experience. The students indicated that the required courses are relevant. In this regard, the curriculum supports student learning that meets the defined program benchmarks and outcomes. The overall content of the respective courses identifies sufficient intellectual rigor. It was repeatedly stated by both faculty and students that the core strength of the program is indeed the faculty, their courses and seminars, and their desire to teach, mentor, and support student applied learning. This can be seen in the very high rates of graduation and job placement.

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

In the previous internal review, eight recommendations were made and successfully addressed by the department. In 2018, the Graduate SPPA program has completed an extensive and detailed self-study and accreditation visit by the Council on Academic Accreditation in Speech-Language Pathology and Audiology. At the completion of that self-study and visit, the SPPA Graduate Program was granted full-accreditation for an eight-year period. This extensive review found no areas of non-compliance with the accreditation standards. There was one area of partial compliance: Partial Compliance on Public Information: The program must report the number and percentages of program test-takers who pass the Praxis® subject Assessment examination for each of the three most recently completed academic years. Praxis examination pass rate and employment rates provided on the program's website do not data for the three most recently completed academic years and do not include the pass rates for 2017-2018. To resolve this, the program has included this information is now currently on the program's website.

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

- 1) The program will continue to seek ways to achieve a balance between faculty teaching, clinical and research responsibilities with specific attention to current faculty work load.
- 2) The program will continue to seek ways to hire additional faculty.

- 3) While clearly a university-wide concern and subject to limited resources, the program will continue to seek ways to address the need for more space for testing in the audiology lab.

6. Outcome

6.1 Decision:

 X Program in Good Standing

 Program flagged for Priority Review

 Program Enrollment Suspended

6.2 Explanation

Given the small number of faculty in the program, the workload of faculty is a concern. Some faculty discussed overload assignments, clinic work, student mentoring (which they really enjoy), and the complexity of being in a small department when it comes to responsibilities other than teaching such as service to the School and University. The faculty are very devoted to making the student learning experience an excellent one and spend time teaching and revising teaching to maintain the rigor of the program. More space for the speech and audiology clinics that is conducive to testing and treatment was also a concern of several faculty.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. in Speech Language Pathology and Audiology
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The program has a strong mentoring arrangement in place. Mentors guide students on a variety of issues ranging from course work to long-term professional development. Students noted that most professors were accessible and flexible with meeting times and that most maintain open-door policies. Often, students also feel free to talk to other professors in the program, in addition to their designated mentor. The program has had a very high rate of graduating seniors obtaining placement in graduate programs. The general consensus among students was outside of some issues with non-program advisors the program is highly valuable, rigorous, and supportive. A continuing theme in faculty and administration meetings was that the faculty are doing an extraordinary job providing quality education and support to their students' success but at a cost to their own continuing professional development. The program has instituted some significant changes to make to accommodate student through their study. Up until a few years ago, the major coursework (with the exception of SPPA 101) was distributed primarily throughout the junior and senior years. In order to better meet the needs of our students, faculty decided to redistribute the curriculum across three years instead of two while maintaining rigor. However, transfer students coming from community college still complete the major coursework within a two-year timeframe. Additionally, the program has made available instructional models in the within the Instructional Materials Center (IMC) for wider access and variety of resources for learning. As societal needs for certified speech-language pathologists and audiologists are in high-demand, graduate of the programs are successful in pursuing graduate degrees or becoming employed in a variety of settings, including hospitals, community clinics, schools, private practice, colleges and universities, state and federal agencies, rehabilitation centers, and nursing homes.

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

Despite the strong mentoring by the faculty, many students expressed dissatisfaction with the general academic advising provided by the School of Education, Health and Human Behavior (SEHHB) Student Services. The program review recommends better coordination between the department and SEHHB. The students would also appreciate better coordination between SEHHB advising and community colleges. Second recommendation came in light of the teaching and service load for faculty, recommending seeking balance between the program rigor and personal growth of faculty. Based on the faculty surveys, several faculty members noted that they feel they do not have the resources and time to devote to research accomplishments. The program's assessment plan also needs extensive revision in several areas. Including distinguishing between a program requirement and learning outcome, requirement, including indicators and benchmarks to capture and assess learning other than the senior assignment will ensure a more reliable measure of student learning outcomes, and removing the undergraduate survey and transcript check as performance indicators or measures. Additionally, students would like to have a wider selection of electives which would enable them to take more specialized classes in their areas of interest, which in turn would better prepare them as future graduate experiences. Second, students would like more summer classes offered.

Evidence of learning outcomes:

The program uses the course materials, practical shadowing, and the senior assignment to evaluate mastery. Metrics provided supported benchmarks being obtained and exceeded. Learning outcomes map to SIUE baccalaureate degree outcomes. Assessment is accomplished in three different ways with multiple hands-on experience opportunities. Since the previous review, the senior project has continuously been under examination and faculty continue to examine methods for assessment improvement. Assignments and coursework directly related to meeting the field-specific competencies. Students and faculty consistently reported high regard for the rigor of the program but also highlighted the support to ensure student success. During all of the student focus groups, mention was made that every class had a clear application to the field of speech pathology, "we are actually learning in every class what we need to know to do the job we want to do."

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

Although the program has addressed some of the recommendations from the previous program review, it has not been able to address others. As recommended, the program has successfully included a variety of formative assessments including, but not limited to, using notes to create a visual representation of challenging concepts which then receive instructor feedback, case studies, as well as simulation activities (such as scoring standardized articulation assessments) throughout major coursework. The program has also worked on redistributing course work to lessen the load in the last two years of the program, as well as included a program orientation for new students and observational experiences involving the faculty's own clinical work have also been addressed. Finally, faculty development resources and instructional resources available for students have been addressed by the program in a satisfactory manner. Other recommendations have not been addressed partly is due to resources. Those include the ability to offer a research intense and writing focused classes, which have been limited by the

availability of faculty lines. Similarly, the program has been limited in its ability to offer more electives for the same reason, further demonstrating the need for an additional faculty line.

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

- 1) The program will continue to work with the School of Education, Health and Human Behavior to address the need to streamline the academic advising process by creating a better connection between the program advising the school advising processes.
- 2) The department will begin work towards creating a mechanism in which a balance between program rigor and personal scholarly work for the faculty is achievable.
- 3) The program will work with the assistance of the Provost Office on improving the assessment plan of the program.
- 4) Where resources allow, the program will continue to work on offering more electives and consider offering summer classes
- 5) The program will also work towards involving advisory board members in evaluating senior project and evaluating the accuracy of assessment measures used to measure student success.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The general consensus among students was outside of some issues with non-program advisors the program is highly valuable, rigorous, and supportive. A continuing theme in faculty and administration meetings was that the faculty are doing an extraordinary job providing quality education and support to their students' success but at a cost to their own continuing professional development. Overall, the program enjoys a strong environment of collegiality among the faculty members and excellent student-faculty mentoring relationships.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** The University Museum
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The University Museum supports the mission of the university and interest of the wider community in a variety of ways. This includes in-class instruction, delivery of materials to classroom sites, professional training and assistantships, and partnerships with academic departments throughout campus. To support the instructional mission of the university and the wider community, the UM engages in hands-on, experiential learning, professional training opportunities and assistantships for graduate students, and classroom visits and instruction for both graduate and undergraduate classes. The Museum also supports research. Annually the Museum welcomes more than 100 students, faculty, and independent researchers to view and engage in hands-on investigative experiences. These are available on site at the Museum archive, in classrooms, and in laboratories throughout the three campuses of SIUE. The Museum has greatly increased its access throughout the broader community. It does this through exhibitions, loans, and public programs. The UM conducts exhibitions and programs at the Edwardsville Arts Center (EAC), the local K-12 educational community, the Buckminster Fuller Dome, Southwestern Illinois College's Schmidt Art Center, and the Department of Art & Design gallery on SIUE's campus. Museum professional staff present papers and publish research in regional and national venues on museum collections management and education, thus increasing its role within an academic setting. Artifacts and artwork from the UM collection are also on loan throughout the region, extending the reach of the collection beyond the walls of SIUE.

