



Southern Illinois University System
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September 3, 2021

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Tonya Genovese
Subhash Sharma
Maddie Walters

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 16, 2021, at 10:45 a.m. or immediately following the Executive Committee meeting via Zoom or YouTube. The agenda and minutes from the July 15, 2021, meeting can be viewed through the Board 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 stroke extending to the right.

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

GVG/pm

Attachments

c: Shaylee Clinton
Ed Curtis
J. Phil Gilbert
John Simmons
Roger Tedrick

Dan Mahony
Austin Lane
Randall G. Pembroke
Jerry Kruse
Other Interested Parties

Office of the President

Stone Center - Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901
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AGENDA

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

Thursday, September 16, 2021
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 15, 2021
3. Informational Report: *Program Quality Assurance FY2021*
4. Informational Report: Grant Awards and Contracts FY2021
5. Inventor of the Year Award Presentation to Khalid Meksem
6. Presentation: Emergence of GeoMARC as a Regional Leader in Geospatial Education, Research, and Community Support

Presenters: Dr. Randy Pearson, Director
Geospatial Mapping, Application and Research Center

Geography students with specialization in Geospatial Information Systems (GIS)

Nick Milner, Graduate Student
Alyssa Hoog, Graduate Student
Stefanie Pryor, Undergraduate
Logan Pelo, Undergraduate

7. Other Business
8. Adjournment

**BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY**

Minutes of the Academic Matters Committee Meeting

Thursday, July 15, 2021

Stone Center, Large Dining Room
Southern Illinois University System Office
Carbondale, Illinois

live stream video at siousystem.edu via YouTube and through Zoom

The Academic Matters Committee met at 10:45a.m on Thursday, July 15, 2021, via Zoom. Present were: Ed Hightower (Chair), Tonya Genovese and Subhash Sharma. Other Board members present were: Shaylee Clinton, Ed Curtis, J. Phil Gilbert, John Simmons, Roger Tedrick and Maddie Walters. Executive Officers present were: President Dan Mahony; Senior Vice President Duane Stucky; Vice President Gireesh Gupchup; Chancellor Austin Lane, SIUC; Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Gupchup provided an update on the SIU System Strategic Plan stating that the goal committees' draft reports outlining objectives, strategies and metrics were received and will be shared with the SIU System Strategic Planning Committee for fine-tuning. He shared the objectives for each of the goals with the Board.

2021 SIU System Distinguished Student Service Awards

Dr. Gupchup asked Dianah McGreehan, co-chair for the System Student Advisory Committee, to present the inaugural 2021 SIU System Distinguished Student Service Awards that honor students for their excellent service to the university and community.

Ms. McGreehan stated that the Student Advisory Committee for the SIU System (SACSS) selection committee received applications and nominations from all of the schools throughout the SIU System. One undergraduate and one graduate student from the SIUC and SIUE campuses were selected to be honored. In addition, the SACSS also selected one student from each of the following schools: School of Medicine, School of Dental Medicine, School of Law, and School of Pharmacy. Each honoree received \$100 and a plaque on behalf of the SIU System.

She provided brief highlights on the following recipients:

- Taylor Jeans, undergraduate student, SIUE
- Madalynn McKenzie, graduate student, SIUE
- Nelson Fernandes, undergraduate student, SIUC
- Otis Duncan, graduate student, SIUC

Minutes of the July 15, 2021 Academic Matters Committee
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- Alexander Worix, SIU School of Medicine
- Daniel Asonye, SIU School of Law
- Nourah Abdul Kader, School of Dental Medicine
- Justin Shiau, School of Pharmacy

The following students received honorable mention certificates:

- Verneceelyn Allen
- Aneesh Asokan
- Amanda Depew
- Theresa Kerouac
- Allison Lang
- Patrick Murphy
- Bethany Peppers
- Alyssa Roimiser
- Anna Wilcoxon
- Tristan Workman

Ms. McGreehan concluded the award recognition by thanking the members of the selection committee and student recipients. She also thanked President Mahony and Vice President Gupchup for the opportunity to honor the amazing and outstanding students for all they have done to serve the SIU System.

Hightower asked if the Board Chair would like an opportunity to congratulate the students.

Chair Gilbert said it warms his heart to know that our SIU System is producing quality students. He is amazed at the intelligence, motivation and expertise of SIU students, which is not only a tribute to the students themselves, but also a tribute to the faculty who teach them. On behalf of the entire Board, he said they are pleased with these recognitions and accomplishments of SIU students.

President Mahony also congratulated the Distinguished Student Service Awardees and honorable mentions. He went on to state that the accomplishments of the students is impressive and he thanked the students for what they are doing for the SIU System. He also thanked the SACSS for their work. He reminded the Board that the System advisory committees were formed this year and only started to meet the last couple of months. In a short period, the SACSS developed the idea and criteria for the award and accomplished this.

He also mentioned that the SACSS were very helpful during the search for the Vice President for Anti-Racism, Diversity, Equity and Inclusion. He is seeing a positive impact from the formation of the SACSS and he is very appreciative for what they are doing for SIU.

Trustee Hightower congratulated the students on their accomplishments and asked if there were any other comments from the Board.

Trustee Sharma added he is very proud of the students and congratulated them. He would like to see media coverage so the public is aware of their good works.

Approval of the Minutes of the April 29, 2021, Meeting

Motion was made by Trustee Sharma to approve the minutes of the April 29, 2021, meeting. The motion was duly seconded by Trustee Hightower. Madam Secretary called roll call with Hightower, Genovese, and Sharma passing the motion.

Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2020, through June 30, 2021 (Board Agenda Item H)

Dr. Gupchup provided a brief overview on the report. He further noted that SIUC's administrative reorganization is complete and approved by IBHE. SIUC is now working on required catalog changes and personnel appointments.

Motion was made by Trustee Sharma to approve Board agenda Item H. The motion was duly seconded by Trustee Hightower. Madam Secretary called roll call with Hightower, Genovese, and Sharma passing the motion.

Creation of the Southern Illinois University System Institute for Rural Health and Appointment of an Interim Director, (Joint Discussion with Finance Committee) (Board Agenda Item L)

Creation of the Southern Illinois University System Office of Community Engagement and the Appointment of an Interim Director, (Joint Discussion with Finance Committee) (Board Agenda Item M)

Dr. Gupchup presented Item L and M providing an overview of the Institute for Rural Health (IRH) and Office of Community Engagement (OCE) recommendations, purpose, and qualifications and experience of the interim directors.

Trustee Tedrick said he is excited to see the creation of the IRH move forward and when you relate it to the mission of community service, it does not get any better. He asked Dr. Gupchup for his thoughts and vision on how to bring SIU students to the institute and how campuses could create academic courses for students from each campus can take using this enterprise. What is the infrastructure for delivery?

Dr. Gupchup indicated in the IRH and OCE reports, students are a key part in helping improve the health of our communities. One of the things considered in the IRH report, is bringing the strengths from each campuses together to have faculty and staff develop courses. For instance, courses in rural health where students from the different campuses could take the courses and come together to work on projects to develop enduring solutions for our communities. The students are one of our biggest assets so getting them involved in projects is key. Getting our faculty to guide students involved in projects is also key.

The IRH and OCE advisory boards will continue to work on details to involve the students.

Trustee Hightower provided the following examples on current/recent projects.

In the Alton, Venice, and Madison area, Chancellor Pembroke worked with Connie Frey-Spurlock to mobilize their students to call minority individuals from these areas to setup appointments and work out details so individuals would not have to register for vaccination. Due to their efforts, close to 2000 individuals received vaccinations. This is just one example of mobilizing students and getting them involved with “boots on the ground.”

In addition, SIUE is working with mayors and city leaders to write grants to bring in resources needed for revitalization efforts in Venice, Madison, Brooklyn, East Saint Louis, and Cahokia Heights.

Secondarily, with Chancellor Lane’s support the architecture department hosted a workshop in East Saint Louis where students worked with city leaders and approximately 50 volunteers from the Venice, Madison, and Brooklyn areas to help strategize and envision what their communities could be. Craig Anz and his students are spending a lot of time in those communities.

When referencing “boots on the ground” and energizing students, these are just three examples of what are already in place. The critical piece, thanks to President Mahony, is the two campuses are working along with the School of Medicine, Ed Curtis and Jerry Kruse, and the three campuses working as a unit. From the time President Mahony came on board, this is what we have been working on.

President Mahony added there is great opportunity for sharing classes across campuses. There is also opportunity to develop new programs in the future. His long-term vision is to use all the resources to develop more learning opportunities for students.

Dr. Sharma added that on the SIUC campus there used to be a Department of Community Development, which closed almost 30 years ago. He said School of Social Work took over some of those courses, so it may be worth checking into what programs are already in existence that can help with projects.

Trustee Hightower requested input from the campus chancellors.

Chancellor Pembroke said the Successful Communities Collaborative was the beginning of the idea where students take their learned skills to the communities. Whether it be pharmacy, nursing or business students, they are trying to help communities address problems. He said he thinks OCE is a logical extension. He believes strongly that SIUE students should be in the communities, if for no other reason than to give the community a chance to see the amazing young people. It is also a chance to engage students in a way so that they may consider staying in SIUE communities to seek employment and use their education in a way that benefits the area.

Trustee Hightower asked Chancellor Pembroke to share how SIUE is working with the new collaboration in Cahokia Heights.

Chancellor Pembroke responded that sometimes communities go through processes where there is more strength in terms of joining communities. When they do that, there are questions about access to grants to support projects and organization structures in terms of how to create new municipal governing organizations. SIUE is trying to help Cahokia Heights as it relates to those documents around creating city charters, models of officers who would be able to lead effectively and to help them if they need expertise in writing grants pertaining to funding for everything from sewer projects, fire departments, police organization, etc. SIUE's public administration and history departments are trying to help provide that expertise to those areas.

Chancellor Lane said this is a wonderful opportunity to be connected and engrained into our communities. One of the pieces SIUC is excited about is what Trustee Sharma touched on, the service learning opportunities that SIUC students will be able to test their skills and offer their services.

SIUC is also excited about the Illinois Board of Higher Education's focus on rural African American, Hispanic, Latinx, and low-income students, which will be right in line with the two new positions and their mission of helping communities.

Trustee Gilbert added that with IRH and OCE there is a collaboration between SIU campus with faculty, staff and students that has not existed in a long time, if it ever existed. It will make the System stronger. As an institution, we are not only here to serve and educate students but are also here to serve our communities that support our institution. This will improve future enrollment when the communities see the outreach. It will help the communities to thrive and help students when working with the communities.

Dr. Hightower noted Dr. Jerry Kruse has been instrumental in this process and asked for his comments.

Dr. Kruse said this is a perfect opportunity to engage campus faculty, staff, students and partners. He hopes that new degree programs and even, potentially, a School of Rural Health grows out of this. He shared how several School of Medicine medical students (a group of about 20 with a faculty member), in conjunction with their hospital partners' generous funding, started a hot spotting program. The community assessment program allowed School of Medicine to respond quickly to provide health workers during the pandemic. Expanding on the metro east area, they were able to use their developed model in Quincy in conjunction with SIUE School of Nursing and the Southern Illinois Healthcare Foundation to provide mobile van testing and then a vaccination program that SIUE implemented.

President Mahony wanted to be clear that SIU is not new to supporting rural health or community engagement. Campuses have been doing this for a long time and many people have been doing fantastic work such as was mentioned by Dean Kruse and Chancellor Pembroke's mentioning of the Successful Communities Collaboratives Connie Frey-Spurlock has been leading. There are people doing great work, but the objective is to bring the System together and take this to another level to become a national model.

Motion was made by Trustee Genovese to approve Board agenda Item H. The motion was duly seconded by Trustee Sharma. Madam Secretary called roll call with Hightower, Genovese, and Sharma from Academic Matters Committee and Tedrick, Curtis (not available for vote) and Sharma from Finance Committee passing the motion.

Presentation: Physician Assistant Program, Lincoln Scholars & Doctor of Medical Science

Dr. Gupchup introduced Dr. Don Diemer and Dr. Jacob Ribbing.

Dr. Diemer began the presentation by sharing information about the Physician Assistant Program, which is a seven-semester intensive medical education program. Their mission is to prepare healthcare professionals to provide primary care to underserved populations in rural and health professions shortage areas—especially in southern and central Illinois.

Since starting the program in 1999, over 60 percent of their graduates are practicing in rural and underserved areas, which is the third highest among all PA programs. According to the US News and World Report, the PA profession is one of the top sought after degrees. Their PA program receives 1200 applicants for the 40 available seats. Their student performance, program performance, and development of new programs are such that they received the maximum 10-year accreditation from the accrediting body in 2017.

Their students maintain at 100% first-time pass rate and perform at about 50 points above the national mean on board exams. Every year there is a competition amongst PA programs called “Challenge Bowl” where students are asked medical questions. Every program has a team of students that represent them at the state and national level. The state tournament started in 2014 and SIU won in 2015, 2016, 2017, 2018, and 2019. They did not play in 2020-2021 due to the COVID restrictions. They won the national championship in Las Vegas in 2017 against more than 100 other PA programs. They have made it to the championship round every year.

Their graduates, in addition to increasing access to quality of care for the communities, have taken on many leadership roles including many presidents and officers of state and national organizations.

Recently, a Doctor of Medical Science (DMS) degree program for PAs was developed. There are only six other programs like this in the country and this is the first in a public university.

In an effort to combat the physician shortage in rural and southern Illinois, Dr. Kruse, Dean and Provost of the SIU School of Medicine, came up with a plan to have a group of medical students stay in Carbondale for the duration of their medical training instead of one year in Carbondale and the last three years in Springfield. The goal is to have some of those medical students who received all their training in southern Illinois stay

and practice there. To help make that happen, the PA program worked with the medical school curriculum directors to develop a combined curriculum for the PA and the medical students. The first group of medical students called the Lincoln Scholars students just finished their first year studying alongside the PA students. This is the first program of its kind in the country.

Dr. Diemer turned the floor over to Dr. Jacob Ribbing, Program Director of DMS Education, to introduce the Lincoln Scholars students.

Dr. Ribbing stated the Doctor Medical Science (DMS) degree officially launched its inaugural class on June 12, 2021. They are currently in their seventh week of course work, and feedback from the students has been positive and excited. The faculty are doing an excellent job.

The DMS is a doctorate degree exclusive to PA students. It is a 12-month continuation of PA education after completion of the entry-level master's degree. As Dr. Diemer pointed out, there are only six other DMS programs in the country, and they are proudly the very first and only DMS program at a public university.

The initial goal was to have 40 students in the first year. They surpassed that goal with 50 students starting with several more that chose to defer their start date. They plan to have a second cohort starting January 2022. They are optimistic that the demand for PA doctorate education, expansion and optimization will occur over the next five years.

Dr. Ribbing turned the floor over to Madie Nelson who is a representative from the second year Lincoln Scholars class.

Ms. Nelson is one of six students from the first ever Lincoln Scholars class. She is in the beginning of her second year, which started in June 2021. This is the year of clinical rotations, and next week they will wrap up the first of their seven-week rotations. Rotations include internal medicine, neurology, emergency medicine, pediatrics, OB-GYN, surgery and psychiatry. Since the program has a focus on family medicine and rural underserved communities, they have also been working every Tuesday afternoon since July in primary care clinics.

She believes the professional education through the PA program and PA students has helped with their clinical skills. Students do not receive a lot of clinical experience before their third year. Through this program students start learning their physical exams skills and working with physicians and other providers during their very first weeks of school. They also got a new PBL(Problem Based Learning) group where they incorporated Lincoln Scholar students with the PA students. They were able to use information from lectures and work together to problem solve various PBL cases. Ms.

Nelson further commented that this mirrors how PAs will work together with physicians in a clinical setting as providers.

She and her classmates have received many compliments from their physician preceptors on how far ahead their clinical reasoning skills are in comparison to other PA students at this point in their education. Ms. Nelson contributes this to the hands-on problem-based learning and collaboration with the staff and students in the PA program. She provided an update that the PA program just accepted eight new first-year students this June and they will start their mentor clinics. She is confident that they will gain a ton of knowledge during the first year as she and her classmates did.

Ms. Nelson turned the floor over to her PA classmate, Sammy Stadts.

Ms. Stadts is a phase two PA student who was part of the first class that incorporated with the Lincoln Scholars students. The PA students recently took their end of rotation exam and just started their second clinical rotation.

Within the first year of their education within the PA program, PA and Lincoln Scholar students work together learning general knowledge/foundation of the human body. They spend a lot of time in problem-based learning groups, small groups, lectures and studying together. They respect each other's perspectives and use that to their advantage to solve problems. They begin to learn the responsibilities of each other, and learn how to work together and communicate with their own individual skills that they can later use in practice.

Ms. Stadts said the integrated PA and Lincoln Scholars program is an interactive learning environment that allows for a comfortable setting for students to get to know each other. The communication skills they obtain will help the PA and Lincoln Scholars students as they become healthcare providers and work with people from other disciplines. Having the developed skills and experience with communication will be an advantage and ultimately lead to patient satisfaction.

Dr. Gupchup ended the presentation by expressing how proud he is of the PA students and the students who received the 2012 Distinguished Service Awards and honorable mentions. He also thanked the Board for their support.

Trustee Hightower thanked Dr. Diemer for the outstanding work he continues to do for the PA program. To the PA students, he thanked them for their outstanding work.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 11:43 a.m.

Reconvened

The Academic Matters Committee reconvened at 12:02 p.m. for discussion of Item N,

Recommendation for Distinguished Service Award, SIUE (Board Agenda Item N)

Chancellor Pembroke provided an overview on the service and support provided by Donna Richter to SIUE's Construction Management students and shared accolades she has received from the community. Based on the recommendation of SIUE's Committee on Honorary Degrees and Distinguished Service Awards, he requested Board approval to bestow the Distinguished Service Award to Donna Richter at the December 2021 SIUE commencement.

Motion was made by Trustee Sharma to approve Board agenda Item N. The motion was duly seconded by student Trustee Genovese. Madam Secretary called roll call with Hightower, Genovese, and Sharma passing the motion.

Academic Matters Committee adjourned at 12:06 p.m. and full Board meeting reconvened.

GVG/pm

Program Quality Assurance

July 1, 2020 – June 30, 2021



Southern Illinois University System

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Submitted to the
Illinois Board of Higher Education
September 2021

by the Office of
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.

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 2028.