The value of the University Museum can be measured on several scales, and differently by the several communities it serves. With over 32,000 items in its collection focused on art, architecture, history, ethnology, archaeology and natural sciences, the University Museum's cultural resources are unmatched in the southwestern Illinois region. As several interviewees said, the University Museum is a virtual "hidden treasure" of cultural capital that can be

deployed to support the university's mission of cultural inclusiveness and diversity. Special note was also given to the current executive director, Erin Vigneau-Dimick has grown the reputation of the University Museum beyond the EAC with her collaborative work with the City Museum in St. Louis and the Louis Sullivan initiative, which involved collaborations from Kansas City to Chicago. Some of the recent changes the Museum has been able to implement despite the shortage of financial support and staff, was the conversion an office support specialist position into one of a preparator. Though currently vacant, this position has done much to help the executive director to enact plans, write and execute grants, and manage the collections across the three campuses and in the storage archive. Because of the preparator, the UM has been able to continue servicing loans both internally and externally, continue to upgrade facilities storage and care for objects in the collection. Without the preparator, the inventory pilot and program would never have been able to be implemented. The storage archive of the museum is a climate-controlled structure that is mostly appropriate for collections management. The UM undertook in the past few years a rehousing and reorganization of some of the collections and made the office suite into a better and more efficient processing area. It has implemented a pest control plan and it is effective in remediating pests throughout the archive. One of the biggest challenges to the UM's facilities is the lack of gallery and exhibition space. While there were initial proposals for a University-wide performing arts center with gallery space, that plan has not been in active discussion for some time.

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

Existing staff are doing an excellent job with the resources available to them, and the Program's long-term value to the University is considerable. Inventorying existing collections and reconciling records is an enormous and necessary task, and provides the necessary framework informing the Program's future growth and strength. Existing staffing levels and resources constrain the success of the program and its ability to serve larger institution-wide priorities. The following recommendations were put forth:

- 1) Adding qualified Museum staff so that the burden of inventorying, managing, promoting, protecting, operating, advancing, and growing the Museum is not carried by one individual. Gaining control over the intellectual property of the Museum is of critical importance.
- 2) Ongoing process of documentation and reconciliation of records is critical to the long-term future of the Museum, and adequate staffing ensures against the potential loss of institutional memory and processing protocols in case of changes in personnel
- 3) Assigning the current inventory project the highest priority. No informed decisions can be made regarding the Museum's future until the collections are adequately understood and documented. This process will reveal strengths and weaknesses, opportunities for growth in some areas and reduction in others, as well as problem areas needing immediate attention. It will also reveal, suggest and promote partnerships and synergies based on existing collections
- 4) Strengthening the Museum's Advisory Committee so it can better serve its advisory and counseling role, leveraging the expertise of SIUE faculty and community stakeholders to help advance the Museum's mission. Currently the Advisory Committee does not regularly meet and apparently lacks direction; ideally this body should simultaneously advise the Executive Curator and serve as ambassadors for the Museum to all of the constituent units represented by its members. This can and should lessen some of the burden borne by the

Executive Curator, and represents good museum governance. There are no hard costs associated with this recommendation.

- 5) Once the preceding has been implemented, the Museum should continue to identify exhibit venues and collaborative opportunities so it can increase its visibility, better engage the SIUE community, and afford opportunities for SIUE students to actively work with collections and didactic interpretation. SIUE has a proud tradition of “the museum without walls,” and it can build on this tradition by offering and facilitating physical and online locations for ongoing museum exhibition, as well as marketing these efforts more broadly.

Areas of Improvement

The four main areas of concern, consistently noted by both stakeholders and previous reviews are :1) in adequate staffing, and the need for additional qualified staff to appropriately manage the Museum’s collections and achieve the Museum’s strategic priorities; 2) the need to complete inventory and records reorganization projects to increase intellectual control over the UM’s remarkable collections; 3) the need to fully implement the Museum Advisory Committee to provide guidance and support or the Executive Curator; and 4) the need for space and resources to increase both the visibility of the UM collections and opportunities for experiential learning and student engagement using the UM holdings.

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

Although no formal center review has been conducted to date, several internal reviews and audits and external reviews by professional organizations have identified the same needs and challenges for more than a decade. All but one concluded that the University Museum needed to inventory its collections and increase its intellectual control and physical care of its holdings, reconcile errors and omissions in its records, increase physical and environmental stewardship of collections, and develop appropriate protocols and policies for ongoing operations and collections management. Each also recommended creation of a functioning Museum Advisory Committee, both to guide the Museum’s efforts and to serve as ambassadors of the Museum to other stakeholders on campus and beyond, and to engage the campus and community in object-based programs facilitated by this greater knowledge of and control over the Museum’s holdings.

In 2014-15 a leadership change took place at the University Museum. Since that time steady progress has been made toward accomplishing the key findings of the previous reviews; museum staff have diligently focused on the highest-priority needs identified consistently in reviews and assessments, and shown initiative in seeking external funds to ameliorate some of the most pressing problems. The more tractable needs—e.g., establishment of a viable Museum Advisory Committee, working more closely with administration, etc.—have been achieved, but many of the highest priorities require more time and effort than is available given current funding and staffing levels. In 2016 the University Museum conducted a Museum Assessment Program Collections Stewardship external review through the auspices of the American Alliance of Museums. That review found that the new staff of the Museum were dedicated and doing the right things, but the challenges remained significant and were “overlapping and mutually reinforcing.” Those recommendations included, near, middle and long term goals, but can be summarized as: 1) document what the Museum holds and the conditions under which those objects are held; 2) resolve problematic documentation and

improve storage conditions; 3) with this information in hand, determine an appropriate scope of collections and associated staffing levels; 4) recruit partners and engage the campus more thoroughly based on the opportunities the collections offer; and 5) achieve accreditation, thereby demonstrating compliance with accepted professional standards and affirming a commitment to doing so. Significant progress has been made in accomplishing the nearer-term tasks, and the Museum has received federal grant funds to assist in reorganizing documentation, developing effective inventory and assessment protocols, and completing partial inventories of key collections. This steady progress toward well-defined goals has been slowed by lack of staffing; at the time of writing there is a single permanent, state-funded employee of the Museum.

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

- 1) The Museum will continue to work with the College of Arts and Sciences to ensure that it has adequate staffing levels to complete high-priority tasks in a timely manner, and to allow sufficient capacity to complete the retrospective inventory
- 2) The Museum will continue its successful track of securing external funding for its continued operation
- 3) The Museum will continue to work on strengthening the role of the Advisory Board
- 4) The Museum will continue to identify exhibit venues to increase visibility and engage the SIUE communities, building on the tradition of SIUE as a “museum without walls”

6. Outcome

6.1 Decision:

_____ Program in Good Standing

___ X ___ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

Despite the recent progress that has been made under the new leadership of the Museum, the staffing shortage and the lack of funding reflect inherited tasks and problems that will require time and effort to correct. The Center and Institute Review Committee noted that appropriate plans are in place for doing so, but the scale of the tasks involved will either require additional time or increased staffing, and ideally both. Existing staff are doing an excellent job with the resources available to them, and the Center’ long-term value to the University is considerable. Inventorying existing collections and reconciling records is an enormous and necessary task, and provides the necessary framework informing the Center future growth and strength. Existing staffing levels and resources constrain the success of the program and its ability to serve larger institution-wide priorities and need to be addressed as a high priority.

It is our impression that the Museum's main challenges are a past lack of managerial rigor, now being actively addressed by the Executive Curator, an ongoing lack of resources, and inadequate visibility on and engagement with the campus as a whole.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** WSIE “The Sound” Radio Station
3. **Date** 2019-2020
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

WSIE’s mission, as stated in the self-study, is to “provide a public service to Southern Illinois University Edwardsville, the Greater St. Louis Area and the Southwestern Illinois region through the delivery of professionally constructed radio programming while furthering the educational process for SIUE students across multiple disciplines.” In recent year, because of budget cuts, the station has experienced a separation from its previous support ties with the Department of Mass Communications and has lost its ability to maintain a body of student workers, moving to all volunteer staffing model. The new general manager Jason Church and account executive Stephanie Lewis have put much effort into the student and community involvement and increased the number of volunteers in the last few years.

As a unit of University Marketing and Communications, the station is an important component of the university in promoting its reputation and connection to the Saint Louis metro area, as well as in embracing the music and cultural heritage of Saint Louis. In terms of revenues, currently the station operates in deficit due to the Illinois budget crisis that stripped the state funding of the station. In the last couple of years, the new staff of the station increased underwriting and donation incomes up to 119k in 2019 (per the Self-Study document) covering the half of the operational budget of the station.

WSIE has increased its audience following the name change to “the Sound” and the reformatting of the station to jazz, smooth jazz and easy R&B. In addition to serving the community with music, the station offers three public service programs: Financial Cafe, Voices, and Segue. The station staff also trains students in station operation, management, and promotion. Student involvement in recent years increased following the hiring of the new manager; yet has not

reached to the level when the station was state-supported. The lack of state and university financial support and staff hinders the possibilities for student programming, news operation and student engagement with the station.