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

<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</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	Accredited Internship – Counseling and Psychological Services; Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2019	Certified	2021	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2018	Accredited-extension granted	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 AGRICULTURAL, LIFE, AND PHYSICAL SCIENCES</u>				
Society of American Foresters (SAF)	2021	Accredited	2031	B.S. in Forestry (Forest Hydrology, Forest Recreation and Park Management, Forest Resource Management, Urban Forest Management, and Wildlife Habitat Management and Conservation Specializations)
<u>COLLEGE OF APPLIED SCIENCES AND ARTS</u>				
ASE Education Foundation (ASE) – National Institute for Automotive Service Excellence	2018	Accredited	2023	B.S. in Automotive Technology
Aviation Accreditation Board International (AABI)	2019	Accredited	2024	A.A.S. in Aviation Flight
Council for Interior Design Accreditation (CIDA)	2017	Accredited	2023	B.S. in Interior Design
Federal Aviation Administration - Flight Standards District Office (FSDO)	2015	Certified	2020	A.A.S. in Aviation Flight
	2012	Certified	Indef.	B.S. in Aviation Technologies (Airframe and Power Plant Certification)
National Architectural Accrediting Board, Inc. (NAAB)	2020	Accredited	2024	Master of Architecture
National Association of Schools of Art and Design (NASAD)	2017	Accredited	2027	B.S. in Interior Design
	2017	Accredited	2027	B.S. in Fashion Design and Merchandising (Fashion Design Specialization)

COLLEGE OF BUSINESS AND ANALYTICS

AACSB International - The Association to Advance Collegiate Schools of Business	2016	Accredited	2021	B.S. in Accounting; B.S. in Business Analytics; B.S. in Business and Administration; B.S. in Finance; B.S. in Management; B.S. in Marketing; Master of Accountancy; Master of Business Administration; M.S. in Strategic Analytics; and Ph.D. in Business Administration
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2017	Accredited	2025	B.S. in Hospitality, Tourism, and Event Management
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	2015	Accredited	2022	Master of Public Administration

COLLEGE OF ENGINEERING

ABET, Engineering Accreditation Commission	2015	Accredited	2021	B.S. in Civil Engineering; B.S. in Computer Engineering; B.S. in Electrical Engineering; and Mechanical Engineering
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COLLEGE OF HEALTH AND HUMAN SCIENCES

Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2020	Accredited	2028	B.S. in Human Nutrition and Dietetics and the Dietetic Internship Program
American Bar Association (ABA) - Standing Committee on Paralegals	2018	Accredited	2023	B.S. in Paralegal Studies
American Board of Funeral Service Education (ABFSE)	2018	Accredited	2025	B.S. in Mortuary Science and Funeral Service
American Psychological Association (APA), Committee on Accreditation	2019	Accredited	2029	Ph.D. in Psychology (Clinical Psychology Concentration)
	2014	Accredited	2021	Ph.D. in Psychology (Counseling Psychology Concentration)
Association for Behavior Analysis International (ABAI)	2018	Accredited	2021	M.S. in Behavior Analysis and Therapy
Association of University Programs in Health Administration (AUPHA)	2019	Certified	2025	B.S. in Health Care Management
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)
Commission on Accreditation of Rehabilitation Facilities (CARF)	2020	Accredited	2023	Evaluation and Development Center
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2028	A.A.S. in Physical Therapist Assistant
Commission on Accreditation for Respiratory Care (CoARC)	2021	Provisionally Accredited		B.S. in Health Care Management (Respiratory Therapy Specialization) – New program
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2021	B.S. in Dental Hygiene
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2017	Accredited	2025	M.S. in Communication Disorders and Sciences
Council on Education for Public Health (CEPH)	2018	Accredited	2025	M.P.H. in Public Health

Southern Illinois University Carbondale
Accreditation Report
includes SIU School of Medicine in Springfield

Council on Social Work Education (CSWE)	2020	Accredited	2026	B.S. in Social Work and Master of Social Work
Illinois Certification Board - Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2017	Accredited	2019	Post-Bacc. Certificate in Substance Use Disorders and Behavioral Addictions
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	B.S. in Public Safety Management and M.S. in Public Safety and Homeland Security Administration
Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDFS)	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2018	Accredited	2026	A.A.S. in Radiography Program
	2012	Accredited	2021	B.S. in Radiologic Sciences (Radiation Therapy Technology Specialization)
	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography Specialization)
	2018	Accredited	2026	B.S. in Radiologic Sciences (Magnetic Resonance Imaging and Computed Tomography Specialization)
	2018	Accredited	2026	M.S. in Medical Dosimetry
<u>COLLEGE OF LIBERAL ARTS</u>				
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)
National Association of Schools of Art and Design (NASAD)	2017	Accredited	2027	B.A. in Art; B.F.A. in Art; M.F.A. in Art; Minor in Art Education; Minor in Art History; and Post-Bacc. Certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2021	B.A. in Music; B.F.A. in Musical Theater; Bachelor of Music; and Master of Music
National Association of Schools of Theatre (NAST)	2012	Good Standing	2021	B.A. in Theater; B.F.A. in Musical Theater; M.F.A. in Theater; Ph.D. in Communication Studies (Theater Focus)
<u>COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS</u>				
National Association of Schools of Art and Design (NASAD)	2017	Accredited	2027	M.F.A. in Mass Communication and Media Arts
<u>SCHOOL OF EDUCATION</u>				
Council for the Accreditation of Educator Preparation (CAEP)	2020	Accredited	2027	Teacher Education Programs
<u>SCHOOL OF LAW</u>				
Association of American Law Schools (AALS)	2014	Approved	2023	School of Law
American Bar Association - Section of Legal Education and Admissions to the Bar	2018	Accredited	2023	Juris Doctorate
<u>SCHOOL OF MEDICINE</u>				
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 (ARC-PA)	2017	Accredited	2028	M.S. in Physician Assistant
Liaison Committee on Medical Education (LCME), American Medical Association (AMA)	2015	Accredited	2023	M.D. Medical Education Program
<u>SCHOOL OF APPLIED ENGINEERING AND TECHNOLOGY</u>				
ABET, Engineering Technology Accreditation Commission	2014	Accredited	2021	B.S. in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMAE)	2017	Accredited	2021	B.S. in Industrial Management and Applied Engineering
<u>SCHOOL OF COMPUTING</u>				
ABET, Computer Accreditation Commission	2016	Accredited	2022	B.S. in Computer Science

Accrediting Agency/ <u>INSTITUTIONAL ACCREDITATION</u>	<u>Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
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	
<u>PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS</u>					
<u>CENTER FOR INTERNATIONAL PROGRAMS</u>					
National Association of Foreign Student Affairs			Membership	Renewable annually	
<u>ENROLLMENT MANAGEMENT</u>					
American Association of Collegiate Records and Admissions Officers			Affiliation	N/A	
National Association for College Admission Counseling			Membership	Renewable annually	
Study Illinois International Education Consortium			Membership	Renewable annually	
<u>INSTITUTIONAL DIVERSITY AND INCLUSION</u>					
Diversifying Faculty in Illinois			Affiliation	N/A	
National Association of Diversity Officers in Higher Education			Membership	Renewable Annually	
Hispanic Association of Colleges and Universities			Membership	Renewable Annually	
<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		2020	Accredited	2025	Baccalaureate program in Social Work
Council on Social Work Education		2020	Accredited	2025	Master's program in Social Work
National Association of Schools of Music		2010	Accredited	2021	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		2012	Accredited	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design		2014	Accredited	2021	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	2027	Doctor of Dental Medicine

American Dental Association Commission on Dental Accreditation	2019	Accredited	2027	Advanced Education in General Dentistry (certificate program)
	2019	Accredited	2022	Endodontics (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	2021	Accredited	2027	Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2021	Accredited	2027	Baccalaureate program in computer science
American Council for Construction Education	2017	Accredited	2025	Baccalaureate program in construction management
<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	
Public Responsibility in Medicine and Research (PRIM'R)		Membership	Renewable annually	
<u>SCHOOL OF NURSING</u>				
Commission on Collegiate Nursing Education	2019	Accredited	2028	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2020	Accredited	2030	Nurse Anesthesia
Commission on Collegiate Nursing Education	2018	Accredited	2028	Doctor of Nursing Practice
Commission on Health Informatics and Information Management Education	2019	Accredited	2027-2028	Master's in Healthcare Informatics
<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. Next re-affirmation visit is scheduled for 2024-2025.

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Africana Studies (B.A.)</u>
3.	Date	<u>February 18, 2021</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:

- Dr. Daryl A. Carter, Professor of History, Director of Africana Studies, East Tennessee State University
- Dr. Mavis Adjei, School of Management and Marketing, Southern Illinois University Carbondale

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

The department added a post-baccalaureate certificate in Africana Studies.

The department has been renamed as the School of Africana and Multicultural Studies as part of a campus reorganization. In addition, there have been three new hires that will have tenure in the School but will also be cross-appointed in other programs that are affiliation with Africana Studies. One of the hires is at the associate professor level.

- Joseph Smith, Assistant Professor, cross-appointed in the School of History and Philosophy
- Lowell Brower, Assistant Professor, cross-appointed in the School of Anthropology, Political Science, and Sociology
- Theodore Cohen, Associate Professor, cross-appointed in the School of History and Philosophy

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

The review team provided the following recommendations:

- Assessment should be more rigorous than it is at present and should consider how to better serve students.
- The faculty, in consultation with the provost, dean, and chair, should initiate a visioning project whereby the department will develop goals, strategies, and assessment metrics for success. Online courses should be developed and offered.
- The current curriculum needs modernization and diversification.
- The department should develop and implement strategies for recruitment and retention.

- Faculty workload agreements should be re-evaluated with an eye toward both university expectations as well as reasonable expectations for faculty in the College of Liberal Arts for the areas of teaching, research, and service.
- Faculty should further develop both internal and external relationships with various units, institutions, schools, colleges, RSOs, and local businesses. Faculty could offer diversity, inclusivity, and multicultural competency workshops, training, etc., for the various constituents on campus. Such activities will expose the program to more students and solidify the role that the unit plays in helping the university achieve its core objectives.
- The program faculty are encouraged to participate in internal research programs like REACH and research forums to present their independent work. This would improve the program's visibility and allow the program to reach more students.
- In spite of the strong support expressed by the institutional leadership, faculty morale is extremely low. Faculty indicated that they do not feel valued or supported. Although the review team did not hear anything from the leadership to corroborate such a concern, the team deemed it crucial for these perceptions to be addressed in noticeable ways. The review team provided a list of recommendations to mitigate some of the negative perceptions.
- A formal mentorship program for junior faculty to set the desired culture.
- Additional management training for the department chair.
- Greater communication between the provost, dean, chair, and faculty to improve transparency. Faculty indicated they do not feel supported by the administration. On the other hand, the leadership expressed their desire for the Africana Studies department to grow. An improvement in communication may reduce faculty anxiety.
- The department chair should work with advancement officers to attract donors which could support faculty, students, programs, research, etc.
- The department should be encouraged to explore opportunities to collaborate with the Office of Research.
- Most of the students that the reviewers met with were women and they expressed their desire to see women on the faculty.

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

Added a post-baccalaureate (graduate) certificate in Africana Studies.

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

At the time of the site visit, the Faculty Senate and Graduate Council were reviewing a collaborative proposal to create the School of Africana and Multicultural Studies. This School will house the Africana Studies programs as well as minors in multi-cultural studies.

Furthermore, there is a cluster hire involving three new faculty with tenure homes in Africana Studies underway during Spring 2021. One of the positions is at the senior level, and the other are tenure-track assistant professors.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program's enrollment and degree completion metrics are below the IBHE threshold for low-producing programs. However, there is strong institutional justification for the program. The new hires into the program will provide resources needed to increase enrollment through curriculum development, enhanced campus collaboration, and program visibility.

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
10	3	1	4.7	1	3	4	2.7

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Animal Science (B.S. and M.S.)</u>
3.	Date	<u>February 18, 2021</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:

- Dr. Lucas Maxwell, Department of Agriculture, Illinois State University
- Dr. Robert Rhykerd, Department of Agriculture, Illinois State University
- Dr. Daryl Kroner, School of Justice and Public Safety, Southern Illinois University Carbondale

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

- *Addition of the Companion Animal Certificate to the program.* The review team considered this a commitment to student success and response to changing needs.
- *Reorganization.* Although the reorganization changed nothing programmatically, it was communicated that many of the programs' challenges were due to the reorganization.

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

The review team provided the following recommendations:

- The review team found that the faculty and staff were at least aware of the self-study. They also indicate that the faculty are involved in the development and revision of assessment measures. The review team felt that the programs' SLOs and assessment tools were appropriate as well as the assessment cycle. The team noted that there was continuous improvement to the programs based on review of the assessment data, however, there were no examples provided for assessment revisions and implementation.
- Facilities were adequate but in need of maintenance and updating.
- There is an uncertainty in leadership with an interim director and interim Dean (Since the review, a permanent Dean has been hired for the College of Agricultural, Life, and Physical Sciences).
- The review team highlighted the importance of the companion animal nutrition diploma.
- The School needs to strengthen communication between the Farm Manager and Animal Science Faculty.
- The School should develop a strategic plan for the management of the University Farms.

- The School should submit a plan for Strategic Hires.
- There is currently a search for a new faculty (Beef/Ruminant Production specialist).
- There is low faculty moral.
- The School's operating paper should define the role of program coordinator.
- The college should provide resources for post-administration faculty development.

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

- The most significant and clear academic action taken since the last review was the creation of the Companion Animal Nutrition Certificate.
- Hiring of a new Farm Director.
- Hiring of a new Swine Manager.
- Hiring of a permanent Equine Manager.
- Hiring of a Beef/Ruminant Production specialist TT faculty.
- Improved relationship between the Farm animal units and IACUC (Institutional Animal Care and Use Committee).

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

- Provide a list of duties and expectations for program coordinators
- Develop strategies for increasing research productivity

The certificate in companion animal nutrition is not an IBHE recognized credential, which means it will not be shown on a transcript. The School should consider whether to offer it as an approved certificate.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

B.S. Animal Science

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

M.S. Animal Science

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

6.2 Explanation

The M.S. degree enrollment and graduation is below the IBHE metrics for graduate programs (<10 majors and <5 degrees conferred). The program will be notified of this status and asked to provide a plan for increasing the enrollment of the program.

B.S. Animal Science

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
135	132	131	132.7	51	38	35	41.3

M.S. Animal Science

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
6	5	7	6	4	3	3	3.3

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Architectural Studies (B.S.)</u>
3.	Date	<u>May 2, 2021</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:

- Marika Snider, Department of Architecture, University of Memphis
- Aaron Scott, School of Art and Design, Southern Illinois University Carbondale
- Tao Huang, School of Art and Design, Southern Illinois University Carbondale

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

The review team provided the following recommendations:

- The program directors have been interim positions for a number of years. The lack of permanent leadership is a significant issue for the health of the program and was a concern noted by the National Architectural Accrediting team during the review of the master's program.
- The program has lost faculty due to retirement and separation in the past decade. Some, but not all, have been replaced.
- The reliance on NTT faculty and specifically the high turn-over rate among NTTs negatively impacts student learning. The new faculty are not integrated into the curriculum and cannot properly assess the appropriate teaching level.
- Program faculty members teach overload. Although voluntary, the faculty efforts in teaching additional courses put constraints on faculty research activities and limits their ability to maintain a cutting-edge program.

The School of Architectural Studies will move from the College of Applied Sciences and Arts to the College of Arts and Media on July 1, 2021 as part of a campus reorganization. The previous college has been renamed the College of Health and Human Sciences.

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

- The process of assessment and continuous improvement is based on the standards of the National Architectural Accrediting Board and university-based internal reviews.
- The assessment cycle tracks with the accreditation cycle which promotes an in-depth review of the program. The benchmarks and assessment tools are aligned

with national standards set for the master's program. The assessment process for the program includes assessment of online programs. The data is disaggregated.

- All of the SLOs are measured with evidence to support student achievement of national standards. The SLO process includes assessment reports that are generated based upon professional evaluation of work develop in the Comprehensive Studio.
- Curriculum appears to be current. Scholarship and research interests are current but at lower levels than similar universities.
- It is expected that once the program hires a permanent director and has moved into the new College of Arts and Media, it will develop a more robust process of assessment and continuous improvement. Currently the improvement process appears to be informal and based on individual faculty's desires to improve the program.

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

- The program endeavored to increase skills in the applications of BIM technologies and Parametric data-driven technologies, as well as in the use of new technologies like Digital Fabrication Labs (DFL), including 3D printing and laser cutting model production procedures.
- The program has placed increased emphasis on key Design Studios about the critical thinking in relation to global problem-solving and grand challenges wherein architecture and master planning play distinct roles, and which results on more thought-out and solutionary outcomes as well as requiring more profound supporting inquiries and arguments. Courses which have increased these capacities include ARCH 451 - Urban Design and Community Development.
- Recent hires have been adding strategic content to the curriculum in terms of energy and health related materials and building technologies, as well as data and performance integration into the technology courses. Key NTT and professionally practicing faculty have brought their professional and academic expertise to bear on key courses within the graduate program curriculum, which raises the standards across all leading curriculum efforts.
- The faculty have a high degree of specialization and research potential but, because of the overload teaching, they don't have time to produce research or be on the cutting edge of technology and education.
- The school has responded well to the challenges faced by declining enrollment, reduced funding from the state, and fewer tenure track positions.
- Within the School of Architecture itself, the program created a specialization/minor track for undergraduates to study Construction Management and Operations, with a key aspect being OSHA training and certification.
- The Geography faculty have established a minor in Sustainability that some architecture students have begun to pursue, and in which faculty reciprocally

interchange intellectually through this point of dialog and their mutual connections with the greater university's Sustainability Council.

- The NCARB Architectural Experience Program (AXP) guidelines and requirements for licensure discussions are incorporated into several courses and student events.
- Since the last accrediting visit, three faculty members - one per year - have been granted sabbatical leaves for scholarly and intellectual activities.

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

- The greatest need is long-term leadership for the program. The program is to seek permanent leadership that can help communicate and address the need for human and financial resources.
- The basic facilities seem to be met, however students need more collaborative space, especially with other programs. Specifically, there is a need for a materials library which could be shared with Interior Design and a Virtual Reality space that could be shared among other units in the School of Art and Design and the School of Theater and Dance.
- Additional courses should be considered for areas related to current and future industry technology requirements, emerging technologies and innovation methods, material selection and manufacturing/construction, and design justification based upon research methodology.
- As the university is going through a large restructuring process, new collaborations to support student learning across the university and with the surrounding community should be nurtured.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
139	128	126	131	30	43	36	36.3

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Aviation Management (B.S.)</u>
3.	Date	<u>November 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:

- Bruce A. Chase, Professor and Chair, Flight Sciences Department, College of Aviation and Aeronautical Science, Letourneau University
- Christie McIntyre, School of Education, Southern Illinois University Carbondale

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

The faculty developed a new program assessment tool implemented in the Fall 2020 semester.