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

To further the mission of the radio station, WSIE should increase outreach and awareness of the station among students, academic programs and campus community. The station should also Reach out to various SIUE programs, student organizations, faculty and centers. SIUE has much potential to offer creative content in music, theater, communication, business, politics, and philosophy that could be produced by students, faculty and centers. Additionally, the station can collaborate with SIUE departments and centers in grant writing and creating creative content. WSIE should also Increase student involvement in exploring creative programs and their scheduling. Explore podcast production possibilities by students in various programs in Music, Philosophy, Arts, Theater, Mass Comm, and Business and locate right time slots/ways to put on air and/or over the Internet. The program review also recommended that SIU System must increase the staff of WSIE by at least one full-time salesperson in order to ensure that the station becomes self-sufficient. WSIE's fundraising has been successful recently reaching \$119k. However, the current half-time worker is responsible for duties far outside of fundraising, and this serves to dilute the opportunity for more concentrated efforts. A full-time development person will raise more money that will cover operational costs. The station should engage the Advisory board members and other external advisors in creative partnership and strategic management of the station. The review team also recommended that the station be more communicative about its non-profit status and its reliance on donations to survive. On air announcements, social media ads and other awareness-building activities could emphasize the need for community support – thus engaging people more closely with the station (KDHX was mentioned as an example of listeners feeling ownership of their favorite station). Finally, the station should increase partner-building efforts on the St. Louis side of the river – with jazz clubs, larger venues, festivals and musicians, and possibly with other St. Louis-area media outlets -will offer more revenue opportunities to the station via underwriting and partnerships.

Areas of improvement

The format of the stations targeting the demographics of 45+ year olds to some extent limits students' involvement with the station. Historically, the station used to operate under the Mass Communications department, where students used to run news programs, sports broadcast and scheduling. These operations were trimmed down to a very minimum since the state budget cut. Currently, SIUE students are involved in board-operation and voice-over tracking, which do not fully meet students' expectations and needs to professionally experience radio programming and content creation. When community colleges in the Saint Louis areas operate fully student-run radio stations, this is a lost opportunity for SIUE students who are interested in radio. In addition, the transmitter is old and does not offer high-definition channels. The station has a web presence but there is not a large audience for its streams. A larger transmitter would offer a stronger signal, reaching more listeners in the St. Louis area as well, and would provide the opportunity for more underwriting. There is a lack of partnerships with St. Louis-area events and festivals (or at least lack of awareness about the partnerships) due to the small staff size as

well, and among St. Louis interviewees, a strong preference was expressed for more “hard” jazz and less smooth jazz and R&B.

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

This is the first review for WSIE.

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

- 1) Focus larger efforts on building awareness of the station among SIUE students, staff and academic programs by expanding outreach efforts on campus
- 2) Reach out to various SIUE programs, centers and student organizations to seek ways to increase academic and community partnerships
- 3) Increase student involvement in programming especially with closely related programs such as Mass Communications and Music
- 4) Collaborate with SIUE academic units and center on grant writing efforts to raise additional funds
- 5) Build awareness among local listening audiences about the non-profit status of the radio and the need for listeners’ contribution to remain on the air.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The Centers and Institutes Review Committee acknowledged the financial difficulties of the radio station and commended the work of its limited staff to continue to seek support and make the station an important community pillar for the University and the Edwardsville area. One of the station’s biggest assets is a young energetic staff willing to go for a self-sufficiency model. A big media market with loyal listeners within the SIU system - and in the greater St. Louis region - offers a huge opportunity for growth in both listeners and supporters. However, its current budgetary struggles, including a securing a new transmitter desperately needed to continue to keep the station on radio, present challenges for its continued success and need additional resources.

Program Review Schedules

Southern Illinois University Carbondale

Program Review Schedule (Including Accredited Programs)
Southern Illinois University Carbondale
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CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
30.1901	B.S. Human Nutrition and Dietetics-Specialization Didactic Program in Dietetics	COAG	2015-16	2019-20			x	pending	Accreditation Council for Education in Nutrition and Dietetics (ACEND)			4/11/2007	9
01.0901	B.S. Animal Science	COAG	2012-13	2020-21		x		Good Standing					9
01.0901	M.S. Animal Science	COAG	2012-13	2020-21		x		Good Standing					9
01.1099	B.S. Fermentation Science	PVC		2020-21	Initial 3rd yr. review	x		Program did not start during initial year		3/9/2016			9
01.1101	M.S. Plant, Soil and Agricultural Systems	COAG	2012-13	2020-21		x		Good standing				1/8/2009	9
03.0501	B.S. Forestry	COAG	2010	2020-21			x	Accredited	Society of American Foresters (SAF)			8/4/2004	9
03.0502	M.S. Forestry	COAG	2012-13	2020-21		x		Good standing				11/3/2016	9
04.0201	B.S. Architectural Studies	CASA	2013	2020-21		x							9
04.0201	Master of Architecture	CASA	2013	2020-21			x	Accredited	National Architectural Accrediting Board (NAAB)	10/10/2006			9
05.0201	B.A. Africana Studies	COLA	2012-13	2020-21		x		Good standing					9
09.0101	Ph.D. Communication Studies (Theatre)	COLA	2010-11	2020-21			x	Accredited	National Association of Schools of Theatre (NAST)				9
09.0102	M.A. Media Theory and Research	MCMA	2012-13	2020-21		x		Good standing				9/12/2005	9
09.0102	Ph.D. Mass Communication and Media Arts	MCMA	2012-13	2020-21		x		Good standing					9
09.0199	M.S. Professional Media and Media Management Studies	MCMA	2012-13	2020-21		x		Good standing				9/12/2005	9
09.0701	B.A. Radio, Television & Digital Media	MCMA	2012-13	2020-21		x		Good standing				8/21/2006; 12/5/2012	9
13.1401	M.A. Teaching English to Speakers of Other Languages	COLA	2012-13	2020-21		x		Good Standing					9
14.0801	B.S. Civil Engineering	COE	2014-15	2020-21			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. Computer Engineering	COE	2014-15	2020-21			x	Accredited	Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9
14.1001	B.S. Electrical Engineering	COE	2014-15	2020-21			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
14.1901	B.S. Mechanical Engineering	COE	2014-15	2020-21			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
15.0303	B.S. Electrical Engineering Technology	COE	2014-15	2020-21			x	Accredited	Accreditation Board for Engineering and Technology (ABET)			8/4/2004; 6/2016 name change	9
15.0612	B.S. Industrial Management and Applied Engineering	COE	2015-16	2020-21			x	Accredited	Association of Technology, Management, and Applied Engineering (ATMAE)	10/18/2007		5/31/2001	9
16.0102	B.A. Linguistics	COLA	2012-13	2020-21		x		2018 Flagged for Priority Review				10/26/2005	9
16.0102	M.A. Linguistics	COLA	2012-13	2020-21		x		Good standing				4/22/2016	9
19.0501	M.S. Food and Nutrition	COAG	2011-12	2020-21		x		Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)			8/4/2004	9
30.9999	B.S. Technical Resource Management	CASA	2012-13	2020-21		x		Good Standing				10/27/2005	9
31.0101	B.S. Recreation Professions	COEHS	2014-15	2020-21		x		Good Standing				9/27/2016	
31.0101	M.S.Ed. Recreation Professions	COEHS	2015-16	2020-21		x		Good Standing				9/27/2016	9
38.0101	B.A. Philosophy	COLA	2012-13	2020-21		x		2018 Priority Review					9
38.0101	M.A. Philosophy	COLA	2012-13	2020-21		x		Good Standing					9
38.0101	Ph.D. Philosophy	COLA	2012-13	2020-21		x		Good Standing					9
42.0101	B.A. Psychology	COLA	2012-13	2020-21		x		Good Standing					9
42.0101	M.A. and M.S. Psychology	COLA	2012-13	2020-21		x		Good Standing					9
42.0101	Ph.D. Psychology, Conc. Applied Psychology, Conc. Brain and Cognitive Sciences	COLA	2012-13	2020-21		x		Good Standing					9
43.0202	B.S. Public Safety Management	CASA	2015-16	2020-21			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2011		3/15/2016	9
43.0202	M.S. Public Safety and Homeland Security Administration	CASA	2015-16	2020-21		x		Accredited	International Fire Service Accreditation Congress (IFSAC)	2016		3/15/2016	1,3,6,8,9,10
44.0701	B.S. Social Work	COEHS	2018-19	2020-21			x	Conditional accreditation status	Council on Social Work Education (CSWE)				9
44.0701	M.S.W. Master of Social Work	COEHS	2018-19	2020-21			x	Conditional accreditation status	Council on Social Work Education (CSWE)				9
49.0104	B.S. Aviation Management	CASA	2012-13	2020-21		x		Good Standing				7/15/1999	3,9