The program, in cooperation with Aviation Management and Flight ,has proposed an M.S. in Aviation Management. Some course numbering changes were implemented to prepare for the new program. The new degree program has campus approval and is currently under review by IBHE.

The Department of Aviation Technology and the Department of Aviation Management and Flight have merged to form the School of Aviation. The new school will be housed in the College of Health and Human Sciences.

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

The review team provided the following observations and recommendations:

1. The faculty indicated that they are actively involved with the assessment of the program.
2. The faculty are aware of the student learning outcomes.
3. The six student learning outcomes (SLO) listed for the degree are consistent with other aviation management degree programs and similar to outcomes required by the Aviation Accreditation Board International (AABI) for aviation baccalaureate degrees.
4. All SLOs are mapped to specific assessments in specific courses.
5. According to the April 2020 Assessment Plan, SLOs are evaluated each time the course is taught.
6. While some of the faculty have demonstrated a commitment to the assessment process, it does not appear as though all faculty are contributing to the collection of evidence for the identified program SLOs.

7. On-campus faculty had a general knowledge of assessment results. Off-campus faculty received very little feedback on how their students' performance compared with on campus students' performance for aligned learning outcomes. The program needs to collect the same data for off-campus courses as it does on-campus.
8. The reviewers noted the importance of recent changes to the curriculum providing standard courses in the on-campus and off-campus programs.
9. The Transportation Education Center (TEC) is a beautiful, well equipped facility. The two classrooms are large and well equipped. Space in the Aviation Library room provides a classroom for small classes.
10. Classroom space in the Aviation Technology hangar is appropriately equipped. Though not as modern as the TEC, the remodeled classrooms in this building are good facilities to engage student learning.
11. Faculty teaching at the off-campus sites are well qualified.
12. The communication with off-campus faculty needs to improve.
13. All leaders interviewed expressed support for the Aviation Management program and noted the program's contribution to the university. The Aviation Management program was referred to as a "signature" program at the university.
14. The department has excellent connections with the aviation industry. The advisory committee meets regularly and provides input into the program.
15. Faculty do not feel valued or supported by the leadership. They feel overloaded with faculty reductions but agree the planned faculty hire will help, but not meet the full need.
16. Budget limitations and faculty aspirations frequently exist in tension.

Recommendations for Leadership:

1. Engage the aviation faculty in a shared vision for the program. The vision should identify a growth plan that defines anticipated faculty, staff, and facilities to support the on and off-campus programmatic needs.
2. Develop a metric and process to assure adequate staff are in place for student advising.
3. Continue to support a dedicated recruitment coordinator for aviation. A well-trained, aviation focused recruiter is an important element in growing the program. Develop a metric for determining when another recruiter will be needed.
4. Continue improving classrooms in AVT by updating and remodeling so that there are more classrooms that the faculty want to use.

Recommendations for Faculty:

1. Consider adding international regulations to the SLOs.
2. All faculty teaching the core courses (AVM 360 and AVM 375) should assess student learning aligned to the identified SLOs according to the program's Assessment Plan.
3. Collect the same data off-campus that is collected on-campus.
4. Create rubrics for course assignments where greater consistency is needed between on and off-campus instructors.
5. Engage, as a group, in an annual review of the assessment data collected to consider programmatic implications, as well as the implications for individual courses.
6. Survey alumni on a regular schedule to gather data on program effectiveness.

7. Offer a master's degree in aviation management. The degree will attract additional students and provide added educational opportunities for flight instructors in the school. Perhaps a five or six-year program could be offered where students complete a master's and serve as a flight instructor until reaching the FAA required flight time.

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

Since 2012, some of the AVM faculty have reported data linked to specific course assessments and reflected on why the students' achievement exceeded, met, or did not meet the threshold required at that time. In one reflection for AVM 377, the instructor noted in 2014-15 that 67.8% of the students met or exceeded the expectations for SLO 3. Since this was below the anticipated 80% benchmark, the instructor proposed and implemented additional study sessions for students. The 2017-2018 Assessment Report presented an increase in student performance on the comprehensive exam; 92.3% met or exceeded expectations. The instructor attributed the increase to the added study sessions, thereby closing the assessment loop. The current review team hopes all faculty will begin to document how the changes made to a course or the program improve student learning.

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

The next step in the process will be to present these findings to faculty and task faculty to work cooperatively to devise and implement appropriate changes in response to the reviewer's report.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
177	226	248	217	112	119	110	113.6

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Beef Evaluation Center</u>
3.	Date	<u>February 16, 2021</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:

- Dr. Lucas Maxwell, Department of Agriculture, Illinois State University
- Dr. Robert Rhykerd, Department of Agriculture, Illinois State University
- Dr. Daryl Kroner, School of Justice and Public Safety, Southern Illinois University Carbondale

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

- *Resignation of former supervisor of the facility.* This resulted in the facility being supervised by interim leadership.

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

The review team provided the following recommendations:

- The review team found that the faculty and staff were at least aware of the self-study. They also indicate that members of the faculty served in the interim leadership role. The review team also acknowledged that decisions included input from external advisors. However, the review team indicated that the assessment process was not adequate. They pointed out that current measures have not been revised since the last review. They also indicated that there was some evidence of facility improvements.
- Facilities need maintenance and updating.
- Recommend re-evaluating the role of the Beef Evaluation Center in the teaching, research, and outreach mission of the college.

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

- Some repairs to the facility.
- Continued updating of testing procedures used.
- Hiring of a Beef/Ruminant Production specialist TT faculty.

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

The Dean of the College is expected to meet with the program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for

the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Communication Disorders and Sciences (B.S.)</u>
3.	Date	<u>September 22-23, 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:

- Tena McNamara, Emerita, Eastern Illinois University
- Sandra Collins, School of Health Sciences, Southern Illinois University Carbondale

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

Program changes included modifications to undergraduate required courses. Core curriculum changes were made to reflect new knowledge requirements for national certification by the American Speech-Language Hearing Association following a 2014 update to accreditation requirements. A statistics course was added as a graduation requirement for the undergraduate degree to align with a requirement that a stand-alone statistics course be demonstrated as a knowledge requirement for national certification. The required biology in the SIUC core curriculum were adjusted to exclude plant-based biology courses. The knowledge requirements included a human or general biology course. The physical science requirements in the core curriculum were adjusted to include physics or chemistry to align with national certification standards. This enables undergraduates to be prepared for graduate curriculum without requiring additional courses during graduate school. The faculty voted to approve these changes as part of the curriculum discussions in monthly faculty meetings.

The faculty added CDS 460 as a required course in the CDS curriculum. This was based on feedback from students, the CDS Advisory Board, and site visitors from the graduate program review. CDS 460 is an augmentative and alternative communication course and provides students with a course targeting assessment and intervention of individuals with complex communication needs.

Curriculum changes were described in assessment reports including modifications to CDS 300, CDS 493, and CDS 150. These modifications were based on aggregate assessment data, student feedback, and faculty discussions regarding curriculum. Additional curriculum changes included the introduction of online undergraduate courses including CDS 300 and CDS 460. The instructors timely experience with online education and mentorship from the Center for Teaching Excellence provided valuable practice prior to the Covid-19 pandemic environment.

The program started an online leveling component in the Spring 2020 semester that consists of eight courses for students that are not enrolled in the undergraduate CDS

program but are interested in, and want to be prepared to pursue, a graduate program in the CDS arena.

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

The review team provided the following recommendations:

- Academic advisement will benefit from the academic advisor for CDS moving to the School of Health Sciences. The advisor is currently housed in the School of Education, which is where the program resided prior to re-organization.
- The clinical facilities including the Center for Autism Spectrum Disorders and Clinical Center are impressive.
- The program support staff and faculty are in separate locations with staff in the (previous) ASA building and faculty in Rehn Hall. It would be good to have all in one location. However, some faculty have requested to stay close to the clinical facilities.
- The program has high quality faculty and a strong curriculum that prepares its graduates appropriately.
- Relationships with alumni and students are strong. Recommendation is to create a program newsletter for alumni to enhance communication.
- The CDS program should consider more online education options including the delivery of the entire program.
- The program should consider how to implement and expand opportunities that support cultural diversity and cultural sensitivity within the program.

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

- The program was moved to the School of Health Sciences from the Rehabilitation Institute as part of the University reorganization initiative. It appears some collaboration with other programs has begun.

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

- Considering the reorganization is near completion, academic advisement will be reviewed based on the feedback in the reviewers' report.
- Faculty should consider creating a newsletter to share with alumni.
- During the site visit review, the external site visitor mentioned a national credentialing body for students in the CDS program. They advised that the program could receive recognition from the credentialing body so students can sit for the board exam and help expand their job placement opportunities.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
55	51	36	47.3	23	15	12	16.7

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Carbondale
2. **Programs Reviewed** Fermentation Science (B.S.)
3. **Date** February 18, 2021
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

This review represents the required 3rd Year review of the program, which is overdue. The program first enrollment was in 2016 (six students). The program has graduated four students as of Spring 2021, one of which double majored (B.S. in Chemistry and Fermentation Science). The Spring 2021 enrollment was 20. This Spring 2021 data is not reflected in the data posted by Institutional Research and Studies (see table at the end of this report), but is reported since this is a new program. The Director of the Fermentation Science Institute (FSI) provides oversight of the degree program.

For the third-year review, associate deans serve as reviewers. Their findings are based on a third-year report and any interviews they deemed necessary. The reviewers were:

- John Groninger, Associate Dean, College of Agriculture, Life, and Physical Sciences
- Walter Metz, Associate Dean, College of Mass Communication and Media Arts

5.1 Description and assessment of any major changes in the program

No major modifications have been made to the program as presented in the NUI. The lecture and laboratory courses have undergone continuous improvements as the program evolves.

Wade Begrow, an industry expert and employee of Founders Brewing company, was hired as an Assistant Lecturer beginning Fall 2020 to teach the advanced yeast science and technology course (FERM 462), providing world-class and industry relevant instruction.

Lahiru Jayakody, a joint faculty hire with the School of Biological Sciences, has increased the instructional capacity in various areas of fermentation, including biotechnology and industrial fermentation.

The program has had slow and steady enrollment growth. Enrollment in Spring 2020 is 20 students.

FY 16	FY 17	F18	F19	F20	S20
6	6	8	9	14	20

The B.S. in Fermentation Science was initially housed at the Provost level, since it is an interdisciplinary degree. In the recent reorganization of the university, the program was

moved into the School of Agricultural Sciences which also houses the degree programs previously in the College of Agricultural Sciences. Within the schools, administrative and staff support for academic programs is centralized.

5.2 Description of major findings and recommendations

The following observations and recommendations are based in part on the reviewers' report and responses from the Director of the FSI.

The program is a point of pride for SIUC and a useful model for developing in-demand interdisciplinary programs. The FSI Director should feel encouraged to share experiences, ideas, and lessons learned to help develop similar endeavors at SIUC. The program fills a unique niche in Illinois and the central U.S. by training professionals in an expanding and diversifying industry. We commend the FSI Director for the vision and energy in positioning SIUC to create one of only four such programs in the United States. The following is our evaluation of some key dimensions related to programmatic success and our recommendations offered for continuous improvement.

Recruitment

To build on early success, a comprehensive program recruitment strategy should be employed to engage regional and national audiences. Other specialized programs at SIUC have capitalized from targeted recruitment via internet search, advertising at events catering to potentially interested individuals, and working through trade publications.

The fermentation course for non-majors is an excellent venue to accomplish this locally. This course may recruit students already at SIUC who are undecided or interested in changing majors.

Furthermore, an active local beer and wine industry as well as festivals drawing an audience from outside the region provides ample opportunities to engage potential students. The FSI Director is to be commended for maintaining strong and positive relationships with industry partners, both locally and nationally, through these venues.

Develop a Registered Student Organization (RSO)

Student involvement is integrated into the activities of the FSI, ranging from research, operation of pilot facilities, and FSI supported study groups. The reviewers' recommended the formation of an RSO that could expand on this and involve students outside the major.

Develop Study Abroad Opportunities

The Fermentation Science program is ideally suited to incorporate study abroad experiences into the curriculum as a high-profile recruiting tool and a potential highlight of the SIUC undergraduate experience. Instituting student exchanges might also lead to faculty and university networking benefits.

Engagement with Professional Organizations

SIUC's Bachelor of Science in Fermentation Science is one of 7 programs recognized by the Master Brewers Association of the Americas (MBAA). As an early Fermentation Science program, the program faculty may consider working with the professional organization and industry stakeholders to explore the establishment of program

accreditation standards for B.S. programs, further cementing SIUC's position of leadership in the field.

Industry Leadership Board

There is an advisory board for the FSI. The degree program is a core mission of the FSI and members of the advisory board were involved in development of the curriculum. This is a resource for this growing program, supporting curriculum, internships, and recruitment. It also enhances the students' professional networking.

Capstone Course

Given that the program is spread across a number of areas (social and cultural practices, legal and governmental regulation, methodologies for experimental design and quality control, etc.), it might be a good idea to design a capstone experience at the end of the curriculum that revisits the scope of FERM 100: "Introduction to Fermentation Science." In this way, the various areas of advanced student work in the program could be brought together for the benefit of both the other students and the faculty. This will allow the program to observe not only the quality of students' work as they leave the program, but also how the students' interests themselves are informing curriculum development and resource allocation. If student internships and the RSO activities are covering brewing practices well, it might be, for example, that emphasis is needed in experimental design and quality control matters in the classroom and labs.

Internship Program

The program's commitment to a vibrant internship program is a strength. The degree requirements and curriculum are designed in an integrated approach with the internship. The program works with each student over a 1-2 year period developing each internship opportunity. Each internship is entered with a legal agreement and documentation on the activities and learning objectives of the internship. There have been 6 successful internship placements to date. The reviewers noted that the details of the internships, and more importantly, the assessment of their effectiveness in transforming student skills, needs attention.

5.3 Description of actions taken since the last review

N/A. This is the required third-year review for a new degree program.

5.4 Description of actions to be taken as a result of this review

The program identified the following actions to be taken:

- One of the assessment mechanisms involves monitoring the success rate of students taking professional exams upon graduation. Because these professional examination credentials are not required for employment and are a significant expense to the student (~\$2,000), the data has not been collected. However, the curriculum is still aligned with content of these examinations. Assessment tools will be developed to measure student learning outcomes.
- A planned infrastructure expansion will enhance the curriculum offerings and facilities for student training in food fermentation, distilling, and industrial/biotech. While these topics are currently covered at a foundation level, the development of additional instructional capacity in these areas will not only enhance the student experience, but should also boost the recruitment of students.

Other action items include:

- All programs on campus are required to submit an assessment plan to the Office of the Associate Provost for Academic Programs. Programs are also required to submit annual assessment reports. The plan and reports have not been submitted. This oversight should be rectified.
- Enrollment growth should be a key activity for the program. It is expected that a new program will meet or exceed the IBHE threshold of low-producing program (40 students enrolled and 9 degrees conferred based on a 3-year average) by the full review at year eight (2024).

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
8	9	14	10.3	0	2	0	1

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Forestry (M.S.)</u>
3.	Date	<u>April 13, 2021</u>
4.	Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1.	Telephone	<u>(618) 453-5744</u>
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5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Daniel Unger, Geospatial Science, Stephen F. Austin State University
- Dr. Kristen Waring, School of Forestry, Northern Arizona University
- Dr. Guangxing Wang, School of Earth Systems and Sustainability, Southern Illinois University Carbondale

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

Although the number of TT faculty has only been reduced by 1 (from 10 to 9) since the last program review, the full-time equivalency (FTE) has been reduced due to several faculty assuming administrative positions. This has affected the number of course offerings to a limited extent. There have been no other major program changes since the last review.

At the time of the last review, the program was housed in the Department of Forestry in the College of Agricultural Sciences. Through the re-organization of the campus, the program moved into the School of Agricultural Sciences in the College of Agriculture, Life, and Physical Sciences. A second move was made to house the program in the School of Forestry and Horticulture in the College of Agriculture, Life, and Physical Sciences.

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

The review team provided the following observations and recommendations:

Major Findings:

- Small and dedicated faculty committed to positive student outcomes.
- Faculty are diverse in their research interests and very productive which is demonstrated in their grant and publication records.
- Student outcomes include 97% of their graduates either successfully employed in their chosen field (83%) or pursuing doctoral degrees.
- Traditional and solid Forestry program.
- Faculty are heavily involved in the goals and learning outcomes of the program.
- Hands-on/experiential learning strategy is a highlight of the program and is credited for its student success.

- Facilities are adequate. Physical location near the Shawnee National Forest, Crab Orchard National Wildlife Refuge, and state lands serve as excellent resources for teaching and research.
- The program has good leadership, and is recognized and supported by the institution.

Recommendations:

- The faculty need to act on recommendations, past and current, and investigate practices of peer programs that would serve to enhance their productivity and streamline their program.
- Assessment benchmarks and frequency of assessment cycle appear to be appropriate for the program.
- Faculty salaries are below the norm. There is a need to increase salaries to successfully hire new faculty and retain current faculty.
- Consider conforming to peer institution academic requirements (credit hours, thesis defense, etc.).
- Increase faculty FTE by decreasing faculty in administrative roles and hiring new TT faculty.
- Increase faculty diversity.
- Incorporate more Geography Information Science (GIS) into courses.
- Expand into Urban Forestry.

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

Curriculum and program changes since the last Forestry M.S. program review in 2012 are relatively few. Individual faculty members and numbers have remained generally stable during 2012-20, thus course offerings have remained relatively similar. Additional graduate-level courses that have been developed and taught during this period include:

FOR 425-3 Habitat Management for Wild Game. Introduction to the field of habitat management for wild game species in the Central Hardwood Forest Region of North America. Special emphasis will be placed on providing and manipulating the essential habitat requirements for trophy game including deer, turkey, and upland birds. A holistic approach to habitat management will be emphasized to identify how management of wild game habitat can satisfy other landowner goals and objectives. Restricted to junior level standing or above or permission of instructor.

FOR 451-3 Wildlife Habitat and Populations (formerly Natural Resource Inventory). This course is designed to familiarize students with a scientific understanding of major topics in wildlife ecology and management, with a special focus on Forestry majors and natural resource inventory techniques. Students will gain knowledge of the history of the field of wildlife management, primary wildlife management.

FOR 480-3 Natural Resource Conflict Management. Examines the role and methods of stakeholders in influencing natural resource policies. Emphasis on applied methods, techniques, and strategies for conflict resolution, especially collaborative decision making and persuasion theory. Restricted to junior standing or consent of instructor.

FOR 486-3 Invasive Plant Ecology and Management. (Same as CSEM 486, PSAS 486) Ecology and evolution of invasive plant species, with a focus on land management, including characteristics and biology, introduction and spread, population dynamics, community impacts and ecological interactions, and invasive plant evolution and adaptation, as well as management techniques and considerations, including biological, chemical, and mechanical control. Prerequisite: BIOL 307 or consent of instructor. Restricted to junior standing.

FOR 528-3 Urban Tree Management. Establishment and maintenance of trees as beneficial components of urban environments. Tree functionality is addressed from biological, social, and economic opportunities and constraints commonly associated with cities and towns. Management of trees and wooded areas within ecological urban landscapes is addressed from the perspective of multiple constituencies. This course is primarily intended to be taken as part of the ecological urban landscapes graduate program and is offered online only. May be taken as a substitute for FOR 428. Students who have achieved a passing grade in FOR 428 are not eligible to take this course.

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

- Meet with faculty to identify specific action items for next review.
- Progress on action items will be included in annual program assessment reports.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
17	18	22	19	6	8	3	5.7

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Illinois Soybean Center</u>
3.	Date	<u>May 16, 2021</u>
4.	Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1.	Telephone	<u>(618) 453-5744</u>
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5. Major Findings and Recommendations

The review team was comprised of:

Dr. Keith Cadwallader, Department of Food Science and Human Nutrition, University of Illinois, Urbana-Champaign

Dr. Clay Nielsen, School of Agricultural Sciences, Southern Illinois University Carbondale

5.1 Description and assessment of any major changes in the program

The self-study and reviewers focused heavily on challenges identified in the 2013 program review that remain unaddressed. A key change concerns the program administrative leadership. At the time of the last review, the responsibility for the Center was transferred to a faculty member as a service load instead of an administrative appointment. At the time, a permanent Dean was in place to provide oversight. A second change concerns the structure of the advisory board. The Center's board currently relies heavily on an administrative structure conceived and maintained within the Departments and College administration of the former College of Agricultural Sciences. As part of the campus re-organization, the previous departments in the college have been merged to form the School of Agricultural Sciences (no department chairs, one school director). This school resides in the College of Agricultural, Life, and Physical Sciences. The College of Agricultural Sciences, and the administrative structure of Dean and Associate Dean, no longer exists. The new college currently has an associate dean with ties to the agricultural programs and an associate dean with ties to the science programs.

Additional changes since the last review include research publications, project participation with industry partners, and release of soybean cultivars and germplasm lines. A key accomplishment for student engagement has been the development of the Agronomy Society. These changes represent individual efforts by faculty members whose work is within the topic area of the Illinois Soybean Center. Reviewers cited the strong record of Center faculty in documenting evidence of continuous improvement despite institutional challenges.

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

The review team provided the following observations and recommendations:

Reviewers positively noted the cumulative record of individual accomplishments of Illinois Soybean Center faculty working with their own funding.

A specific recommendation was that leadership be provided at the Associate Dean level. The pending installation of a permanent Dean for a newly formed College of Agricultural, Life, and Physical Sciences provides an excellent opportunity to address this recommendation and how the university wishes to capitalize on the continued existence of the Illinois Soybean Center.

Additional opportunities for the Illinois Soybean Center to capitalize on unrealized collaborations should stem from re-organization.

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

As evidenced by the Self-Study and the Reviewer report, the nature of the Illinois Soybean Center and its work does not fit into the structure of curricular programs. No recommendations for changes were offered by the reviewers.

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

Program faculty hope a permanent Dean will focus on reinvigorating the Illinois Soybean Center and addressing the specific recommendations outlined in the 2013 report. Several of the 2013 recommendations would rely on the existence of a heavily invested and institutionally supported director. In the absence of these changes, it is expected that program faculty will continue to serve the students and industry through their own initiative. However, as facilities and faculty age, college and university leadership will need to invest in at least maintaining the current level of success. A permanent Dean will be critical to articulate these needs and opportunities within and beyond SIUC. This individual, not yet known at the time of writing, should carefully review the Self Study with special attention to the 2013 reviewer recommendations. Also, they should confer with Director Bond, interested College faculty, and key industry partners as early in their tenure as possible.

Participation in the Center by Faculty outside the School of Agricultural Sciences, and even outside the College of Agricultural, Life, and Physical Sciences, indicate the value of broadening the Illinois Soybean Center's focus beyond its current home among traditional agricultural programs in which it was originally conceived. Recognizing the evolution of the soybean industry since the Center was founded, a reconstituted center could support and advise faculty to better match instructional resources, practices, and curricula to address student and industry needs. In this way, the Illinois Soybean Center may better realize its potential to support instruction and curricula across the university.

Two promising areas of discussion and consideration would include providing direct support for research activities involving undergraduate and graduate students, and also supporting the outstanding extracurricular contributions of the Agronomy Society. Furthermore, interest among SIUC research personnel in medicine, human nutrition, and fisheries suggest that the Center's focus could provide curricular and extracurricular benefits in these areas as well. The current Illinois Soybean Center structure is not well-suited to accommodate these changes or gain the critical input of industry partners. Updating the structure and functioning of the Center is key to realizing these potentials.

The Dean of the College is expected to meet with the Center Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Linguistics (B.A. and M.A.), Teaching English to Speakers of Languages (M.A.)</u>
3.	Date	<u>February 18, 2021</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:

- Anna Bosch, Linguistics, University of Kentucky
- Lucy Pickering, Literature and Languages, Texas A&M University-Commerce
- Jyotsna Kapur, Director, University Honors Program, Southern Illinois University Carbondale
- Sylvia Smith Thoms, School of Management and Marketing, Southern Illinois University Carbondale

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

The reviewers commend the department for making a number of positive changes based on the recommendations from the prior review team (in 2013). Specifically, the number of credit hours was adjusted for degree plans so that they are now equalized across the M.A. programs, and established a 5-year B.A./M.A. program route (accelerated master's). The present review took place at a somewhat difficult time. There is the stress caused by current pandemic conditions. In addition, the chair separated from the university and an interim was appointed. As a result, there are fewer senior faculty, which impacts teaching, service, and research. Furthermore, between the completion of the self-study and the actual review visit itself, an assistant professor announced a separation from the program effective Fall 2021.

In addition, other changes include:

- Enrollments: Graduate enrollments in the M.A. Linguistics and M.A. TESOL programs have been reduced to a more manageable level (while maintaining enrollment in the undergraduate programs) on the recommendation of the 2012 Program Review team. At the time of the last review, there were 53 students enrolled in the M.A. Linguistics program and 58 students enrolled in the M.A. TESOL program.
- Faculty changes: 4.7 T/TT Faculty were hired since the 2012 program review. During the same period, 1.7 T/TT Faculty left the university and 3.6 NTT faculty left the university. The NTT lines were not replaced.

- Two new research labs were established: one includes sound-attenuating recording booths and a second is dedicated to virtual reality research. This has increased the research space available in the department for both faculty and student research projects.
- Curricular changes:
 - The mandatory thesis requirement in the M.A. Linguistics program has been replaced with an optional thesis or advanced coursework that better prepares students for moving into Ph.D. programs or into the workforce.
 - The M.A. in Applied Linguistics was renamed M.A. in Linguistics, more closely reflecting the coursework in the degree.
 - The department established an accelerated M.A. in Linguistics allowing undergraduate majors to graduate in 5 years with both B.A. and M.A. in hand. This holds some promise for increasing the number of undergraduates who will remain at SIUC for their M.A. program.
- Assessment of programs is done over a two-year cycle, two or three SLOs in each program are evaluated each year. Assessment results have been used to initiate curricular changes.

As part of a campus re-organization, the department will be merged with the Department of Languages, Culture, and International Trade to form the School of Languages and Linguistics, effective July 1, 2021. The School will be administered by a Director with administrative staff. The new school will be housed in the College of Liberal Arts.

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

The following summarizes the reviewers' report:

- Students at both the undergraduate and graduate level are very satisfied with the programs. They are happy with the sense of community and supportive atmosphere that exists in the department.
- Faculty are to be commended for their ability to meet the differentiated needs of the groups they serve including undergraduates, graduates, Fulbright scholars, and ESL students/scholars on campus.
- Faculty were involved in the self-study in that they were required to complete a cost analysis and address strengths and weaknesses of the program.
- Curricular changes since the previous review have improved the programs offered by the department.
- The department has seen a turnover in faculty.
- Consider establishing an online/dual-enrollment M.A. TESOL program.
- Promote enrollments in existing general education courses to draw additional majors.
- Take advantage of reorganization to strengthen collaborative curriculum and research opportunities.
- Maintain and support productive collaboration between the Center for English as a Second Language (ESL) and Linguistics/TESOL.

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

In addition to the major changes mentioned in section 5.1, the curriculum has been streamlined in each of the degree programs and several courses were added, modified, or removed from the catalog during this period to better reflect the expertise of the current faculty.

Programmatic changes:

- B.A. in Linguistics (general): Number of required courses was reduced from 7 to 4 (12 CH total) with concomitant increase in elective courses.
- B.A. in Linguistics (English as a New Language specialization): One additional required course added, one elective dropped.
- M.A. Linguistics: Reduction in overall credits required from 39 to 36. Number of required courses was reduced from 7 to 4 (12 CH) with additional courses chosen from different sets of courses.
- M.A. TESOL: Increase in overall credits required from 33 to 36. Phonetics was removed from the required course list. The large group of focus courses was split into several categories – language skills, teaching specialties, and research courses.
- Several new courses were added, modified, or removed from the catalog during this period to better reflect the expertise of the current faculty.
 - Deleted courses include LING 442-Language Planning, LING 547-Conversation Analysis: Ethnomethodology, and LING 575-Language Testing.
 - LING 470-Theoretical Foundations of Teaching ESL and Bilingual Students was modified to better align with state standards for an ESL teaching certification and LING 431/531, 487/587, and 589 (all courses focusing on aspects of ESL teaching skills) were updated to better align with current teaching trends.
 - Added courses include LING 302-Invented Languages, LING 400/500-Formal Semantics, LING 417-Language Contact, LING 452/552-Field Methods in Linguistics, LING 473-Introduction to Computer Assisted Language Learning, and LING 485-Teaching Listening and Speaking in a Second Language. These courses were added to reflect teaching expertise gained by the addition of new faculty.
 - Advanced courses (thesis-replacement courses) were developed: LING 553-Advanced Phonology, LING 558-Advanced Syntax, LING 590-Advanced Seminar in L2 Pronunciation, and LING 592-Advanced Computer Assisted Language Learning.

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

- Faculty will continue to be attentive to undergraduate enrollment issues and opportunities for future growth, continue to search for opportunities to improve on the curriculum, consider establishing a larger online presence, work to increase enrollments in existing courses that are offered to the general undergraduate population at SIUC, and further build on existing relationships with the community and the schools.
- The department will undertake a review of the current assessment plans with the aim of improving the current rubrics to better assess student learning and improve the data-driven decisions for curriculum improvement.
- Noting that the M.A. in Linguistics now has an optional thesis or advanced coursework, increased enrollment is encouraged.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

B.A. Linguistics

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

M.A. Linguistics and M.A. TESOL

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

6.2 Explanation

Undergraduate programs with a three-year average enrollment below 40 majors and less than 9 degrees conferred are flagged for priority review. For master's level, the metrics are less than 10 majors and less than five degrees conferred. For the two M.A. degrees, the combined enrollment is considered. However, both are in good standing.

B.A. Linguistics

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
26	20	23	23	13	12	9	11.3

M.A. Linguistics

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
14	16	13	14.3	3	4	7	4.7

M.A. TESOL

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
17	12	12	13.7	15	10	7	10.7

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Philosophy (B.A., M.A., and Ph.D.)</u>
3.	Date	<u>February 22, 2021</u>
4.	Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
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4.3.	Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- John Ryder, Professor Emeritus of Philosophy, American University of Malta, Visiting Professor at Széchenyi Istvan University
- David Sutton, Professor, Department of Anthropology, Southern Illinois University Carbondale

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

Because of the severe reduction in number of faculty members, the effective elimination or drastic reduction in size and effectiveness of three outstanding research resources – the Center for Dewey Studies, the Phenomenology Research Center, and the Library of Living Philosophers – and the consequent severe and detrimental impact on the health of its graduate program and its international reputation, the department's current challenges with respect to its academic programs and its scholarly potential must be the heart of this review. Though the damage that has been done to the department and to its program is stunning, the thrust of this review is to look to the future to consider how best to proceed given current conditions in the department, the resources available to it, and the overall strategic approach of the college and the university's senior administration.

To be clear about the department's current circumstances, a quick comparison with the conditions described in the 2012 report would be useful:

	<u>2012</u>	<u>2021</u>
Full-time Faculty	14.5	3.5
Graduate Students	90	15
Undergraduate Students	28	7
Centers/Research Resources	3	0

The Department of Philosophy is merging with the Department of History to form a School of History and Philosophy, effective July 1, 2021. The School will be administered by a Director and will be housed in the College of Liberal Arts.

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

The review team provided the following observations and recommendations:

Included with the department's self-study were complete program-level learning outcomes assessment plans, including program goals, SLOs, assessment mechanisms, and departmental procedures for evaluating and acting on the results of the implementation of the assessment. The process appears to meet standard learning outcomes assessment expectations in the following critical respects:

- For each degree program, the mission, program goals, program learning outcomes, and assessment tools are clearly stated.
- Each is explicitly and clearly related and mapped to the others, so that given a large enough data set, it should be possible to draw reliable inferences about the level of success students achieve with respect to each program's learning outcomes and goals.
- The department's faculty members meet as a group annually to evaluate the results of the assessment tools' implementation, and to determine whether curriculum or pedagogical revisions are called for, and what they may be.

In the full assessment reports, it is clear that the information gleaned from the implementation of the assessment tools is thought through and that the implications are carefully drawn. The point is made that the data sets are quite small, but it is still possible to make reasonable judgments. With respect to the graduate students, for example, it is indicated in one report that the students tended to underperform with respect to SLO1, and therefore more attention should be given in the graduate seminars to the students' writing skills.

Because the review was undertaken virtually, the review committee had no opportunity to observe the department's classrooms and offices, though we note that the department self-study does indicate problems with the environment of the building in which it is located. We were able to see the space available for the Center for Dewey Studies collection in the library. It is quite obviously less than ideal for a collection of that importance and centrality to national and international scholarly work.

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

Actions taken since last review:

- The department has developed and maintained a strong network of university partners around the world. These provide a rich resource of intellectual growth and scholarly opportunities for both students and faculty. In the same spirit, SIUC offers international scholars research opportunities they can find nowhere else. One member of the faculty, in fact, makes use of this international network to offer undergraduates the opportunity to study ancient philosophy in the eastern Mediterranean.
- The department's faculty members have a strong interest in interdisciplinary studies and research, a platform on which new strengths in scholarship and curriculum could develop.

- Curriculum revision has been, and continues to be, underway to serve both undergraduates and graduate students better.

Review team recommendations:

- Offer courses, at both graduate and undergraduate levels, taught by faculty at Edwardsville, or taught collaboratively with them. Such courses, especially for graduate students, would expand the range of courses available to them.
- The creation of online programs, either full majors or minors.
- The department should consider the development of 3+2 or 3+3 programs, wherein students complete an undergraduate degree in philosophy and move seamlessly, assuming that all specified requirements and criteria have been met, to a graduate level program.
- Learning Communities within the curriculum are also possible. These could be created for the Core, in which philosophy could contribute, constitute a philosophy minor, and/or be conducted within the undergraduate major itself as a concentration.
- The department's international connections and contacts, including the several Dewey Centers abroad, might also be leveraged in creative ways to make both undergraduate and graduate programs more attractive.
- If the department is to recover, it has to address the devastation of the faculty that has occurred. There are a couple possibilities that are available and that have some likelihood of success:
 - The Department should consider creating a set of formally designated affiliate faculty members who would not be full-time members of the faculty, and would not even be located in Carbondale. These faculty could, from time-to-time, be called on to teach virtual graduate or perhaps advanced undergraduate courses, and to make themselves available to serve as graduate student advisors and members of graduate committees.
 - The Boydston Chair in American Philosophy is an asset that should be utilized in some way.

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

- At the time of this report, the department is working with the Department of History to combine their resources in the formation of the School of History and Philosophy. A goal of this collaboration is the facilitation of interdisciplinary research and an interdisciplinary curriculum.
- At the time of this report, the College is conducting a search for three hires in the Department of Africana Studies, all three of which will be joint appointments in Africana Studies and another department. It is likely that the Department of Philosophy will be one of the departments where a new hire is jointly appointed.
- As the department begins to make the transition to a program in the new School of History and Philosophy, the chair and faculty are working on revising the curriculum at the M.A. and the Ph.D. level in a way that will streamline the steps to degree completion.

- Revisions to and streamlining of the undergraduate curriculum have already been submitted and been approved. They will go into effect in Fall 2021.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision

B.A. Philosophy

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

M.A./Ph.D. Philosophy

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

6.2 Explanation

Undergraduate programs with a three-year average enrollment below 40 majors and less than 9 degrees conferred are flagged for priority review. For master's level, the metrics are less than 10 majors and less than five degrees conferred. For doctoral level programs, the metrics are less than 10 majors and less than 2 degrees conferred. The M.A. program is below the metrics, however the program has a healthy Ph.D. program, which provides the resources (faculty, courses) needed for the master's program.

B.A. Philosophy

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
10	8	9	9	1	3	3	2.3

M.A. Philosophy

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
6	4	1	3.7	0	7	3	3.3

Ph.D. Philosophy

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
26	19	17	20.7	7	7	1	5

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Plant, Soil, and Agricultural Systems (M.S.)</u>
3.	Date	<u>March 23, 2021</u>
4.	Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
4.1.	Telephone	<u>(618) 453-5744</u>
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5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Andy Bailey, Extension Professor, University of Kentucky
- Dr. German Bollero, Professor and Associate Dean for Research, University of Illinois
- Dr. Andrew Wood, Professor and Interim Director, School of Biological Sciences, Southern Illinois University Carbondale

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

The Self-Study Report does not clearly identify major changes in the program since its last review. One area that was noted was the change in delegation of program administration from the PSAS Department Chair to a faculty member. One of the concerns of the faculty and students described in the program review interviews is the need for better (perhaps centralized) program administration. This was echoed by the reviewers in their recommendations for the program.