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50.0501	B.A. Theater	COLA	2012	2020-21			x	Accredited	National Association of Schools of Theatre (NAST)				9
50.0501	M.F.A. Theater	COLA	2012	2020-21			x	Accredited	National Association of Schools of Theatre (NAST)				9
50.0599	B.F.A. Musical Theater	COLA	2012	2020-21			x	Accredited	National Association of Schools of Theatre (NAST)	5/23/2008			9
50.0901	B.A. Music and B.Mus.	COLA	2010	2020-21			x	Accredited	National Association of Schools of Music (NASM)				9
50.0901	Master of Music	COLA	2010	2020-21			x	Accredited	National Association of Schools of Music (NASM)			6/13/2003	9
51.0201	B.S. Communication Disorders and Sciences	COEHS		2020-21		x							9
51.0602	B.S. Dental Hygiene	CASA	2014-15	2020-21			x	Approved	Commission on Dental Accreditation (CODA) of the American Dental Association				1, 9
51.0907	B.S. Radiologic Sciences, Spec. Radiation Therapy Technology	CASA	2012	2020-21			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.2399	M.S. Behavior Analysis and Therapy	COEHS	2018-19	2020-21			x	Accredited	Association for Behavior Analysis International (ABAI)				9
52.0201	B.S. Business and Administration	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0201	Executive M.B.A.	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0201	M.B.A.	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	1
52.0201	Ph.D. Business Administration	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	B.S. Accounting	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	M.Acc. Master of Accountancy	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. Finance	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance			6/11/2000	9
52.1301	B.S. Management	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance				9
52.1401	B.S. Marketing	COBA	2016-17	2020-21			x	Good Standing	AACSB International - The Association to Advance				9
90.0110	Beef Evaluation Station	COAG	2012-13	2020-21		x		Good Standing					9
90.0111	Illinois Soybean Center	COAG	2012-13	2020-21		x		Good Standing				5/31/2007	9
90.0301	Touch of Nature	CHAN	2012-13	2020-21		x		Good Standing					9
11.0701	B.S. Computer Science	COS	2015-16	2021-22			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
19.0799	B.S. Child and Family Services	SED		2021-22	Initial 3rd yr. review	x				1/29/2018			9
22.0302	B.S. Paralegal Studies	COLA	2010-11	2021-22			x		American Bar Association (ABA)			3/8/2004 1/11/2005	9
42.0101	Ph.D. Psychology, Conc. Counseling	COLA	2014-15	2021-22			x	Accredited	American Psychological Association (APA)				9
44.0401	M.P.A. Master of Public Administration	COBA	2014-15	2021-22			x	Accredited	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9
51.0907	B.S. Radiologic Sciences, Spec. Radiologic Sciences Management/Education			2021-22				Good Standing					
	Camp Little Giant (Touch of Nature)	CHAN	2010-11	2021-22			x	Accredited	American Camp Association (ACA)				
09.0401	B.S. Journalism	MCMA	2014-15	2022-23			x	Accreditation Lapsed May 2020	Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)			8/21/2006	9
11.1003	M.S. Cybersecurity and Cyber Systems	COE		2022-23	Initial 3rd yr. review					12/16/2019			9
13.0401	Ed.D Educational Administration	SED		2022-23	Initial 3rd yr. review	x				1/16/2019			9

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14.1001	M.E. in Electrical and Computer Engineering	COE		2022-23	Initial 3rd yr. review	x				3/22/2019			9
15.0803	B.S. Automotive Technology	CASA	2018-19	2022-23			x	Accredited	ASE Education Foundation (ASE)			4/7/2009	9
31.0504	B.S. Sport Administration	COEHS	2014-15	2022-23		x		Good Standing					9
43.0103	M.A. Criminology & Criminal Justice	COLA	2014-15	2022-23		x		Good Standing				6/2/2009	9
45.0201	B.A. Anthropology	COLA	2014-15	2022-23		x		Good Standing					9
45.0201	M.A. Anthropology	COLA	2014-15	2022-23		x		Good Standing					9
45.0201	Ph.D. Anthropology	COLA	2014-15	2022-23		x		Good Standing					9
45.0401	B.A. Criminology & Criminal Justice	COLA	2014-15	2022-23		x		Good Standing				6/2/2009	9
45.0401	Ph.D. Criminology and Criminal Justice	COLA	2014-15	2022-23		x		Good Standing		6/7/2011			9
45.1001	B.A. Political Science	COLA	2014-15	2022-23		x		Good Standing				5/1/2000	9
45.1001	M.A. Political Science	COLA	2014-15	2022-23		x		Good Standing					9
45.1001	Ph.D. Political Science	COLA	2014-15	2022-23		x		Good Standing					9
45.1101	B.A. Sociology	COLA	2014-15	2022-23		x		Good Standing					9
45.1101	Ph.D. Sociology	COLA	2014-15	2022-23		x		Good Standing					9
51.1201	Doctor of Medicine	SOM	2015-16	2022-23			x	Accredited	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9
51.2399	B.S. Behavior Analysis and Therapy	COEHS	2018-19	2022-23		x				10/7/2014			9
52.0201	B.S. Business Analytics	COBA		2022-23	Initial 3rd yr. review			Good Standing		8/9/2019			9
52.1399	M.S. Strategic Analytics	COBA		2022-23	Initial 3rd yr. review					12/16/2019			9
54.0101	B.A. History	COLA	2014-15	2022-23		x		Good Standing					9
54.0101	M.A. History	COLA	2014-15	2022-23		x		Good Standing					9
54.0101	Ph.D. Historical Studies	COLA	2014-15	2022-23		x		Good Standing					9
90.0907	Radio Station WSIU	MCMA	2014-15	2022-23		x		Good Standing					9
90.0907	Television Station WSIU	MCMA	2014-15	2022-23		x		Good Standing					9
90.0907	Television Station WSIU (Olney)	MCMA	2014-15	2022-23		x		Good Standing					9
90.1418	Materials Technology Center	VCR	2014-15	2022-23		x		Good Standing					9
90.4503	Center for Archaeological Investigations	COLA	2014-15	2022-23		x		Good Standing					9
90.5207	Small Business Development Center	CHAN	2014-15	2022-23		x		Good Standing					9
	Laboratory Animal Program	SOM	2018-19	2022-23			x	Accredited	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999	9
03.0103	B.S. Geography and Environmental Resources	COLA	2015-16	2023-24		x		Good Standing				8/4/2004	9
03.0103	M.S. Geography and Environmental Resources	COLA	2015-16	2023-24		x		Good Standing				7/11/2002 8/4/2004	9
22.0101	Doctor of Jurisprudence	LAW	2017-18	2023-24			x		American Bar Association (ABA)			8/15/2003	9
30.0601	P.S.M. in Advanced Energy and Fuels Management	GRAD	2015-16	2023-24		x				6/2/2009			
49.0102	A.A.S. in Aviation Flight	CASA	2018-19	2023-24			x	Accredited	Aviation Accreditation Board International (AABI) & Flight Standards District Office				9
50.0408	B.S. Interior Design	CASA	2017-18	2023-24			x	Good Standing	Council for Interior Design Accreditation (CIDA); National Association of Schools of Art and Design (NASAD)				9
51.0907	B.S. Radiologic Sciences, Spec. Diagnostic Medical Sonography/Ultrasound	CASA	2019-20	2023-24			x	Accredited	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography				9,10
51.0907	M.S. Radiologic Sciences	CASA	2018-19	2023-24		x		Third year review in 18-19		10/7/2015			9
51.2306	O.T.D. in Occupational Therapy	CASA		2023-24	Initial 3rd yr. review	x		Good Standing		8/9/2019			9
51.3801	B.S.N. in Nursing	CASA		2023-24	Initial 3rd yr. review	x		Good Standing		8/9/2019			9
90.2615	Neuroscience Institute	SOM	2018-19	2023-24		x		Good Standing		4/9/2015			5