A major change is the addition of four very vibrant and productive tenure-track faculty to the program since the last review. These faculty have already made significant contributions to the program by adding new expertise resulting in the creation of new academic and research programs (Cannabis, Precision Farming, and Education).

At the time of the last review, the program was housed in the College of Agricultural Sciences. Through the re-organization of the campus, the program moved into the School of Agricultural Sciences in the College of Agriculture, Life, and Physical Sciences.

The program reviewers' report indicated that the faculty embraced the reorganization with enthusiasm.

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

The review team provided the following observations and recommendations:

- The review team deemed program assessment to be appropriate in frequency and in meeting program mission, goals and SLOs. They also noted that the faculty were involved and responsive to the annual assessment reports in ensuring continued program improvements.
- The review team considers the program very successful and very strong.

- Recommends improvement in student exit data collection to include longer-term data on outcomes after degree completion.
- Increased support for graduate students through program advisement, communication, and more secure and consistent funding is needed. The review team recommended centralized graduate student advisement and possibly an introductory graduate student course/new graduate student orientation.
- Upgrade to facilities (greenhouse and other facilities).
- Increase in overall general financial support.
- Continued expansion of diversity, equity, and inclusion efforts.
- Expanding graduate student financial support on grants and contracts.

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

This was not addressed in either the self-study nor the program review report. However, the addition of new faculty could be considered as an action taken.

Has added new courses,

PSAS 486 Invasive Plant Ecology and Management (CSEM 486/FOR 486)

PSAS 467 Wines of the World (HORT 467)

PSAS 489 Brewing and Distilling Technology (AGSE 489/FERM 489)

PSAS 463 Agricultural Electrical and Electronic Systems (AGSE 463)

PSAS 581 Joint Seminar (AGSC 581)

PSAS 561 Control Programming

PSAS 433 Introduction to Agricultural Biotechnology (AGSE 433, CSEM 433, HORT 433, PLB 433, ANS 433, FN 433)

Other curriculum changes include modification of course pre-requisites (PSAS 560A, PSAS 473,), course description (PSAS 409, PSAS 472), hours (PSAS 524).

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

- Continued addition of new faculty to contribute to the PSAS MS Program.
- Investigate a centralized graduate coordinator for graduate programs within the School of Agricultural Sciences.
- Upgrades to farm facilities (greenhouse) are addressed through the revision of the farm fee schedules and the collection of such fees.
- The Dean will discuss with the Program Coordinators the implementation of a graduate student orientation for students beginning fall semester or the possibility of a mentoring program.
- Use language in new graduate student offer letters to more clearly define the financial support offered.
- The Dean will meet with the faculty of PSAS and communicate expectations/action items for the program to build forward. These will include future assessment and continuous improvement.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
24	15	20	19.7	6	9	3	6

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Recreation Professions (B.S. and M.S.Ed.)</u>
3.	Date	<u>October 1, 2020</u>
4.	Contact Person	<u>Meera Komaraju, Provost and Vice Chancellor for Academic Affairs</u>
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5. Major Findings and Recommendations

The review team was comprised of:

- Tom Holman, Department of Kinesiology, Nutrition & Recreation, Southeast Missouri State University
- Grant R. Miller, School of Education, Southern Illinois University Carbondale

5.1 Description and assessment of any major changes in the program

No major program changes have been implemented since the last program review. The reviewers noted that program assessment is rigorous, comprehensive, involves all faculty, and has informed several curricular improvements over the years.

As part of a college-wide reorganization, the program moved from the Department of Public Health and Recreation Professions in the College of Education and Human Services to the School of Human Sciences. This move merged programs from Kinesiology, Public Health and Recreation Professions, Social Work, and Food and Nutrition. The School is housed in the College of Health and Human Sciences.

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

The primary finding of the previous review was a lack of tenured/tenure track faculty. This remains the primary finding of the current review since the Recreation Professions program has only one tenure track faculty member. The reviewers were quick to praise the excellent, dedicated NTT faculty who run both the B.S. and M.S. programs in Recreation Professions, but highly recommend hiring of additional TT faculty in order to gain reaccreditation and enhance research opportunities for students. They also complimented how the university reorganization has created opportunities for the recreation programs.

The reviewers also recommended the following:

- Enhanced collaboration with Touch of Nature Environmental Center, the amazing natural outdoor recreation laboratory that is part of SIUC.
- Create an online offering for the Recreation Professions program.
- Invest in program marketing.

- Reaccreditation through the Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) will entice and strengthen faculty recruiting efforts as well as increase competitive recruitment of top tier students into the REC programs.

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

In 2017, the program changed the name of the B.S. and M.S.Ed. degrees from Recreation to Recreation Professions.

The Recreation Professions curriculum has maintained alignment with accreditation requirements despite losing accreditation some time ago due to the insufficient number of TT faculty. Since the last program review, the program has made curricular changes in response to assessment data from fieldwork and internship supervisors. Specific curricular changes include a streamlining of the curriculum that allowed for the development of skill-based courses. These courses also provide a unique opportunity to recruit students to the Recreation Professions program from across campus. The Recreation Professions program remains primarily a discovery major.

Accreditation has become more important since a primary internship placement, the Veteran's Administration, will only take students from accredited programs. The program is doing what it needs to in order to be prepared to apply for accreditation when enough TT faculty are hired.

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

The following actions are currently underway to support and strengthen the Recreation Professions program:

- TT search for a Faculty member in Recreation Therapy/Exercise Science to start Fall 2021.
- Recreation Professions has moved to Davies Hall where they have room to store all of their equipment in one location, can schedule courses in the gyms, and collaborate more closely with Sport Administration and Exercise Science.
- In the new College of Health and Human Sciences, there is greater support for recruitment and retention. Funds have been allocated to support digital marketing campaigns as well as a number of other recruitment initiatives. These initiatives, designed to increase enrollment, will hopefully lead to the ability to hire additional TT faculty to meet accreditation requirements.
- The M.S.Ed. in Recreation Professions is moving to a track in a new M.S. in Human Sciences. Within in this degree, there will be the opportunity for online learning.
- A minor in Recreation Professions was recently approved which will help generate program awareness.
- Curricular review for overlap and synergies in Recreation Professions and Sport Administration is currently underway.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the program faculty should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs

(apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Undergraduate programs with a three-year average enrollment below 40 majors and less than 9 degrees conferred flagged for priority review. For master's level, the metrics are less than 10 majors and less than five degrees conferred.

It is noted that the B.S. program is below IBHE metrics. However, the program changed its name in 2017. The combined enrollment of the B.S. in Recreation and Professions with the (previous) B.S. in Recreation indicates that the program exceeds IBHE metrics.

B.S. Recreation Professions

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
23	42	46	37	0	4	9	4.3

B.S. Recreation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
43	9	4	18.2	29	39	12	26.7

M.S. Recreation Professions

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
13	33	32	26	13	10	8	10.3

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Program Reviewed	<u>Technical Resource Management (B.S.)</u>
3.	Review Date	<u>November 16-17, 2020</u>
4.	Contact Person	<u>Meera Komarraju, Provost and Vice Chancellor for Academic Affairs</u>
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4.3.	Fax	<u>(618) 453-1478</u>

5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Maureen Sevigny, Business Management, Oregon Institute of Technology, Oregon Polytechnic University
- Dr. Jose Ruiz, Professor, Department of Aviation Management and Flight, Southern Illinois University Carbondale

The program evaluators identified the following strengths:

- As a degree completion program, Technical Resource Management (TRM) provides a pathway for students who have completed a technical associate degree (AAS) which traditionally has not led to a bachelor's degree. TRM is capstone major (<https://articulation.siu.edu/capstone/capstone-majors.php>).
- TRM provides a pathway for students with military or trade/journeyman education where credits typically do not transfer easily into a bachelor's degree.
- The TRM curriculum allows students to master relevant technical and management skills needed for career advancement in many industries. Courses include technical writing, project management, operations management, quality management, employee relations, and data analysis.
- Student retention in the degree is excellent with a retention rate of 95% or better in each of the past 10 years.
- TRM's course availability online as well as on campus (pre-COVID) allows the program to transcend geographic boundaries to reach students where and when they are available. As online and hybrid education continue to become more mainstream, TRM is well-positioned to offer a quality program.
- TRM prepares students for successful employment as well as for graduate school. Alumni who are employed in a variety of disciplines including automotive technology, energy, and healthcare told the review team that many educational activities performed in the classroom were directly applicable to their current occupations. The alumni who had continued their education in a master's degree program felt they were well prepared by the TRM program.
- The program does not require specialized labs or equipment so it can be cost-effective. The program has been profitable for the last 10+ years.

5.1 Description and assessment of any major changes in the program

The final Reviewer Report of the TRM program did not find any significant concerns with the major changes in the TRM program since the last program review.

Reviewers' did note that the addition of the TRM 425 - Operations Management Core in 2018 supports the TRM assessment competency gaps and the need to bring these competency/skill sets into the program.

Additionally, the Reviewers expressed concern that only one Faculty member is maintaining this program.

As part of campus-wide reorganization, the program is now housed in the School of Applied Engineering and Technology in the College of Engineering, Computing, Technology, and Mathematics. There are two programs in the school that align with TRM, the B.S. in Industrial Management and Technology (IMAE) and the M.S. in Quality Engineering and Management. IMAE is also a capstone major. It is recommended that the next review focus on whether the program is better suited within this school. Of note, the program was previously housed in the School of Information Systems and Applied Technology (ISAT) in the College of Applied Arts and Sciences.

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

The previous review noted the lack of a program strategic plan as a weakness. The strategic plan of the program was developed and revised in relations to the School of Information Systems and Applied Technology and the College of Applied Sciences and Arts. Through re-organization, the program is now in the School of Applied Engineering and Technology in the College of Engineering, Computing, Technology and Mathematics. For the next review, the program should provide a new plan, which can be at the School level.

The review team provided the following observations and recommendations:

Evaluation of TRM Program Assessment Plan to Student Learning Outcomes (SLOs)

Overall, the Reviewer Report provided positive and comprehensive support of the TRM program Assessment Plan and the Mapping of Curriculum to SLOs.

- The benchmarks (baselines) and assessment tools are appropriate for determining the achievement of SLOs.
- All SLOs are measured.
- The assessment cycle is appropriate.
- Assessment is used for continuous improvement.
- Online program assessment is fully integrated into the on-campus program and SLOs are the same regardless of teaching modalities or location.
- While the assessment reports are robust and have led to program changes, the process would be greatly enhanced by additional input from other faculty or an external advisory group.
- The process for defining the mission, goals, and SLOs do not involve internal or external constituencies other than the one faculty.

Program Weaknesses:

- TRM has had only one fulltime tenured/tenure track (T/TT) faculty member since Spring 2014.
- TRM has lacked an Industry Advisory Board (IAB) since 2013.
- TRM program academic advisor is assigned and located at another college.
- TRM enrollment has been declining and there has been minimal marketing and promotion of the TRM program in recent years.
- The name Technical Resource Management might confuse or dissuade potential students.

Recommendations:**Overview**

The TRM program continues to be relevant, valued by current students and recent alumni and staffed by an exceptionally dedicated faculty member. The TRM program has ample room to grow as it does not require dedicated laboratories or costly software. It can meet the needs of a diverse group of students outside the local region through its fully online offerings. As a capstone program, it allows students to build on an A.A.S., military training, and/or industry experience to achieve a baccalaureate degree in a reasonable amount of time. There is a growing need for graduates with a technical background and managerial knowledge in many industries.

Opportunities for growth with current fiscal resources**a. Revitalize existing articulation agreements**

Presently, the TRM program has fourteen articulations between Illinois Community Colleges (CC) and Western Kentucky Technical Colleges that relate specifically to A.A.S. degree transfers to the TRM program. In Fall 2018, the TRM program sent out fourteen marketing packages which included a contact and program discussion letter and marketing materials to all Deans or Directors of the fourteen CCs. The TRM program has and continues to work directly with SIUC's Transfer Student Services in evaluating and updating articulations.

Recently the TRM program has been working directly with trade/union entities in the evaluation of Journeyman Apprentice Training and transfer to college credit. The TRM program has had union/trade graduates. Dr. Legier and Dr. Dunston (SAET Director) met with the local management of the International Brotherhood of Electrical Workers (IBEW) in December 2020. The TRM program received enrollment of an IBEW member for Spring 2021.

b. Articulate TRM with Air University's AU-ABC.**c. Consider changing the program name.**

A program name change to either Operations Management or Operations Management and Supervision would better define the TRM program curriculum and focus, which enhances the employment options for graduates.

Potential opportunities for collaboration with other programs**a. Collaboration in course delivery across other programs**

The TRM Program can expand enrollment in courses and collaboration with other programs by removing the restriction to TRM majors only. Present program collaborations include: Architecture, Automotive Technology, Aviation Technology, Industrial Management and Applied Engineering, Environmental Geography and Sustainability, Health Care Management, and Workforce Education and Development.

- b. Seek Programmatic Accreditation

Opportunities for new areas of teaching and research

- a. Project management emphasis
- b. Lean Six Sigma collaborative coursework
- c. Cultural competency

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

The 2012 TRM program External Review Report provided eight recommendations for program improvement. These recommendations were:

- Develop a strategic plan to guide the future of TRM.
- Develop and execute a comprehensive, annual assessment plan.
- Strengthen communications with the Provost Office.
- Transition TRM program to online course delivery.
- Offer service courses to the University.
- Seek accreditation (ATMAE, CMMA, ACCE, QM, etc.).
- Identify faculty training. Movement to an online program will require substantial training in online course development and delivery.
- Gain support from central administration for a targeted marketing emphasis.

Of the eight recommendations provided above, the following were implemented:

- A comprehensive TRM program Strategic Plan, revised in 2014
- Aligned the TRM program Assessment Plan with the Associate Provost for Academic Program's Annual Assessment Requirements.
- Placed the TRM program fully online in Fall 2014.
- Collaboration with programs in Architecture, Automotive Technology, Aviation Technology, Engineering, Environmental Geography and Sustainability, Health Care Management, and Workforce Education and Development in providing elective course opportunities.
- Selected as a Member of the SIUC Learning Management System (LMS) Task Force to identify a new LMS for the university. Developed the TRM D2L Course Template which provides a consistent class layout in D2L for both on-campus and online TRM students. Works directly with the Center for Teaching Excellence in all online curriculum development.
- The campus-wide re-organization has helped the campus re-envision marketing and communication. The website for the campus has taken a fresh approach at showing students the wide range of educational programs. Outreach and partnerships promote opportunities for both traditional and non-traditional students.

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

Based on the Weaknesses and Recommendations provided in the 2021 TRM program External Reviewer Report, the following action/objective items will be addressed:

1. Coordinate with the Director, School Applied Engineering and Technology, to identify a T/TT hire that can teach and provide academic and administrative support across multiple School programs.
2. Administration provides funding and support of the TRM program through administrative resources to achieve program growth.
3. Coordinate with Administration to institute and fund a comprehensive TRM program Marketing and Recruitment program.
4. Move all administrative functions, oversight, foundation accounts, and web presence of the TRM program to the new School of Applied Engineering and Technology, including Academic Advisement of the TRM program.
5. Work with the Director of the School of Applied Engineering and Technology and its established Industrial Advisory Committee (IAC) to determine if the present IAC oversight can also assist/include the TRM program.
6. Investigate the feasibility of a new program name and CIP Code change.
7. Align the TRM program Assessment Plan with the new School of Applied Engineering and Technology's Assessment Plan.
8. Determine if the present TRM program's Strategic Plan can be unified under the new School of Applied Engineering and Technology's Strategic Plan.
9. Expand course collaboration across other university programs.
10. Pursue and achieve program accreditation.
11. Pursue and achieve recognition with the Project Management Institute (PMI).
12. Maintain and enhance communications with CCs and update CC Articulations.
13. Investigate ways in which cultural competency can be integrated in to the TRM curriculum.

The Dean of the College is expected to meet with the School Director and program faculty in the next academic year. In this meeting, the faculty in the School should identify specific actions for the next review. A brief summary of the meeting that includes these action items should be submitted to the Associate Provost for Academic Programs (apap@siu.edu). Progress on these action items should be included in the annual program assessment reports.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F18	F19	F20	3 Year Avg	FY 18	FY 19	FY 20	3 Year Avg
45	31	30	35.3	17	19	16	17.3

PROGRAM REVIEW REPORT

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Programs Reviewed	<u>Touch of Nature Environmental Center</u>
3.	Date	<u>April 6, 2021</u>
4.	Contact Person	<u>Lori Stettler, Vice Chancellor for Student Affairs</u>
4.1.	Telephone	<u>(618) 453-3401</u>
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5. Major Findings and Recommendations

The review team was comprised of:

Tim Street, Director, Operations and Development Division, City of Bloomington, IN

5.1 Description and assessment of any major changes in the program

- Since the 2012 review, the Spectrum Program no longer exists. State wide funding cuts to this program and other programs like it caused the program to close down despite efforts by staff to try and find alternative funding sources.
- In 2015, the Center added the Dawg Days New Student Retreat for incoming freshmen to the University. Dawg Days is a 4 day and 3 night extended orientation program set in camp. Students enjoy camp and traditional sport activities and challenges that are led by upper class SIUC students. A focus on school spirit, pride, and tradition, along with several social opportunities, help students ease into their new surroundings.
- In 2016, the Center added the Veteran Adventures program (managed by Underway Adventures program coordinator) that is designed to help ease the transition from military life to civilian life for veterans and current military personnel. Through outdoor expeditions and events, the aim is to present challenging and adventurous opportunities to strengthen bonds, provide community building, foster a healthier veteran population, and show support and gratitude for the sacrifice our servicemen and women have made. In 2020 the program was relocated under Recreation Therapy.
- In 2017, the Center introduced a new camp into the Camp Little Giant lineup. Camp BETA was started in partnership with Southern Illinois Healthcare and provides a 2 day and 1 night retreat and educational opportunity for children with Type 1 Diabetes. The children and family members are able to spend time with other families dealing with similar health conditions as well as one-on-one time with health professionals.
- In 2018, an Assistant Director of Facilities and Operations position was approved and filled.
- In 2019, an Assistant Director of Outdoor Education and Recreation position was created and filled (75% assignment to TONEC and 25% academic assignment to Recreation Professions programs).

- In 2020, the Recreation Therapy Specialist position was filled (75% assignment to TONEC and 25% academic assignment to Recreation Professions programs).
- In 2020, the Center merged the Environmental Education and Underway Adventure programs into one, Outdoor Education. Components of both programs still exist.
- In the spring of 2020, the Center began construction on a multi-use trail system for hikers, bikers, and runners. The Conceptual Plan includes over 30 miles of trail, a kid's park, an adult park, and several trail features. In the fall of 2020, the first phase of building was completed and includes 10.5 miles of trail, a kids pump track, a kids strider track, a kids skills loop, and a 33 car parking lot. Grants and donations supported the first phase (<https://news.siu.edu/2021/05/050321-First-phase-of-SIUs-premier-multipurpose-trail-system-opens-to-public.php>).

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

- Aligning with university priorities and mission remains a top priority for TONEC leadership. This should continue to be pursued to the mutual success of both TONEC and SIUC.
- Facilities assessment and centralization: SIUC should conduct a detailed assessment of facilities spending and processes at TONEC. Determining replacement values, assessed values, and an asset priority index (or similar metric) for each facility will provide critical data for making decisions regarding facilities and their ability to support programs sustainably. Identifying and culling non-essential facilities as soon as possible will reduce the maintenance load and allow future facility money to be invested with better returns. The facilities assessment should include a review of university processes governing repairs at TONEC, including:
 - How and when physical plant/maintenance staff from the main campus should be involved,
 - Potential for cost savings by hiring permanent maintenance staff stationed at TONEC,
 - More inclusive processes that allow for local vendors and contractors to become involved with the center, which has the potential to save money and build new stakeholders.

In general, facilities should be centralized when possible, creating less systems to maintain in the long-run (e.g., a cabin that houses 50 instead of five that house 10). Future investments should focus on facilities that have a high potential for public recreation (like recent trail developments) and a low staff-to-participant ratio for support.

- Conduct safety assessment of Camp Little Giant and other disability programs: Staff at TONEC report that there are particular challenges with operating the historic Camp Little Giant at the center due to both facility and staffing challenges. The impression on this reviewer is that some programs are becoming borderline unsafe

because of either facility conditions or lack of appropriate staffing ratios. Some of the staffing challenges come from limited budgets that do not allow for seasonal staff to be paid at a rate that provides sufficient motivation to “stick with” a job that is necessarily very difficult. Notwithstanding the decades of history and strong public sentiment behind Camp Little Giant and these programs, TONEC staff and the university need to take a hard look at the safety and risk management of these camps.

- Merge identities of Camp Little Giant and Touch of Nature: As identified in the 2013 report, and mentioned above, staff should undertake efforts to “merge” the identities of Camp Little Giant and TONEC. Camp Little Giant cannot be successful without TONEC being successful.
- Improve web presence: Invest staff time in developing the website and search engine optimization to improve TONEC’s search result presence and drive more business to the center.
- Fundraising: Continue to diversify income streams through fundraising efforts. Having a representative assigned from SIUC’s foundation/fundraising arm that becomes/is familiar with SIUC’s overall programs, efforts, and progress will be critical to fundraising success and navigating university fundraising protocols.

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

Previous Recommendation: Touch of Nature Environmental Center is an asset that should be promoted as the jewel that it is. It has a history of assisting individuals with special needs, teaching outdoor recreation, and providing learning opportunities in outdoor education. Based on a recent survey of SIUC staff, students and employees, TONEC is struggling to get out its story. Surprisingly, TONEC has many campus staff and most of the SIUC student population are unaware of its programs and services despite its 50 year history. Even more surprising is the lack of academic ties TONEC has to any degree programs offered at SIUC. It appears that there would be numerous unique opportunities that academic areas could have to make their programs stand out from the competition utilizing TONEC. TONEC has a hands-on learning laboratory. Previous recommendations have recognized the need for a strong academic presence at TONEC to no avail. As it appears that little has changed in the academic use of TONEC since the last review, it is recommended that the Provost’ Office solicit academic partners for TONEC. Even though TONEC does not report to an academic unit, the academic departments are missing out on opportunities that do not exist at most universities. It is also suggested that TONEC facilities should be offered at little to no cost to any academic area that offers credit hours to students learning at TONEC.

Action: Touch of Nature Environmental Center has developed several academic partnerships since the last review including:

Recreation Professions:

- Outdoor Recreation and Recreation Therapy courses take place on site each semester.

- Recreation Professions field work students participate in at least one of the field work assignments at Touch of Nature Environmental Center.
- Touch of Nature Environmental Center shares 2 positions with the Recreation Professions program. Those 2 positions have a 25% teaching assignment.

Agriculture:

- Partnered to apply for, and have received, grant funds to develop a comprehensive Forest Management Plan.
- Professors and students visit the site regularly for classes, field days, and volunteer work days.
- Currently working with Forestry to begin an Experimental Forest project.
- Agriculture professors are conducting long term research projects in four areas on site.

Zoology:

- Professors and students are conducting wildlife research projects on site year round.

Previous Recommendation: Touch of Nature Environmental Center's strategic plan, mission, and long term vision needs to be clear and concise. The strategic plan must address the near term as well as include a long term vision. The short term plan should encompass the next three to five years. The long term plan should look towards the next twenty years. A clear mission statement is also needed. What is TONEC and who does it serve? This should be a marketable statement that everyone that hears of TONEC should remember. It should also bring staff together into one clear vision. The strategic plan should also focus on how to garner both fiscal and emotional support from the SIUC administration. TONEC needs to be recognized as an asset and not a liability. With a continued decline in state resources, it is important that TONEC's strategic plan coincides with the administration's vision to receive the support needed to survive. With new campus leadership and administrative changes at TONEC, the opportunity is ripe for tackling these "disconnect" challenges and rebranding TONEC as a successful asset for the entire university community. Along with a strategic plan should be a fiscal plan that clearly recognizes the shrinking state budget and the need to increase revenue generating programming. Other funding ideas need to be entertained such as finding administrative methods for capturing a portion of tuition from students involved with TONEC assets, or capturing a portion of student fees for having access to the assets at TONEC. The fiscal plan should be a "living" plan that is updated continually as economic conditions change and opportunities surface and disappear. An updated deferred maintenance plan should be completed as well. With limited funding opportunities, the facility priorities should be tied to the strategic plan to maximize the impact that these funds will have.

Action: Touch of Nature Environmental Center implemented a comprehensive Strategic Plan from 2016 to 2020 that was very effective. The Center has nearly completed their plan that will continue from 2021 to 2025.

Previous Recommendation: Environmental Education (EE) needs to be part of the core mission of TONEC. Numerous potential partnerships exist at the state, federal, and even campus levels. The recent partnership with the National Wild Turkey Federation for a

deer hunt for persons with disabilities gives testament to the endless possibilities that exist. The replacement of the Program Coordinator for Environmental Education is imperative if TONEC is going to continue to follow its historical mission. Opportunities to expand the EE program exist like never before as people look for ways to reconnect with the environment away from the daily hustle. Hiking, rock climbing, canoeing, archery, hunting, birding, firearm training, fly fishing, and environmental excursions are but a few possibilities.

Action: The Program Coordinator position for Environmental Education was filled in 2014 and was recently vacated in 2021. The Center is awaiting approval to rehire. The Center merged its Adventure Education and Environmental Education into one department called Outdoor Education and now requires that environmental education curriculum be included in all programs.

Recommendation: The hiring of a full time marketing coordinator is also imperative to sell the unique training opportunities that TONEC can provide. The marketing coordinator can also assist in sponsorships for Therapeutic Recreation and, in particular, Camp Little Giant which seems to be woefully lacking.

Action: The Center is now part of the Student Affairs division and has a full time Publicity and Marketing Specialist as well as access to a larger marketing team. The Director handles all partnerships and sponsorships with outside entities.

Recommendation: The Friends of Touch of Nature is an advisory group that primarily raises funds for Camp Little Giant. It is important for TONEC to have an advisory group made up of both internal and external members. The group needs to be closely aligned to the strategic plan. Whether the Friends of Touch of Nature can fill this role or a new committee needs to be created is unknown. In order for TONEC to continue to serve southern Illinois, everyone associated with TONEC needs to be pulling the same direction. Individual program's success does not guarantee success for the entire center.

Action: The Friends of Touch of Nature now consists of a very diverse group of members from the community and from the University, including a student member position. The Board raises funds for all camps and programs and also works to promote the Center's membership program. It has formed a Beautification Committee that volunteers on site to plant native gardens.

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

Recommendation: Continued alignment with SIUC mission and priorities.

Action: The Center will continue to develop strategic partnerships and relationships with academic units that support the Center's mission. The Center is currently working with the School of Education to develop a forest school educational program and possibly an on-site school.

Recommendation: Facilities assessment and centralization.

Action: This continues to be a struggle and an issue.

Recommendation: Conduct safety assessment of Camp Little Giant and other disability programs.

Action: A new RT Specialist has taken over the program and steps are already being taken to make changes to what the Center can do and provide for its participants in a safe manner. The Center will continue to look at ways to improve programs and offerings.

Recommendation: Merge identities of Camp Little Giant and Touch of Nature Environmental Center.

Action: The Center is currently discussing ways of doing so. The Center's current American Camp Association accreditation only applies to Camp Little Giant. We will be looking to have that accreditation apply to the entire Center through our next review process.

Recommendation: Improve web presence.

Action: University Communications just completed a new design for the Center which is more efficient. The Center will continue to recommend to the university that it invests overall in a better web design and improve efforts to marketing online.

Recommendation: Fundraising.

Action: The Center is kicking off an \$8 million fundraising campaign in 2021 with support from the SIU Foundation which will include a fundraising website. The foundation has also appointed a development director to the Center.

6. Outcome

6.1 Decision

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

6.2 Explanation

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. Exercise Science
3. **Date** 2020-2021
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

In general, the program follows the recommendations of the Committee on Accreditation for the Exercise Sciences (CAES) and review of the CAES accreditation report from the Committee's last visit in 2019 indicates that the program has a number of strengths. The faculty and staff are clearly devoted to the current and future students, serving as tireless advocates for student learning. The program provides a number of different options and opportunities for clinical experience/internships, which students can focus towards their career interests. The process of placing students in the field for experiences is exemplary. The program has exceptional presence and connection with the community. It is also successful in keeping class sizes low and providing ample opportunities for students to enroll in required courses. Some of the major changes since the last review undertaken by the Exercise Science program include offering courses over winter session to meet growing student demand and offering flexibility, improving its internship program; offering a greater number of courses online. The program has also been recognized by CAES and specifically praised for its the organizational process for the placement of student internships, noting that it is "commendable and an example for other programs."

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

The review team made several recommendations. The first one is for the program to continue developing and expanding alumni relations. An exit survey of majors, or a survey that alumni are invited to respond to, might better assess the extent to which the program prepares students for their careers or future studies in the field. Another potential avenue for strengthening and expanding relationships with alumni may be through the inception of an annual program reception where both current and former faculty and students can get together in an informal setting, exchange information, develop

contacts, etc. Program newsletter containing alumni news (among other things) may be another tool to consider. The second recommendation the need to develop a recruitment strategy to find qualified adjuncts or develop some kind of contingency plan for course assignments in order to manage enrollment. The third recommendation is for the program to encourage and create opportunities for faculty to engage in professional development in their industry and as members of the discipline of higher education. Finally, the program has been doing an excellent job maintaining even gender distribution within the student body. The program should continue in its effort to recruit more minority students and enhance the diversity of the student body.

Evidence of learning outcomes:

According to the Committee on Accreditation for the Exercise Sciences (CAES), the Exercise Science program meets all standards of student evaluation and assessment. The accreditation report specifically praises the program's focus on ensuring professional development opportunities through its presence and connection with the local community. This is evidenced by the senior assignment, for which individual or groups of students produce a community-based activity, intervention, program, or product that applies their academic training to the enhancement of a sub-population in the community. Majors' learning outcomes are associated with their GPA, the completion of KIN 350, their senior assignment, and an internship. The majority of Exercise Science faculty and students surveyed were very satisfied with the senior assignment and the development of discipline specific skills.

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

In response to the recommendation for the program to increase availability of classes and lab times, the program has added three faculty members, which has allowed the program to teach up to seven additional sections per semester. The program is now offering two sections of each required course in both the fall and spring semesters and one section of each required course in the summer. It is not immediately clear if the program has taken steps to increase availability of lab times. In response to the recommendation to invest in developing and expanding alumni relations, the program acknowledges that this area is still a work in progress. Steps have been taken to update social media pages and develop more specific ideas for effective alumni engagement. The program recruits alumni as guest speakers in one of their courses (KIN275 Introduction to Exercise) and in their Exercise Science Club. To improve the internship process, the program appointed an internship coordinator in 2012. Among the changes that have been implemented is launching of a Blackboard Community – a centralized resource that assists all eligible students with navigating the entire internship experience. The accreditation site visit identified internship as a strength of the program, describing the organization process for the placement of students in the field as “commendable” and “seamless”. To enhance strategic planning in relation to online course development, over the past three years, the program has been gradually offering more required courses online in the summer in the effort to boost summer enrollment. And finally, in order to increase availability of laboratory equipment, the program reports that the Exercise Physiology lab is better equipped now compared to 2014 but offers no specifics. The previous review committee also recommended to seek funding for future maintenance when purchasing equipment. Maintenance costs have since been covered with the help from the SEHHB Dean's Office and through the use of Applied Health funds.

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 assistance from the SEHHB development team and the Foundation towards strengthening relationships with their alumni, including improving direct communication with alumni constituents.
2. The program will continue to emphasize the importance of professional development for its faculty by encouraging them to engage with the professional field as part of their service.
3. The program will engage in careful and strategic enrollment management to ensure that existing faculty instructional resources are optimally utilized while also building on strategies to recruit and sustain high quality lecturers.
4. The program will continue its active recruitment of unrepresented students and carry on with successful strategies to increase the diversity of its student body.

6. Outcome

6.1 Decision:

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

6.2 Explanation

There were some expressed concerns about the drop in enrollment over the past two years as well as a lack of communication from the program as to what enrollment numbers are sustainable for the program. However, the Dean and the Chair of the Department of Applied Health have expressed commitment to work with the program to build in a plan for enrollment management and for guiding the program on a successful path forward.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. Construction Management
3. **Date** 2020-2021
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].

This program has many admirable qualities and is accredited by the American Council for Construction Education (ACCE), which maintains alignment with industry demands and expectations of the professional field. Even though in more recent years there have been some challenges around with staffing, this department has managed to provide a well-rounded and enriching student learning experience. In their time within the program, students are exposed to many hands-on and experiential learning activities and projects. The department offers a supportive environment for their students. They encourage student mentorship and additional opportunities for collaboration with faculty through the URCA and senior assignment programs. The students have access to three student organizations to enhance their social and team-based learning: 1. American Concrete Institute Student Chapter; 2. Constructors Club; and 3. The Illinois Professional Land Surveyors Association – Surveyors Club. The department also supports teams for regional CM competitions. The program has a well-developed network of construction companies of interest to the students. Some previous reports have cited that the mathematical rigor may be too advanced for the program but the program has been responsive to working with students for alternative pathways to obtaining math skills.

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

The program review team recommended the addition of two faculty lines that can enable the division of the teaching load over more faculty members for a better performing department. The team also observed that diversity within the student population in terms of attracting underrepresented minority groups or women is lacking and recommended that efforts be made to actively recruit and attract students from a diverse set of backgrounds. The final recommendation of the review concerned

including student opportunities to consult alongside faculty. The review team recommended that when the program or faculty have a chance to consult with the community, that these opportunities include students, both as an additional source of research support for the faculty member and as a learning experience for the undergraduate student.

Evidence of learning outcomes:

The construction management program underwent a full accreditation review in 2018 by their professional organization, in which most recommendations made slight modifications of their assessment criteria. The department is meeting or exceeding the standards of a construction management program. The department requires a senior project, executing a small construction project or planning a large project, that aligns with the ACCE Student Learning Outcomes (SLOs). These SLOs include written and oral communications, planning, ethics, teamwork, accounting, as well as risk and program management. In the previous few years, most if not all, students completed the Senior Assessment meeting expectations. A majority of direct and indirect assessment within CM is conducted at various stages within the curriculum at the 200, 300, and 400-course level. The 2018 ACCE report identified that there were no clear summaries within syllabi connecting course learning outcomes to student learning outcome requirements of the professional organization, this has since been corrected. Each student learning outcome has both a direct and indirect assessment methods, outlined by the department and is routinely assessed with response planning. Direct assessment shows that across the student learning outcomes, a large majority of students meet or exceed these expectations. In the previous ACCE report, some minor weaknesses were identified in the curriculum student learning outcome assessment regarding rubrics, documentation, and evidence. These have since been addressed by the department with minor changes within syllabi and assignments. No major changes have affected the curriculum. Students are encouraged to take part in the URCA and senior assignment programs. Students are required to undertake a management-related internship prior to graduation, providing students with valuable hands-on experience and engagement with implementing SLO.

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

In the previous review cycle, the program was advised to continue efforts at increasing overall recruitment and diversity within recruitment. Previous efforts in this area which are still ongoing included using university resources to promote the Department of Construction. These include university-wide initiatives, School of Engineering Summer Camps, reaching out to local schools, creation of a promotional video and other materials, and seeking additional scholarship support for incoming freshmen. The review also recommended a course review, specifically examining required courses (Calculus II). The department made its process through a periodical review of the curriculum by the Advisory Board clear. Though the potential for adding additional Construction Management materials has been considered, the courses that would need to be changed or removed to allow this addition are still seen as rigorous and appropriate. The periodic review of courses as compared to market demands and the most current realities of the job market are encouraged to be continued. Another recommendation involved the building of online curriculum. Many of the non-lab courses in this program have now been offered or will be offered, as online, hybrid, and hyflex courses. Critical lab components continue to be offered in face-to-face modality. The final recommendation focused on continuing to enhance teaching and research capabilities. A student worker has been hired to provide support for lab preparation and maintenance, allowing faculty to better focus on their instruction and research.