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	Center for English as a Second Language	COLA	2014-15	2023-24			x	Good Standing	Commission on English Language (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)				9
52.2308	D.P.T. in Physical Therapy	CASA		2023-25	Initial 3rd yr. review	x				8/10/2019			10
13.1101	M.S.Ed. Counselor Education	SED	2016-17	2024-25			x	Lost	Council for Accreditation of			Jul-2014 name	9
16.0101	B.A. Languages, Cultures, and International Studies	COLA	2016-17	2024-25		x		Good standing		10/31/2013			9
16.0101	M.A. Languages, Literatures, & Cultures	COLA	2011-12	2024-25		x		Good standing				2/14/2002	9
45.1101	M.A. Sociology	COLA	2014-15	2024-25		x		Good Standing					9
50.0703	M.A. Art History and Visual Culture	COLA	2014-15	2024-25		x		Good Standing		6/7/2011			9
51.0201	M.S. Communication Disorders and Sciences	COEHS	2016-17	2024-25			x	Accredited	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.0701	B.S. Health Care Management	CASA	2018-19	2024-25			x	Accredited	Association of University Programs in Health Administration (AUPHA)				1,9
51.0701	Master of Health Administration	CASA	2019-20	2024-25		x		Good Standing		12/1/2015			9
51.0706	Master of Health Informatics	CASA	2019-20	2024-25		x		Good Standing		12/1/2015			
51.2208	M.P.H. Master of Public Health	COEHS	2017-18	2024-25			x	Accredited	Council on Education for Public Health (CEPH)	6/8/2004		9/27/2016	9
51.2310	M.S. Rehabilitation Counseling	COEHS	2016-17	2024-25			x	Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9,10
52.0999	B.S. Hospitality, Tourism and Event Management	COBA	2017-18	2024-25			x	Accredited	Accreditation Commission for Programs in Hospitality Administration (ACPHA)			10/25/2018	9
90.4405	Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		x		Good Standing		Jan-97			9
01.0699	B.S. Horticulture	COAG	2017-18	2025-26		x		Good Standing				7/6/2013	8,9
01.1201	B.S. Crop, Soil and Environmental Management	COAG	2017-18	2025-26		x		Good Standing				7/6/2013	8,9
12.0301	B.S. Mortuary Science and Funeral Service	CASA	2017-18	2025-26			x	Accredited	American Board of Funeral Service Education (ABFSE)				9
13.1320	B.S. Workforce Education and Development	SED	2018-19	2025-26		x		Good Standing				8/15/03 3/9/2005	1, 8, 9
13.1320	M.S.Ed. Workforce Education and Development	SED	2018-19	2025-26		x		Good Standing				1/10/2003	9
13.1320	Ph.D. Education (Workforce Education and Development)	SED	2018-19	2025-26		x		Good Standing					9
14.0101	Ph.D. Engineering Science	COE	2017-18	2025-26		x		Good Standing		10/11/2006		12/2/2004	9
14.0801	M.S. Civil Engineering	COE	2017-18	2025-26		x		Good Standing					9
14.0899	M.E. Civil & Environmental Engineering	COE	2017-18	2025-26		x		Good Standing		4/7/2009			9
14.1001	M.S. Electrical and Computer Engineering	COE	2017-18	2025-26		x		Good Standing				8/4/2004	9
14.1001	Ph.D. Electrical and Computer Engineering	COE	2017-18	2025-26		x		Good Standing				10/11/2006	9
14.1901	M.S. Mechanical Engineering	COE	2017-18	2025-26		x		Good Standing					9
15.0613	M.S. Quality Engineering and Management	COE	2017-18	2025-26		x		Good Standing				6/14/2012	9
40.0501	B.A. and B.S. Chemistry	COS	2017-18	2025-26	x			Good Standing	American Chemical Society (Membership)				9
40.0501	M.S. Chemistry	COS	2017-18	2025-26		x		Good Standing					9
40.0501	Ph.D. Chemistry	COS	2017-18	2025-26		x		Good Standing					9
40.0601	B.A. and B.S. Geology	COS	2017-18	2025-26		x		Good Standing					9
40.0601	M.A. and M.S. Geology	COS	2017-18	2025-26		x		Good Standing				5/29/2001 5/17/2002	9
40.0601	Ph.D. Geosciences	COS	2017-18	2025-26		x		Good Standing		10/12/2010		2/9/2011	9
40.0801	B.S. Physics	COS	2017-18	2025-26		x		Good Standing					9
40.0801	M.S. Physics	COS	2017-18	2025-26		x		Good Standing					9
40.0801	Ph.D. Applied Physics	COS	2017-18	2025-26		x		Good Standing		2/1/2005			9
51.0907	A.A.S. Radiological Sciences	CASA	2017-18	2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Reinstated Aug-2011			9
51.0907	B.S. Radiological Sciences, Spec. Magnetic Resonance Imaging/Computed Tomography	CASA		2025-26				Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.0907	M.S. Medical Dosimetry	CASA	2017-18	2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007*		3/3/2009	5, 10

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90.0303	Fisheries, Aquaculture, and Aquatic Sciences (CFAAS)	VCR	2017-18	2025-26		x		Good Standing				7/15/1999, 6/7/2012	9
90.0306	Cooperative Wildlife Research Laboratory	VCR	2017-18	2025-26		x		Good Standing					9
90.4006	Advanced Coal and Energy Research Center (ACERC)	VCR	2017-18	2025-26		x		Good Standing				10/16/2014	9
90.4202	Clinical Center	PVC	2017-18	2025-26		x		Good Standing					9
09.0101	B.S. Communication Studies	COLA	2018-19	2026-27		x		Good Standing					9
09.0101	M.A. Communication Studies	COLA	2018-19	2026-27		x		Good Standing				6/2/2009	9
09.0101	Ph.D. Communication Studies	COLA	2018-19	2026-27		x		Good Standing					9
09.0102	M.F.A. Mass Communication and Media Arts	MCMA	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			4/27/2005	9
13.0401	M.S.Ed. Educational Administration	SED	2019-20	2026-27			x	Nationally Recognized	Council for the Accreditation of Educator Preparation (CAEP)			8/15/2003	9
13.0406	M.S.Ed. Higher Education	SED	2018-19	2026-27		x		Good Standing					9
13.1001	B.S. Special Education	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				
13.1202	B.S. Elementary Education	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9
13.1210	B.S. Early Childhood	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9
13.1301	B.S. Agricultural Systems and Education - Agricultural Education Specialization	COAG	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			Summer 2015	9
13.1305	B.S. English	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9
13.1306	B.S. German Studies	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9
13.1306	B.S. Spanish	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9
13.1307	B.S. Public Health	COEHS	2018-19	2026-27		x		Good Standing					9
13.1307	Ph.D. Education (Health Education Concentration)	COEHS	2018-19	2026-27		x		Good Standing					9
13.1311	B.S. Mathematics	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9
13.1322	B.S. Biological Sciences (TEP)	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			Summer 2015	9
13.1328	B.S. History	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			Summer 2015	9
19.0901	B.S. Fashion Design and Merchandising	CASA	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			10/4/2001	9
23.0101	B.A. English	COLA	2018-19	2026-27		x		Good Standing					9
23.0101	M.A. English	COLA	2018-19	2026-27		x		Good Standing					9
23.0101	Ph.D. English	COLA	2018-19	2026-27		x		Good Standing					9
23.0501	M.F.A. in Creative Writing	COLA	2018-19	2026-27		x		Good Standing					9
26.0205	M.S. Molecular Biology, Microbiology & Biochemistry	COS/SOM	2018-19	2026-27		x		Good Standing				5/11/2004	9
26.0205	Ph.D. Molecular Biology, Microbiology & Biochemistry	SOM	2018-19	2026-27		x		Good Standing					9
26.0502	B.S. Microbiology	COS	2018-19	2026-27		x		Good Standing				9/29/2003	9
26.0901	B.S. Physiology	COS	2018-19	2026-27		x		Good Standing				9/29/2003	9
26.0902	M.S. Molecular, Cellular, and Systemic Physiology	COS/SOM	2018-19	2026-27		x		Good Standing					9
26.0902	Ph.D. Molecular, Cellular, and Systemic Physiology	COS/SOM	2018-19	2026-27		x		Good Standing					9
26.1001	M.S. and M.A. Pharmacology & Neuroscience	SOM	2018-19	2026-27		x		Good Standing				6/2/2009	9
26.1001	Ph.D. Pharmacology & Neuroscience	SOM	2018-19	2026-27		x		Good Standing				6/2/2009	9
27.0101	B.S. Mathematics	COS	2018-19	2026-27		x		Good Standing					9
27.0101	M.A. and M.S. Mathematics	COS	2018-19	2026-27		x		Good Standing					9
27.0101	Ph.D. Mathematics	COS	2018-19	2026-27		x		Good Standing					9
31.0505	M.S.Ed. Kinesiology	COEHS	2018-19	2026-27		x		Good Standing				8/23/2006	9
45.0601	B.A. Economics	COBA	2018-19	2026-27		x		Good Standing				1/16/2003	9
45.0601	M.A. Economics	COBA	2018-19	2026-27		x		Good Standing					9
45.0603	M.S. Economics	COBA	2018-19	2026-27		x		Good Standing					9
45.0603	Ph.D. Economics	COBA	2018-19	2026-27		x		Good Standing					9

Program Review Schedule (Including Accredited Programs)
Southern Illinois University Carbondale
July 1, 2020

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
50.0602	B.A. Cinema	MCMA	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			5/11/2020	9
50.0701	B.A. Art	COLA	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			4/4/2016	9
50.0702	B.F.A. Art	COLA	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	M.F.A. Art	COLA	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)				9
50.0703	Post-Baccalaureate Certificate in Art History	COLA		2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)	7/17/2000	9		
51.2399	Ph.D. Rehabilitation	COEHS	2018-19	2026-27		x		Good Standing				2/1/2005	9
90.1313	Center for Workforce Development	SED	2018-19	2026-27		x		Good Standing		5/29/2001			9
90.5113	Parkinson Disease Center	SOM	2018-19	2026-27		x		Good Standing		4/25/2000			9
90.5113	Simmons Cancer Institute	SOM	2018-19	2026-27		x		Good Standing		4/5/2000			9
90.5114	Center for Alzheimer Disease and Related Disorders	SOM	2018-19	2026-27		x		Good Standing					9
01.0000	B.S. Agricultural Systems and Education	COAG	2019-20	2027-28		x		Good standing				11/5/2003 3/3/2011	9
01.0103	B.S. Agribusiness Economics	COAG	2019-20	2027-28		x		Good standing					9
01.0103	M.S. Agribusiness Economics	COAG	2019-20	2027-28		x		Good standing					9
1.0308	Ph.D. Agricultural Sciences	COAG	2019-20	2027-28		x		Good standing		12/4/2007			8,9
03.0103	Ph.D. Environmental Resources and Policy	GRAD	2019-20	2027-28		x		Good standing				10/27/2016	9
11.0103	B.S. Information Technologies	COBA	2019-20	2027-28		x		Good standing		5/28/2015		11/19/2019	
11.0701	B.A. Computer Science	COS	2019-20	2027-28		x		Good standing					9
11.0701	M.S. Computer Science	COS	2019-20	2027-28		x		Good standing					9
11.0701	Ph.D. Computer Science	COS	2019-20	2027-28		x		Good standing		12/5/2006			9
13.0301	M.S. Ed. Curriculum and Instruction	SED	2019-20	2027-28		x		Good standing					9
13.0301	Ph.D. Education (Curriculum and Instruction Conc.)	SED	2019-20	2027-28		x		Good standing					9
13.0401	Ph.D. Education (Educational Administration Conc.)	SED	2019-20	2027-28		x		Good standing					9
14.0501	M.S. Biomedical Engineering	COE	2019-20	2027-28		x		Priority Review		8/14/2007			9
26.0101	B.S. Biological Sciences	COS	2019-20	2027-28		x		Good Standing				9/29/2003	9
26.0101	M.S. Biological Sciences	COS	2019-20	2027-28		x		Good Standing					9
26.0301	B.A. and B.S. Plant Biology	COS	2019-20	2027-28		x		Priority Review				4/10/2001 3/16/2007	9
26.0301	M.S. Plant Biology	COS	2019-20	2027-28		x		Priority Review					9
26.0301	Ph.D. Plant Biology	COS	2019-20	2027-28		x		Priority Review					9
26.0701	B.A. and B.S. Zoology	COS	2019-20	2027-28		x		Good Standing					9
26.0701	M.S. Zoology	COS	2019-20	2027-28		x		Good Standing					9
26.0701	P.S.M. in Zoology	COS	2019-20	2027-28		x		Good Standing		3/29/2017			9
26.0701	Ph.D. Zoology	COS	2019-20	2027-28		x		Good Standing					
30.1901	B.S. Human Nutrition and Dietetics-Specialization Human Nutrition and Dietetics; Specialization Nutrition for Wellness	COAG	2019-20	2027-28				Good Standing					
31.0505	B.S. Exercise Science	COEHS	2019-20	2027-28		x		Good Standing				11/20/2007	9
51.0806	A.A.S. in Physical Therapist Assistant	CASA	2017-18	2027-28			x	Accredited	Commission on Accreditation in Physical Therapy Education (CAPTE)				9
51.0912	M.S. Physician Assistant Studies	SOM	2017-18	2027-28			x	Accredited	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006		7/1/2012 moved from CASA to SOM	9

Program Review Schedule (Including Accredited Programs)
Southern Illinois University Carbondale
July 1, 2020

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
51.2399	B.S. Rehabilitation Services	COEHS	2019-20	2027-28		x		Priority Review					2
90.3000	STEM Education Research Center	COS	2019-20	2027-28		x		Permanent IBHE status approved 2019		8/9/2019			9
90.5122	Center for Rural Health & Social Service Development	SOM	2019-20	2027-28		x		Good Standing					9
42.0101	Ph.D. Psychology, Conc. Clinical	COLA	2019-20	2028-29			x	Accredited	American Psychological Association (APA)				9
90.4005	Fermentation Science Institute	PVC	2019-20	2028-29				Permanent IBHE status approved 2019					
47.0101	B.S. Aviation Technologies	CASA	2011	At FAA Discretion.			x	Accredited	Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999	8,9
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	overdue	x							9
13.1001	M.S.Ed. Special Education; Enrollment suspended Su18	SED	2010-11	N/A		x							9
13.1001	Ph.D. Education (Special Education Conc.); Enrollment suspended Su18	SED		N/A		x							9
13.1101	Ph.D. Education (Counselor Education Conc.); Enrollment suspended S20	SED	2019-20	2027-28			x	Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
13.1206	Master of Arts in Teaching (M.A.T.); Enrollment suspended F15	SED	2012			x				8/14/2003			1,9
13.1306	B.S. French; Enrollment suspended F19	SED											
13.1314	B.S. Physical Education Teacher Education; Enrollment suspended Su2017	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			11/20/2007	9
13.1399	M.S. Mathematics and Science Education; Enrollment suspended	COS	2014-15			x				1/22/2009			9
14.0501	M.E. Biomedical Engineering; Enrollment Suspended	COE	2019-20			x				8/14/2007			9
14.2101	B.S. Mining Engineering - Enrollments suspended S2017	COE	2014-15	2020-21			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
14.2101	M.S. Mining Engineering - Enrollments suspended S2017	COE	2017-18			x							9
15.0399	B.S. Electronic Systems Technologies; Enrollments suspended S2020	CASA	2010-11			x							9
27.0101	B.A. Mathematics; Enrollment suspended	COLA											
30.9999	M.S. Supply Chain Management and Engineering; Enrollment suspended S20	COE / COBA	-	-		x				2/5/2015			9
45.0102	Ph.D. Education (Quantitative Methods); Enrollment suspended Summer 2018	SED		N/A		x		Good Standing				Mar-2014 name change	9