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 working with the Dean to hire new faculty members. At the time of this review and as per the Dean's response, the department was conducted two tenure-track searches.
2. The program will continue to engage in strategic efforts to recruit diverse students into the program through scholarship opportunities and specific recruitment strategies, including seeking support for these efforts from members of the Advisory Board.
3. Faculty will consider involving students alongside possible consulting opportunity when the nature of the assignment allows for such collaborations.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program's most pressing concern is the need to fill the vacant faculty positions which are necessary to sustain the quality of the program and the ability to offer the necessary courses in the curriculum. Additionally, the recent external accreditation demonstrates that the program is meeting the standards of construction management education. Quality improvement is in place and assessment is performed on a regular basis. This process ensures continuous improvement of the program as well as early detection of any issues that need to be addressed before they have significant impact on program outcomes.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. In Healthcare Informatics
3. **Date** 2020-2021
4. **Contact Person** P. Denise Cobb
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 - 4.2. **E-mail** pcobb@siue.edu
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5. Major Findings and Recommendations

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

The program underwent an accreditation site visit by The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in October 2019 and received its report in February 2020. From their review, only a few components to the foundational domains were found to require attention. During the accreditation review it was noted that “there is a lack of foundational content and reference materials on team science and dynamics, interprofessional relationship/team building skills and team leadership approaches to support students in real life healthcare and technology team situations.” Further, it was recommended that the program “provide evidence in syllabi of the course or courses where fundamental interprofessional team science and dynamics are covered in both discussion boards and reference materials, as well as where online opportunities for teamwork are demonstrated prior to the capstone project.” In response to this recommendation, the program updated course objectives and assessments. Additionally, multiple assignments are now written to include requiring students to show evidence of working in interdisciplinary teams to better model their experience upon entering the profession. It is also important to note that even in domains where zero recommendations were noted, the program leadership evaluated and identified areas for improvement. Additionally, the growing reputation and national recognition of the program are also reflected in the increasing student enrollment numbers. Both faculty and students expressed satisfaction with the program on the survey and questionnaires. The diverse backgrounds of the faculty and students create a unique teaching and learning environment.

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

The internal review team recommended that the program creates balance between academic advising, program rigor, and personal growth. The program director is the academic advisor for all students. One area of concern is whether this advising load on the program director is sustainable with the continuous growth of the program. Considering the courses' online nature and heavy demands of the advising through electronic or virtual meetings, it seems that the program may need a second faculty member to help with advising and alleviate the currently growing advising demand for the program director. The second recommendation involves the need to correct discrepancies on the program's website to avoid conflicting messages. The final recommendation suggests that the program can benefit from arranging regular group communication meetings of the faculty with students to improve the engagement between faculty and students.

Evidence of learning outcomes:

Students are meeting the learning benchmarks and outcomes. This is evidenced in the self-report discussion of the grade distribution report. The report indicated that the majority of clock hours (3,300) were "A" hours, and only 6 hours were "D" hours and 12 "F" hours. The program director states in the self-report narrative that "students that put forth the effort to succeed in the program are indeed successful."

Students are evaluated in many ways throughout the program. The program leadership mentions that in several cases, students are required to work in interdisciplinary teams to best model the real-world experience that they will have upon completion of the program. Regarding experiential learning: students are asked to complete an in-depth case study in CS 430, which includes hands-on data management requirements. Although not a current program requirement, it may benefit students to require an internship/apprenticeship/clinical experience working in a real-world Healthcare Informatics role. This suggestion is supported by student feedback as well.

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

This is the first program review for the HCIM.

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 Director alongside the Graduate School Dean and the HCIM Steering Committee will begin collaborating to investigate the feasibility of group meetings as well as other ideas to enhance student/faculty communication and collaboration.
2. The program content on the website, which at the time of the program review was fully accurate, will be reviewed regularly to make sure all updates to the program are promptly reflected in the existing webpage content.
3. As the program enrollment continues to grow, the program leadership and the Graduate School Dean will work on assessing the need for additional advisement and other student support needs.

6. Outcome

6.1 Decision:

☒ Program in Good Standing

☐ Program flagged for Priority Review

☐ Program Enrollment Suspended

6.2 Explanation

The program should be commended on its recent outstanding rankings (3rd in the nation according to Intelligent.com) nationally which is a confirmation of its rigorous curriculum. The growing reputation and recognition are also reflected in the increasing enrollment numbers and demonstrate the appeal of the interdisciplinary and collaborative nature of this graduate degree.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A. in Philosophy
3. **Date** 2020-2021
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 Philosophy program does an extraordinary job contributing to the general education curriculum by teaching RA 101, various schools' ethics courses, and several interdisciplinary courses. The contribution of the program to supporting SIUE's foundation in liberal arts is critical and commendable. The faculty and their broad range of research and teaching experiences and interests deserve recognition. The course offerings are also impressive. The senior assignment and early assessment are useful tools to assess student learning. The self-study and interviews indicated that the program sets a standard and culture of excellence. The faculty are skilled researchers and teachers, who provide a high level of experience to the students. The curriculum sets a solid core of knowledge that supports the entire learning experience. Minors and majors are provided a wide breadth of options for courses which could lead nicely into their senior project. The use of the early assessment, introduced as a result of the previous cycle of review, has helped indicate whether a student is a good fit for the major. The prior program review recommended that the program include rubrics for the senior assignment, which have been established and used with some success.

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

The review team indicated that there is a need to develop a detailed set of senior assignment guidelines for students. This guidelines should include periodic deadlines and feedback from the faculty. A consistent set of rubrics and expectations for deliverables must be created and communicated to students in prior courses, to better prepare them for the senior assignment. The second recommendation concerns the need to communicate better with students in the department, including the use of social media, list-servs, possible student outreach position and a more intentional campaign

to familiarize the campus with the philosophy degree and its wide-ranging applicability. The department should consider, where possible, relocating faculty offices to help built rapport an improve interactions/connections between faculty members, especially new and junior faculty. The program should focus on making its program more attractive to students who are still looking for a major and think creatively about recruitment strategies on and off campus.

Evidence of learning outcomes:

The program review report indicated growth in this area, particularly related to the senior assignment. Strengths of the advisors and the program indicate flexibility and meeting the students where they are. Several faculty indicated that this is an entry-level undergraduate assignment and provides good experience to build upon for graduate study. However, additional preparations need to occur in prior philosophy courses related to writing practice and argument depth. Several faculty indicated that students need prior exposure to rigorous argumentation and being trained to be able to argue many sides of a topic versus only one side. A level of meticulousness and detail is still needed. This can be improved by requiring more rigorous final projects or smaller projects that represent smaller portions or concepts of the senior assignment in 300 and 400 level courses. Perhaps more rigorous requirements are needed in the 200 level courses as well. Additionally, some differentiation should be made in the curriculum for majors and non-majors, with regards to the training required for the senior assignment.

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

The previous review noted the need to increase communication efforts with students via different modes as students indicated that they do not always utilize SIUE e-mail accounts properly. Majors mentioned that they received communication via a list-serv and occasional organizational meetings. On matters related to mentoring, students felt that mentoring and the collaboration level on the senior assignment was outstanding and really liked the format and the challenge of the project. In the previous review, senior faculty indicated a continued frustration regarding reasoning and argumentation skills in the senior assignment, indicating a lack of understanding of issues from all dimensions. Several faculty mentioned the need for research training to be included in the curriculum prior to the senior assignment and while the process of incorporating those has begun, it needs to further developed and be brought to completion. The program has added additional minors and service courses related to social justice issues and has created a new major related to pre-law. The program has hired additional instructors and hired a new tenure-track faculty member in the last three years. The department has become slightly more diverse, although more diversity needs to occur, particularly in relation to people of color. Significant work has been done regarding faculty morale, recognizing that the work of building faculty cohesion is ongoing,

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 its improvement efforts to increase students' preparedness prior to the senior assignment.
2. The program will continue its recruitment efforts and think creatively about ways in which they can increase interest among students on and off campus.
3. The department will seek ways in improve its communication with students, which can further be improved by utilizing the new Communications Director at the College of Arts and Sciences.

4. The program, with assistance from the College of Arts and Sciences, will continue to work towards increasing diversity and inclusion among the faculty and the students and increase efforts to recruit from diverse student populations.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program makes a very important contribution to the University's general education and has engaged in interdisciplinary ways of thinking about the value of a background in philosophy, evident in the department's efforts at outreach in various venues and in the department's interest in collaborating with Economics and Public Administration and Policy Analysis (PAPA). The program review team has noted that the minor in Philosophy has been growing in numbers and has recommended that the program studies closely what brings students to the minor in an attempt to model this in attracting students into the major.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** East Saint Louis Center
3. **Date** 2020-2021
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 prides itself as a student-centered educational community that is informed by diverse ideas, perspectives, and backgrounds and ensures student success around five core values: citizenship, excellence, inclusion, integrity, and wisdom. According to interviews and the self-study report, it appears that the Center demonstrates excellence in these areas in three ways. First, the center provides a number of programs intended to improve the quality of life for individuals and families from birth to adulthood in the areas of education, health, social services, and the arts. Specific programs include: 1) Head Start and Early Head Start, 2) Project Success, 3) Building Futures, 4) East St. Louis-Based Upward Bound, 5) Collinsville-Based Upward Bound, 6) the Library and Learning Resource Center, 7) the Performing Arts Program, and 8) Early Childhood Teacher Apprentice Program. Second, the center works with businesses, organizations, and community-based agencies in the area to support their mission. These include partnerships with schools within the university that offer health-based services (e.g., the We Care Clinic through the School of Nursing and the Dental Clinic through the School of Dental Medicine), as well as entities that improve workforce and career readiness (e.g., departments within SIUE, colleges in addition to SIUE, local companies). Finally, the center endeavors to continuously improve the quality of their programs. Part of these efforts lie in offering specific information sessions that are unique to the needs of the individuals they serve such as financial literacy, computer classes, summer learning sessions, and the Veterans Upward Bound program to serve low income/first generation college student veterans. In addition, several programs work to develop and strengthen their relationships with partnering organizations as a way to expand the services they can provide.

Deep and long-lasting community connection are one of the most important contributions the East St. Louis Center brings to the university as a whole. The center is the university's primary connection to the communities of East St. Louis, Madison, Brooklyn, and Cahokia, as well as serving Collinsville. These areas are some of the nation's poorest and most underserved communities, many suffering from decades of institutional racism, white flight, and disinvestment. The East St. Louis Center is the

university's primary connection to these communities. It is clear that connections to these communities are central to the center's mission and reputation. Employees interviewed described the East St. Louis Center as "the community arm of SIUE" or "the social arm of the university" and a place that offers a "transitional step ... introducing the community to SIUE." Another person described the center's programs as "a ray of light" for the community. The center stands out for its uniqueness as a university-based center located in a specific community that serves not only college-age students, but also promotes opportunities for members of the community.

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

The East St. Louis Center should create an advisory board that will regularly assess the center's progress and offer advice to center leadership. The board should meet at least once a year and perhaps more often. In addition to offering regular advice and assessment of the center, an advisory board would offer long-term continuity in the center's leadership even if high rates of turnover continue among leadership staff. The East St. Louis Center should develop the East St. Louis Center strategic plan. Currently, the center does not have a plan in place, however, according to documents, discussions have started to implement a plan. It should also be noted that in the "Future Plans of the Center" section of the self-study report, do include development and implementation of the Center's Strategic Plan.

Recommendations for specific attention include:

- Organizational Chart for the campus that outlines a visual structure of how the campus will operate relative to all decision making and operations. Job descriptions should reflect this chart regarding direct reports. Operations and program placement.
- Documentation of the reporting chain from leadership to staff and community.
- List of short/long term goals of the center.

Areas of Improvement

The most noticeable opportunity for improvement of the East St. Louis Center is to put in place a strategic plan. Such a plan will establish the direction the center should take and provide vision and focus for accomplishing the work. Not only will a strategic plan clarify the center's overall goals, but the entire staff can rally their efforts to meet them. A defined strategy in place will also limit random and sporadic program implementation. The second opportunity that will come into focus with a strategic plan is the review and revision of the center's organizational chart. All program development and operational plans should be tied to the center's vision as well as to a graphically represented structure of how each program fits within the center and where the center connects to the university. Development of an organizational chart will tie all staff, jobs, departments, programs and responsibilities to management and decision-making teams thereby reducing the uncertainty stirred by misdirected and unattached determinations.

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 East Saint Louis 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 leadership team of the Center with the commitment of the University's leadership team will work to develop a comprehensive strategic plan that will guide the University's efforts at the ESLC and make clear how the Center can and should be integrated fully into the University's mission and mindset.
2. The Center will work towards convening an advisory board with significant community representation and expertise from the educational sector and community-support organizations.

6. Outcome

6.1 Decision:

☒ X Program in Good Standing

☐ _____ Program flagged for Priority Review

☐ _____ Program Enrollment Suspended

6.2 Explanation

The community-centered programming is a ray of light for participants, including education from birth through adulthood and the ability to provide resources at minimal or no cost to serve others. These resources include diverse programming in everything from college preparation to performing and visual arts instruction, technology resources, community meeting space, child-care and early intervention. Another strength is the staff and its diversity. The team is passionate, experienced, and committed. The Center has a strong collaboration with external agencies that strengthen the center's ties both locally and regionally. The Center shows particular strengths in providing resources to the communities it serves and collaborating with a number of external organizations. The program review team also commends the dedication and level of care shared by the center's leadership. It also identified some areas for growth related to transparency, consistency, and collaboration, as well as improving the high turnover that the center has experienced in recent years.

Program Review Schedule (Including Accredited Programs)
Southern Illinois University Carbondale
July 1, 2021

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New extension granted	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19		x							9
	University Core Curriculum	PVC	2002-03	2018-19		x		overdue					
	University Honors Program	PVC	2018-19	2019-20		x		Incomplete review					
09.0102	M.A. Media Theory and Research	CAM	2012-13	2021-22		x		Good standing				9/12/2005	9
09.0102	Ph.D. Mass Communication and Media	CAM	2012-13	2021-22		x		Good standing					9
09.0199	M.S. Professional Media and Media Management Studies	CAM	2012-13	2021-22		x		Good standing				9/12/2005	9
09.0701	B.A. Radio, Television & Digital Media	CAM	2012-13	2021-22		x		Good standing				8/21/2006; 12/5/2012	9
11.0701	B.S. Computer Science	CECTM	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
42.0101	B.A. Psychology	CHHS	2012-13	2021-22		x		Good Standing					9
42.0101	M.A. and M.S. Psychology	CHHS	2012-13	2021-22		x		Good Standing					9
42.0101	Ph.D. Psychology, Conc. Applied Psychology, Conc. Brain and Cognitive	CHHS	2012-13	2021-22		x		Good Standing					9
42.0101	Ph.D. Psychology, Conc. Counseling	CHHS	2014-15	2021-22			x	Accredited	American Psychological Association (APA)				9
43.0202	B.S. Public Safety Management	CHHS	2015-16	2021-22			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2011		3/15/2016	9
43.0202	M.S. Public Safety Administration	CHHS	2015-16	2021-22			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2016		3/15/2016	1,3,6,8,9,10
44.0401	M.P.A. Master of Public Administration	CHHS	2014-15	2021-22			x	Accredited	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9
51.0602	B.S. Dental Hygiene	CHHS	2014-15	2021-22			x	Accredited	Commission on Dental Accreditation (CODA) of the American Dental Association				1, 9
51.0907	B.S. Radiologic Sciences, Spec. Radiologic Sciences Management/Education	CHHS		2021-22									9
	Camp Little Giant (Touch of Nature)	CHAN	2010-11	2021-22			x	Accredited	American Camp Association (ACA)				
09.0401	B.S. Journalism	CAM	2014-15	2022-23		x		Accreditation Lapsed May 2020				8/21/2006	9
11.1003	M.S. Cybersecurity and Cyber Systems	CECTM		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
14.1001	M.E. Electrical and Computer Engineering	CECTM		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			4/7/2009	9, 10
22.0302	B.S. Paralegal Studies	CHHS	2015-16	2022-23			x	Accredited	American Bar Association (ABA)			3/8/2004 1/11/2005	9
31.0504	B.S. Sport Administration	CHHS	2014-15	2022-23		x		Good Standing					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	CHHS	2014-15	2022-23		x		Good Standing				6/2/2009	9
45.0401	M.A. Criminology & Criminal Justice	CHHS	2014-15	2022-23		x		Good Standing				6/2/2009	9
45.0401	Ph.D. Criminology and Criminal Justice	CHHS	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	M.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	M.D. 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
52.0201	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	CAM	2014-15	2022-23		x		Good Standing					9
90.0907	Television Station WSIU	CAM	2014-15	2022-23		x		Good Standing					9
90.0907	Television Station WSIU (Olney)	CAM	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	CALPS	2015-16	2023-24		x		Good Standing				8/4/2004	9
03.0103	M.S. Geography and Environmental Resources	CALPS	2015-16	2023-24		x		Good Standing				7/11/2002 8/4/2004	9
04.0201	M.Arch. Master of Architecture	CAM	2020-21	2023-24			x	Accredited	National Architectural Accrediting Board (NAAB)	10/10/2006			9
22.0101	J.D. Doctor of Jurisprudence	LAW	2017-18	2023-24			x	Accredited	American Bar Association			8/15/2003	9
30.0601	P.S.M. Advanced Energy and Fuels Management	CECTM	2015-16	2023-24		x		Priority Review		6/2/2009			9
49.0102	A.A.S. 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	CAM	2017-18	2023-24			x	Accredited	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	CHHS	2019-20	2023-24			x	Accredited	Commission on Accreditation of Allied Health Education Programs (CAAHEP); Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS); and Joint Review Committee on Education in Radiologic Technology (JRCERT)				9,10
51.0907	M.S. Radiologic Sciences	CHHS	2018-19	2023-24		x		Third year review in 2018-		10/7/2015			9
51.2306	O.T.D. Occupational Therapy	CHHS		2023-24	Initial 3rd yr. review					8/9/2019			9
51.3801	B.S.N. Nursing	CHHS		2023-24	Initial 3rd yr. review					8/9/2019			9
52.0201	B.S. Business Analytics	COBA		2023-24	Initial 3rd yr. review					8/9/2019			9
90.2615	Neuroscience Institute	SOM	2018-19	2023-24		x		Good Standing		4/9/2015			5
	Center for English as a Second Language	COLA	2014-15	2023-24			x	Accredited	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. Physical Therapy	CHHS		2023-25	Initial 3rd yr. review					8/10/2019			9
13.1101	M.S. Counseling and Rehabilitation Education	CHHS		2024-25	Initial 3rd yr. review					6/30/2020			9
13.1206	M.A.T. Curriculum & Instruction Secondary Education	SED		2024-25	Initial 3rd yr. review			Reinstated 2021-22		8/14/2003			1,9
13.1307	M.P.H. Master of Public Health	CHHS	2017-18	2024-25			x	Accredited	Council on Education for Public Health (CEPH)	6/8/2004		9/27/2016	9
14.0501	B.S. Biomedical Engineering	CECTM		2024-25	Initial 3rd yr. review					4/8/2020			9
14.0501	M.E. Biomedical Engineering	CECTM		2024-25	Initial 3rd yr. review			Reinstated 2021-22		8/14/2007			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 5/31/2006		9
51.0201	M.S. Communication Disorders and Sciences	CHHS	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	CHHS	2018-19	2024-25			x	Accredited	Association of University Programs in Health Administration (AUPHA)				1, 9
51.0701	M.H.A. Health Administration	CHHS	2019-20	2024-25		x		Good Standing		12/1/2015			9
51.0706	M.H.I. Health Informatics	CHHS	2019-20	2024-25		x		Good Standing		12/1/2015			9
51.0912	D.M.Sc. Physician Assistant Studies	SOM		2024-25	Initial 3rd yr. review					8/5/2020			9
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
90.0100	Southern Illinois Cannabis Science Center	VCR		2024-25	Initial 3rd yr. review					6/16/2021			9
90.4405	Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		x		Good Standing		Jan-97			9
01.0699	B.S. Horticulture	CALPS	2017-18	2025-26		x		Good Standing			7/6/2013		8,9
01.1099	B.S. Fermentation Science	CALPS	2020-21	2025-26			x	Initial 3rd yr. Review in 2020-21		3/9/2016			9
01.1201	B.S. Crop, Soil and Environmental Management	CALPS	2017-18	2025-26		x		Good Standing			7/6/2013		8,9
12.0301	B.S. Mortuary Science and Funeral Service	CHHS	2017-18	2025-26			x	Accredited	American Board of Funeral Service Education (ABFSE)				9
14.0101	Ph.D. Engineering Science	CECTM	2017-18	2025-26		x		Good Standing		10/11/2006		12/2/2004	9
14.0801	M.S. Civil Engineering	CECTM	2017-18	2025-26		x		Good Standing					9
14.0899	M.E. Civil & Environmental Engineering	CECTM	2017-18	2025-26		x		Good Standing		4/7/2009			9
14.1001	M.S. Electrical and Computer Engineering	CECTM	2017-18	2025-26		x		Good Standing			8/4/2004		9
14.1001	Ph.D. Electrical and Computer Engineering	CECTM	2017-18	2025-26		x		Good Standing			10/11/2006		9
14.1901	M.S. Mechanical Engineering	CECTM	2017-18	2025-26		x		Good Standing					9
15.0613	M.S. Quality Engineering and Management	CECTM	2017-18	2025-26		x		Good Standing			6/14/2012		9
26.0102	M.S. Biomedical Science	CALPS		2025-26	Initial 3rd yr. review					3/11/2021			9
26.0202	B.S. Biochemistry	CALPS		2025-26	Initial 3rd yr. review					5/20/2021			9
40.0501	B.A. and B.S. Chemistry	CALPS	2017-18	2025-26		x		Good Standing	American Chemical Society (Membership)				9
40.0501	M.S. Chemistry	CALPS	2017-18	2025-26		x		Good Standing					9
40.0501	Ph.D. Chemistry	CALPS	2017-18	2025-26		x		Good Standing					9
40.0601	B.A. and B.S. Geology	CALPS	2017-18	2025-26		x		Good Standing					9
40.0601	M.A. and M.S. Geology	CALPS	2017-18	2025-26		x		Good Standing			5/29/2001 5/17/2002 2/9/2011		9
40.0601	Ph.D. Geosciences	CALPS	2017-18	2025-26		x		Good Standing		10/12/2010			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
44.0701	B.S. Social Work	CHHS	2020-21	2025-26			x	Accredited	Council on Social Work Education (CSWE)				9
44.0701	M.S.W. Master of Social Work	CHHS	2020-21	2025-26			x	Accredited	Council on Social Work Education (CSWE)				9
45.0603	B.S. Econometrics and Quantitative Economics	COBA		2025-26	Initial 3rd yr. review					3/11/2021			9
51.0907	A.A.S. Radiologic Sciences	CHHS	2017-18	2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Reinstated Aug-2011			9