Program Review Schedules

Southern Illinois University Edwardsville

Program Review Schedule
Southern Illinois University Edwardsville

Undergraduate Programs

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences							
Anthropology	2011-12	In Good Standing	2004	2019-20	2022-2023		
Applied Communication Studies (formerly Speech Communication)	2017-18	In Good Standing	2009-10	2025-2026	2020-2021		
Art	2017-18	In Good Standing	2009-10	2025-2026	2020-2021		2021-2022
Art & Design	2017-18	In Good Standing	2009-10	2025-2026	2020-2021		2021-2022
Biological Sciences	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Chemistry	2014-2015	In Good Standing	2008-09	2018-19	No interim reviews because of short ACS cycle		2018-2019
Criminal Justice Studies	2014-2015	In Good Standing	2005-2006	2021-2022	2018-2019		
Economics	2012-13	In Good Standing	2005-06	2018-2019**	2020-2021		
English	2017-18	In Good Standing	2009-10	2025-2026	2020-2021		
Environmental Sciences			New 2016	2024-2025		2019-2020	
Foreign Language & Literature	2011-12	In Good Standing	2007-08	2022-2023	2018-2019		
Geography	2014-2015	In Good Standing	2004-2005	2021-2022	2018-2019		
History	2014-2015	In Good Standing	2004-2005	2021-2022	2018-2019		
International Studies		new 2015		2023-2024	2027-2028	2018-2019	
Liberal Studies	2014-2015	Flagged for Priority Review	2006-2007	2018-2019	2021-2022		
Mass Communications	2011-12	In Good Standing	1999	2019-20	2022-2023		2022-2023
Mathematics & Statistics	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Music	2017-18	In Good Standing	2009-10	2025-2026	2020-2021		2019
Philosophy	2013-2014	In Good Standing	2006-07	2020-2021	2023-2024		
Physics (includes Earth Space & Science)	2013-2014	In Good Standing	2006-07	2020-2021	2023-2024		
Political Science	2014-2015	In Good Standing	2005-2006	2021-2022	2018-2019		
Social Work	2017-18	In Good Standing	2009-10	2025-2026	2021-2022		2019
Sociology	2014-2015	In Good Standing	2005-2006	2021-2022	2024-2025		
Theater & Dance	2010-11	In Good Standing	2002-2003	2018-19	2021-2022		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business							
Accountancy	2017-18*	In Good Standing	2012-2013	2023-2024*	2020-2021		2021
Business Administration	2017-18*	In Good Standing	2012-2013	2023-2024*	2020-2021		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior							
Early Childhood Education	2015-16	In Good Standing	2003-04	2020-2021*	2018-2019		2020
Elementary Education	2015-16	In Good Standing	2003-04	2021-2022*	2018-2019		2020
Middle Level Education			new 2015	2021-2022*	2022-2023	2016-2017	2020
Exercise Science	2013-2014	In Good Standing	2003-2004	2020-2021*	2023-2024	Note program changed from Exercise and Wellness to Exercise Science in 2011	2019
Nutrition			new 2014	2022-2023	2025-2026	2017-2018	
Psychology	2010-11	In Good Standing	2003-04	2019-2020**	2021-2022		
Public Health (was Health Education)	2011-12	In Good Standing	2003-2004	2019-2020	2022-2023		2022
Special Education	2015-16	In Good Standing	2003-04	2020-2021*	2018-2019		2020
Speech Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2019-2020**	2021-2022		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering							
Civil Engineering	2013-2014	In Good Standing	2006-07	2019-20	2022-2023		2020
Computer Engineering	2013-2014	In Good Standing	2006-07	2019-20	2022-2023		2020
Computer Science	2013-2014	In Good Standing	2006-07	2019-20	2022-2023		2020
Construction Management	2012-13	In Good Standing	2004-05	2018-19*	2021-2022		2018
Electrical Engineering	2013-2014	In Good Standing	2006-07	2019-20	2022-2023		2020
Industrial Engineering	2013-2014	In Good Standing	2006-07	2019-20	2022-2023	Note: Manufacturing was eliminated (was Industrial and	2020
Mechanical Engineering	2013-2014	In Good Standing	2006-07	2019-20	2022-2023		2020
Mechatronics and Robotics Engineering		new 2015		2023-2024	2026-2027	2018-2019	2020

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing							
All Undergraduate Nursing Programs	2014-2015	In Good Standing	2006-2008	2021-2022	2024-2025		2019

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Interdisciplinary							
Integrative Studies		new 2014		2022-2023	2025-2026	2017-2018	

* - Abbreviated Program Review utilizing external program accreditation report, (program in education were postponed to avoid overlap with CAEP accreditation self-study deadline)

** - program review moved back a year to align with external accreditation; however, report to IBHE will occur the same year.

Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences								
Applied Communication Studies (formerly Speech Communication)	2017-18	In good standing	2009-10	2013-14	2025-2026	2020-2021		
Art	2017-18	In good standing	2009-10	2013-2014	2025-2026	2020-2021		2021-2022
Art Therapy Counseling	2016-2017	In good standing	2009-2010	2013-2014	2024-2025	2019-2020		2019
Biological Sciences	2016-2017	In good standing	2008-2009	2012-13	2024-2025	2019-2020		
Chemistry	2013-2014	In good standing	2008-2009		2018-19	No interim reviews because of short accrediting agency cycle		
Creative Writing			new 2018		2026-2027		2021-2022	
Criminal Justice Studies			new 2018		2026-2027		2021-2022	
English	2017-18	In good standing	2009-10	2013-2014	2025-2026	2020-2021		
Environmental Sciences	2016-2017	In good standing	2008-2009	2012-13	2024-2025	2019-2020		
Environmental Science Management	2016-2017	Flagged for priority review	2012-2013	2012-13	2020-2021	2018-2019		
Geographical Studies	2014-2015	In good standing	2005-2006	2010-2011	2021-2022	2018-2019		
History	2014-2015	In good standing	2004-2005	2010-11	2021-2022	2018-19		
Mass Communications	2011-12	In good standing	1998-99	2014-2015	2019-2020	2022-23		
Mathematics	2016-2017	In good standing	2008-2009	2012-13	2024-2025	2019-2020		
Music	2017-18	In good standing	2009-10	2013-2014	2025-2026	2020-2021		2020
Public Administration	2012-13	In good standing	2003-04	2003-04	2019-2020	2022-23		2019
Social Work	2014-2015	In good standing	2005-2006	2010-11	2021-2022	2018-19		2019
Sociology	2017-2018	Flagged for priority review	2014-2015	2010-11	2021-2022	2024-2025		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business								
Accountancy	2017-18*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021
Business Administration	2017-18*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021
CMIS	2017-18*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021
Marketing Research	2017-18*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior								
College Student Personnel Admin Curriculum & Instruction	2015-16	In good standing	1992-93	new 2014 2010-11	2019-2020 2021-2022	2022-2023 2018-2019	2016-2017	2020
Educational Administration (including the PM)	2015-16	In good standing	2011-12	2006-07	2022-2023	2018-19		2020
Educational Leadership Doctorate Degree	2015-16	In good standing		new	2022-2023	2018-2019		2020
Instructional Technology	2017-18	Flagged for priority review	2010-11	2013-14	2021-2022	2020-2021		2020
Kinesiology	2016-2017	In good standing	2011-2012	2006-07	2024-2025	2019-2020		2020
Diversity and Equity in Education	2011-12	In good standing	2011-12	2014-15	2019-20***	2022-2023	2008-09	2020
Literacy Education	2011-12	In good standing	2011-12	2007	2019-20	2022-2023	2008-09	2020
			new 2018		2026-2027		2022-2023	

Psychology (including School Psychology)	2010-11	In good standing	2003-04	2013-14	2019-2020**	2021-2022		School Psych - 2018-2019
Special Education (including the PM)	2015-16	In good standing	2003-04	2010-11	2020-2021****	2018-2019		2020
Speech-Language Pathology	2010-11	In good standing	2001-02	2013-14	2019-2020**	2021-2022		2018
Teaching	2011-12	In good standing	2011-12	2006-07	2019-20	on internal moratorium	2008-09	

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering								
Civil Engineering	2013-2014	In good standing	2006-07	2009-2010	2019-20	2022-2023		2021
Computer Science	2013-2014	In good standing	2006-07	2009-2010	2019-20	2022-2023		2021
Electrical Engineering	2013-2014	In good standing	2006-07	2009-2010	2019-20	2022-2023		2021
Industrial Engineering	2017-18	In good standing		2014-2015	2025-2026	2022-2023	2012-2013	2021
Mechanical Engineering	2013-2014	In good standing	2006-07	2009-2010	2019-20	2022-2023		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review / Progress Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing								
Nursing	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-2022		2019
Nurse Educator	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-2022		2019
Family Nurse Practitioner	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-2022		2019
Health Care & Nursing Administration	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-2022		2019
Nurse Anesthesia	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-2022		2019
Doctor of Nursing Practice					2018-19*	2021-2022	2014-15	2018

*All graduate programs go through in one cycle for Nursing

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Pharmacy								
Pharmaceutical Sciences			new 2016		2024-2025		2019-2020	
Doctor of Pharmacy	2014-2015	In good standing	2009		2022-2023	2018-2019	2009-10	2022

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Other								
Health Care Informatics					2020-2021	2023-2024	2016-2017	2019
Masters of Integrative Studies					2022-2023	2025-2026	2017-2018	

* - Abbreviated Program Review utilizing external program accreditation report

** - program review moved back a year to align with external accreditation; however, report to IBHE will occur the same year.

*** - Approved by IBHE for delayed review due to COVID 19

**** - program review postponed to avoid overlap with CAEP external accreditation self-study deadline.

Program Review Schedule
Southern Illinois University Edwardsville

Centers, Institutes, and Public Service Units	Full Review	Review Status, if Indicated
Center for Advancement of Management and Productivity	2019-2020	In Good Standing
Center for STEM Research, Education, and Outreach	2024-2025	
Environmental Resources Training Center	2019-2020	In Good Standing
Radio Station WSIE-FM	2019-2020	In Good Standing
The University Museum	2019-2020	Flagged for Priority Review
University Services to East St. Louis*	2019-2020	
National Corn to Ethanol Research	2024-2025	

*Currently postponed.

BOARD OF TRUSTEES

SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

July 9, 2020

The Academic Matters Committee met virtually at 12:47 p.m. on Thursday, July 9, 2020. Present were: Ed Hightower, Steven Gear and Subhash Sharma. Other Board members present were: Ed Curtis, J. Phil Gilbert, Jacob Graham, John Simmons, and Roger Tedrick. Trustee Amy Sholar was absent. Executive Officers present were: Senior Vice President Duane Stucky; Acting Vice President Jim Allen; Chancellor Austin A. Lane SIUC, Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Allen provided three brief announcements: 1) The Illinois Board of Higher Education's COVID-19 guidelines for the re-opening of public universities were publicly released on June 23; 2) Pending the Board's approval, Dr. Gireesh Gupchup, Professor of Pharmacy and Director of University-Community Initiatives at SIU Edwardsville, will serve as the new Vice President for Academic Innovation, Planning, and Partnerships.. He will be providing essential support for President Mahony's efforts to strengthen the SIU System through cooperation and collaboration between the campuses, community, state, and federal agencies, business and industry, and private foundations; and 3) Dr. Allen thanked the Board for the opportunity to serve on the Academic Matters Committee. He also thanked the SIU leadership for the remarkable job they have done working together to address tight state budgets, declining enrollments, and a pandemic. He recognized that the SIU System is better due to their and the Board's contributions to the public good.

Approval of the Minutes of the February 13, 2020, Meeting

Motion was made by Trustee Sharma to approve the minutes of the February 13, 2020, meeting. The motion was seconded by Student Trustee Gear. Madam Secretary took a roll call vote with Trustees Ed Hightower, Steven Gear, and Subhash Sharma approving and the minutes were passed.

Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2019, through June 30, 2020 (Board Agenda Item H)

Dr. Allen provided a brief overview of the FY20 academic programmatic changes highlighting the new programs approved for SIUC and the accelerated programs for SIUE. Trustee Hightower asked if there was a motion to approve. Motion was made by Trustee Sharma to approve Board Agenda Item H. The motion was duly seconded by Student Trustee Gear. Madam Secretary took a roll call vote with Trustees Ed Hightower, Steven Gear, and Subhash Sharma approving and the item passed.

Informational Report: Centers & Institutes Report FY2019

Dr. Allen provided a brief overview of the FY19 Centers and Institutes Report.

Presentation: SIU School of Medicine Graduate Medical Education

Dr. Jerry Kruse, Dean and Provost of the SIU School of Medicine, discussed the school's students currently studying medicine in the state. There are approximately 900 learners: 72 students in MedPrep which is a post-baccalaureate prep program for educationally disadvantaged and marginalized students who are preparing for medical and dental schools; about 70 masters and PhD students studying to become biomedical scientists; 80 physician assistant students; about 295 medical students; and, beyond medical school, there are more than 350 resident physicians and fellows who have graduated from medical school, have a temporary license, and are in training programs and specialties to move toward Board certification.

He introduced Dr. Karen Broquet, Associate Dean for the Graduate Medical Education program and turned the floor over to her.

Dr. Broquet explained that the Graduate Medical Education program is a transition from medical school to specialty training and the last step before young doctors go into practice. What sets their program apart is that their learners are also practitioners and licensed physicians. In addition to teaching them, the program faculty are responsible for knowing when the practitioners can be left to "fly" or have more autonomy with the patients.

At SIU there are currently 20 residency programs that the medical student enters right out of medical school. In July, there will be 21 with the opening of a new family medicine program in Alton, Illinois. Half of their residency programs involve primary care or mental health. They have 12 fellowship programs which occurs after a core residency. The vast majority of their learners are in Springfield, but they also have programs in Decatur, Quincy and Carbondale.

Another important part of the Graduate Medical Education program is the relationship with partner hospitals. The learners' training is clinical and takes place largely in hospitals. Since the learners are practitioners, they do not pay tuition but are paid a stipend. The cost for the supervision and requirements of the learners is significant, so the program has been able to find areas of mission overlap between the school and partner hospitals. It has done so by increasing the number of residencies in psychiatry which has a regional shortage of crisis proportions. The program has also developed fellowships in cardiology, cancer care, and ICU critical care medicine to meet the needs of the geriatric population. A new family medicine program in Alton, Illinois, is under development.

The Graduate Medical Education program has its own accreditation system apart from the SIU Medical School's. The Accreditation Council for Graduate Medical Education (ACGME) conducts reviews annually. Each of the programs is accredited individually as well as with the institution. Since the accreditation happens so frequently, the thresholds for citations is quite low. Institutionally they have received no citations in several years.

The COVID-19 pandemic has been a tremendous stress on the program. A lot of the residents and learners have been vital in the care of COVID patients. Dr. Broquet introduced the first speaker, 2nd Year Pulmonary and Critical Care Medicine Fellow and Graduate of SIU School of Medicine Residency Program, Dr. Taylor Stone. Dr. Stone shared his experience working with COVID patients.

Dr. Stone and other fellows have been following the COVID-19 pandemic in China and its spread to other parts of the world. They began preparing in February for possible cases in their region by writing protocols on how to best treat COVID patients, to manage airways safely, and to protect the staff should a patient go into cardiac arrest and need CPR. They also developed best treatment protocols for patients should they need to be admitted to ICU. They ran simulations in their labs and recorded videos detailing best practices that were sent out to local emergency medical physicians and intensivists.

So, by the time they saw their first COVID patient in ICU, they had already been through the protocols several times and were well prepared. The fellows have been directly involved with COVID patients with intubation and other treatments. With COVID as a novel clinical problem, the residents have been treated as equals with their faculty to determine the best practice in handling these cases. It was an opportunity for the residents to take a leadership role. The residents continue to be involved in updating the protocols as new data and evidence are developed to manage and treat the patients.

Dr. Broquet introduced Nana Cudjoe a PBY 4 Psychiatry Resident Physician in the Department of Psychiatry at SIU School of Medicine. She indicated that the Psychiatry program has been making strides in meeting the mission for the underserved with their telepsychiatry in partnership with the Department of Corrections.

Dr. Cudjoe credited the Department of Psychiatry's telehealth platform as the reason for their ability to serve such a large and variety patient population. They provide care to people in Havana, students at Milliken University, and correctional facilities in Pontiac and Logan. With the residents' experience and exposure to telehealth, they have been able to make a smooth transition in providing tele-psychiatry care despite the COVID pandemic. Preliminary results of a telehealth survey of patients indicated the majority of psychiatry patients seem satisfied with the care they have received through the telehealth platform.

Dr. Broquet introduced Dr. Becky Hoffman, Program Director of the new SIU Alton Family Medicine Program.

Alton Memorial Hospital (A BJC HealthCare facility) approached the SIU SOM to establish a family medicine training program. For the past four years, the School's Department of Family and Community Medicine has been working with Alton Memorial Hospital, Southern Illinois Healthcare Foundation, Southern Illinois University Edwardsville School of pharmacy, St. Louis Children's Hospital, and Washington University in St. Louis to start a Family Medicine Residency Program in Alton.

They were able to move forward with the residency program a year ago, and have recruited six residents who will spend three years with the program. At full capacity they will have 18 residents. The residents will be trained in all aspects of family medicine—inpatient and outpatient care, obstetrics, community-based care, home visits, nursing home visits, mental/behavioral health, and the like.

The program will realize the outreach and educational missions of the SIU School of Medicine. The residents will be trained to be leaders and advocates for their patients and communities. Through this program, high-quality care will be provided to the underserved areas of southern Illinois. The program will develop community relationships to ensure the underrepresented populations receive quality care. They will also be establishing pipeline programs with K-12 schools, community colleges, MEDPREP, and SIUE's School of Nursing and School of Pharmacy.

The Alton program "kick started" its community outreach by offering on-site COVID testing two-days a week. The hot weather has created some difficulties which will require a larger team. With the assistance of faculty nurses from SIUE's School of Nursing, they can conduct 300 tests in less than four hours. It has been a great initiative, and they hope to have similar success with their future projects.

Dr. Jerry Kruse ended the presentation by praising Dr. Broquet for her leadership and accreditation success. He praised the residents for their work during the COVID pandemic and Becky Hoffman's response to Dr. Hightower's concern about the lack of COVID testing for the minority population in the Alton area.

Dr. Hightower elaborated by sharing his contact with Dr. Kruse and how efficiently they handled the need. As a result of their efforts in Madison County, St. Clair County is adopting their mobile COVID testing protocols.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 1:17 p.m.

JSA/pm