51.0907	B.S. Radiologic Sciences, Spec. Magnetic Resonance Imaging/Computed Tomography	CHHS		2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.0907	M.S. Medical Dosimetry	CHHS	2017-18	2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007		3/3/2009	5, 10
51.2212	M.S. Human Sciences	CHHS		2025-26	Initial 3rd yr. review					5/28/2021			9
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	CAM	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)				9
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	CALPS	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	CHHS	2018-19	2026-27		x		Good Standing					9
13.1307	Ph.D. Education (Health Education Concentration)	CHHS	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
13.1320	B.S. Workforce Education and Development	SED	2018-19	2026-27		x		Good Standing				8/15/03 3/9/2005	1, 8, 9
13.1320	M.S.Ed. Workforce Education and Development	SED	2018-19	2026-27		x		Good Standing				1/10/2003	9
13.1320	Ph.D. Education (Workforce Education and Development)	SED	2018-19	2026-27		x		Good Standing					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	CAM	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
23.1302	M.F.A. Creative Writing	COLA	2018-19	2026-27		x		Good Standing					9
26.0205	M.S. Molecular Biology, Microbiology & Biochemistry	CALPS/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	CALPS	2018-19	2026-27		x		Good Standing				9/29/2003	9
26.0901	B.S. Physiology	CALPS	2018-19	2026-27		x		Good Standing				9/29/2003	9
26.0902	M.S. Molecular, Cellular, and Systemic Physiology	CALPS/SOM	2018-19	2026-27		x		Good Standing					9
26.0902	Ph.D. Molecular, Cellular, and Systemic Physiology	CALPS/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	CECTM	2018-19	2026-27		x		Good Standing					9
27.0101	M.A. and M.S. Mathematics	CECTM	2018-19	2026-27		x		Good Standing					9
27.0101	Ph.D. Mathematics	CECTM	2018-19	2026-27		x		Good Standing					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
50.0602	B.A. Cinema	CAM	2017-18	2026-27		x		Good Standing				5/11/2020	9
50.0702	B.A. Art	CAM	2017-18	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			4/4/2016	9
50.0702	B.F.A. Art	CAM	2017-18	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	M.F.A. Art	CAM	2017-18	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)				9
50.0703	Post-Baccalaureate Certificate in Art History	CAM	2017-18	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)	7/17/2000	9		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	Dale and Deborah Smith Center for Alzheimer's Research and Treatment	SOM	2018-19	2026-27		x		Good Standing					9
01.0000	B.S. Agricultural Systems and Education	CALPS	2019-20	2027-28		x		Good standing			11/5/2003 3/3/2011	9	
01.0103	B.S. Agribusiness Economics	CALPS	2019-20	2027-28		x		Good standing				9	
01.0103	M.S. Agribusiness Economics	CALPS	2019-20	2027-28		x		Good standing				9	
01.0308	Ph.D. Agricultural Sciences	CALPS	2019-20	2027-28		x		Good standing	12/4/2007			8,9	
03.0103	Ph.D. Environmental Resources and Policy	CALPS	2019-20	2027-28		x		Good standing			10/27/2016	9	
11.0103	B.S. Information Technology	COBA	2019-20	2027-28		x		Good standing	5/28/2015		11/19/2019	9	
11.0701	B.A. Computer Science	CECTM	2019-20	2027-28		x		Good standing				9	
11.0701	M.S. Computer Science	CECTM	2019-20	2027-28		x		Good standing				9	
11.0701	Ph.D. Computer Science	CECTM	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	CECTM	2019-20	2027-28		x		Priority Review	8/14/2007			9	
26.0101	B.S. Biological Sciences	CALPS	2019-20	2027-28		x		Good Standing			9/29/2003	9	
26.0101	M.S. Biological Sciences	CALPS	2019-20	2027-28		x		Good Standing				9	
26.0301	B.A. and B.S. Plant Biology	CALPS	2019-20	2027-28		x		Priority Review			4/10/2001 3/16/2007	9	
26.0301	M.S. Plant Biology	CALPS	2019-20	2027-28		x		Priority Review				9	
26.0301	Ph.D. Plant Biology	CALPS	2019-20	2027-28		x		Priority Review				9	
26.0701	B.A. and B.S. Zoology	CALPS	2019-20	2027-28		x		Good Standing				9	
26.0701	M.S. Zoology	CALPS	2019-20	2027-28		x		Good Standing				9	
26.0701	P.S.M. Zoology	CALPS	2019-20	2027-28		x		Good Standing	3/29/2017			9	
26.0701	Ph.D. Zoology	CALPS	2019-20	2027-28		x		Good Standing				9	
30.1901	B.S. Human Nutrition and Dietetics-Specialization Didactic Program in Dietetics	CHHS	2019-20	2027-28		x		Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)		4/11/2007	9	
30.1901	B.S. Human Nutrition and Dietetics-Specialization Human Nutrition and Dietetics-Specialization Nutrition for B.S. Exercise Science	CHHS	2019-20	2027-28				Good Standing					
31.0505	B.S. Exercise Science	CHHS	2019-20	2027-28		x		Good Standing			11/20/2007	9	
51.0806	A.A.S. Physical Therapist Assistant	CHHS	2017-18	2027-28			x	Accredited	Commission on Accreditation in Physical Therapy Education (CAPTE)			9	
51.0912	M.S.P.A. 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	
51.2399	B.S. Rehabilitation Services	CHHS	2019-20	2027-28		x		Priority Review				9	
90.3000	STEM Education Research Center	PVC	2019-20	2027-28		x		Permanent IBHE status approved 2019	8/9/2019			9	
90.4005	Fermentation Science Institute	PVC	2019-20	2027-28				Permanent IBHE status approved 2019				9	
90.5122	Center for Rural Health & Social Service Development	SOM	2019-20	2027-28		x		Good Standing				9	
01.0901	B.S. Animal Science	CALPS	2020-21	2028-29		x		Good Standing				9	
01.0901	M.S. Animal Science	CALPS	2020-21	2028-29		x		2021 Priority Review				9	
01.1101	M.S. Plant, Soil and Agricultural Systems	CALPS	2020-21	2028-29		x		Good standing			1/8/2009	9	
03.0502	M.S. Forestry	CALPS	2020-21	2028-29		x		Good standing			11/3/2016	9	
04.0201	B.S. Architectural Studies	CAM	2020-21	2028-29		x		Good Standing				9	
05.0201	B.A. Africana Studies	COLA	2020-21	2028-29		x		Good standing				9	
13.1401	M.A. Teaching English to Speakers of Other Languages	COLA	2020-21	2028-29		x		Good Standing				9	
16.0102	B.A. Linguistics	COLA	2020-21	2028-29		x		2021 Priority Review			10/26/2005	9	
16.0102	M.A. Linguistics	COLA	2020-21	2028-29		x		Good standing			4/22/2016	9	
30.9999	B.S. Technical Resource Management	CECTM	2020-21	2028-29		x		Good Standing			10/27/2005	9	
31.0101	B.S. Recreation Professions	CHHS	2020-21	2028-29		x		Good Standing			9/27/2016	9	
38.0101	B.A. Philosophy	COLA	2020-21	2028-29		x		2021 Priority Review				9	
38.0101	M.A. Philosophy	COLA	2020-21	2028-29		x		Good Standing				9	
38.0101	Ph.D. Philosophy	COLA	2020-21	2028-29		x		Good Standing				9	
42.0101	Ph.D. Psychology, Conc. Clinical	CHHS	2019-20	2028-29			x	Accredited	American Psychological Association (APA)			9	
49.0104	B.S. Aviation Management	CASA	2020-21	2028-29		x		Good Standing			7/15/1999	3,9	
51.0201	B.S. Communication Disorders and	CHHS	2020-21	2028-29		x		Good Standing				9	
90.0110	Beef Evaluation Station	CALPS	2020-21	2028-29		x		Good Standing				9	
90.0111	Illinois Soybean Center	CALPS	2020-21	2028-29		x		Good Standing			5/31/2007	9	
90.0301	Touch of Nature	CHAN	2020-21	2028-29		x		Good Standing				9	
03.0501	B.S. Forestry	CALPS	2020-21	2030-31			x	Accredited	Society of American Foresters (SAF)		8/4/2004	9	
49.0101	B.S. Aviation Technologies	CASA	2011	At FAA Discretion.			x	Accredited	Federal Aviation Administration (US Department of Transportation) Flight		7/15/1999	8,9	
09.0101	Ph.D. Communication Studies (Theatre)	COLA	2010-11	2020-21	Pending final decision		x	Accredited	National Association of Schools of Theatre (NAST)			9	
14.0801	B.S. Civil Engineering	CECTM	2014-15	2020-21	Pending final decision		x	Accredited	Accreditation Board for Engineering and Technology (ABET)			9	
14.0901	B.S. Computer Engineering	CECTM	2014-15	2020-21	Pending final decision		x	Accredited	Accreditation Board for Engineering and Technology (ABET)	12/14/1999		9	
14.1001	B.S. Electrical Engineering	CECTM	2014-15	2020-21	Pending final decision		x	Accredited	Accreditation Board for Engineering and Technology (ABET)			9	
14.1901	B.S. Mechanical Engineering	CECTM	2014-15	2020-21	Pending final decision		x	Accredited	Accreditation Board for Engineering and Technology (ABET)			9	
15.0303	B.S. Electrical Engineering Technology	CECTM	2014-15	2020-21	Pending final decision		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	CECTM	2015-16	2020-21	Pending final decision	x	Accredited	Association of Technology, Management, and Applied Engineering (ATMEAE)	10/18/2007		5/31/2001	1, 2, 5, 6, 7, 8, 9, 10
50.0501	B.A. Theater	CAM	2012	2020-21	Pending final decision	x	Accredited	National Association of Schools of Theatre (NAST)				9
50.0501	M.F.A. Theater	CAM	2012	2020-21	Pending final decision	x	Accredited	National Association of Schools of Theatre (NAST)				9
50.0599	B.F.A. Musical Theater	CAM	2012	2020-21	Pending final decision	x	Accredited	National Association of Schools of Theatre (NAST)	5/23/2008			9
50.0901	B.A. Music and B.Mus.	CAM	2010	2020-21	Pending final decision	x	Accredited	National Association of Schools of Music (NASM)				9
50.0901	Master of Music	CAM	2010	2020-21	Pending final decision	x	Accredited	National Association of Schools of Music (NASM)			6/13/2003	9
51.0907	B.S. Radiologic Sciences, Spec. Radiation Therapy Technology	CHHS	2012	2020-21	Pending final decision	x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.2399	M.S. Behavior Analysis and Therapy	CHHS	2018-19	2020-21	Pending final decision	x	Accredited	Association for Behavior Analysis International (ABAI)				9
52.0201	B.S. Business and Administration	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0201	M.B.A.	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0201	Ph.D. Business Administration	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	B.S. Accounting	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. Finance	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9
52.1301	B.S. Management	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1399	M.Acc. Master of Accountancy	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. Marketing	COBA	2016-17	2020-21	Pending final decision	x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
13.1001	M.S.Ed. Special Education; Enrollment suspended Su18	SED	2010-11			x						9
13.1001	Ph.D. Education (Special Education Conc.); Enrollment suspended Su18	SED				x						9
13.1101	M.S.Ed. Counselor Education; Enrollment suspended F20	SED	2016-17	2024-25		x	Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs			Jul-2014 name change	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				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			11/20/2007	9
13.1399	M.S. Mathematics and Science Education; Enrollment suspended	SED	2014-15			x			1/22/2009			9
15.0399	B.S. Electronic Systems Technologies; Enrollments suspended S2020	CECTM	2010-11			x						9
19.0501	M.S. Food and Nutrition - Merged into Human Sciences	CHHS	2011-12	2020-21		x	Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)			8/4/2004	9
27.0101	B.A. Mathematics; Enrollment suspended	COLA										
30.9999	M.S. Supply Chain Management and Engineering; Enrollment suspended S20	CECTM / COBA	-	-		x			2/5/2015			9
31.0101	M.S.Ed. Recreation Professions - Merged into Human Sciences	CHHS	2015-16	2020-21		x	Good Standing				9/27/2016	9
31.0505	M.S.Ed. Kinesiology - Merged into Human Sciences	CHHS	2018-19	2026-27		x	Good Standing				8/23/2006	9
45.0102	Ph.D. Education (Quantitative Methods); Enrollment suspended Summer 2018	SED				x	Good Standing				Mar-2014 name change	9
50.0703	M.A. Art History and Visual Culture - Enrollment Suspended Fall 2018	CAM	2014-15	2024-25		x	Good Standing		6/7/2011			9
51.0704	M.S. Rehabilitation Administration and Services; Enrollment Suspended 2019	SED	2018-19	2026-27		x	Good Standing					5,9
51.2310	M.S. Rehabilitation Counseling; Enrollment suspended F20	CHHS	2016-17	2024-25		x	Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs				9,10
51.2399	B.S. Behavior Analysis and Therapy; Enrollment to be suspended SP22	CHHS	2018-19	2022-23		x			10/7/2014			9
51.2399	Ph.D. Rehabilitation; Enrollment suspended SP21	CHHS	2018-19	2026-27		x	Good Standing				2/1/2005	9

Program Review Schedule
Southern Illinois University Edwardsville

Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences								
Applied Communication Studies	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		
Art	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		2021-2022
Art Therapy Counseling	2016-2017	In good standing	2009-2010	2013-2014	2024-2025	2019-2020		2024
Biological Sciences	2016-2017	In good standing	2008-2009	2012-2013	2024-2025	2019-2020		
Chemistry	2018-2019	In good standing	2013-2014		2026-2027	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	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		
Environmental Sciences	2016-2017	In good standing	2009	2012-2013	2024-2025	2019-2020		
Environmental Science Management	2016-2017	Flagged for priority review	2012-2013	2012-2013	2022-2023	2019-2020		
Geographical Studies	2014-2015	In good standing	2006	2010-2011	2021-2022	2018-2019		
History	2014-2015	In good standing	2005	2010-2011	2021-2022	2018-2019		
Mass Communications	2019-2020	In good standing	2012	2014-2015	2027-2028	2022-2023		
Mathematics	2016-2017	In good standing	2009	2012-2013	2024-2025	2019-2020		
Music	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		2020-2021
Public Administration	2019-2020*	In good standing	2012-2013	2003-2004	2027-2028	2022-2023		2025
Social Work	2014-2015	In good standing	2006	2010-2011	2021-2022*	2018-2019		2025
Sociology	2017-2018	Flagged for priority review	2014-2015	2010-2011	2022-2023	2021-2022		

	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
Business								
Accountancy	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021
Business Administration	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021
CMIS	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2021
Marketing Research	2017-2018*	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	2019-2020			new 2014	2027-2028	2022-2023	2016-2017	
Curriculum & Instruction	2015-2016	In good standing	2007-2008	2010-2011	2022-2023**	2018-2019		2021-2022
Educational Administration (including the PM)	2015-2016	In good standing	2011-2012	2006-2007	2022-2023**	2018-2019		2021-2022
Educational Leadership Doctorate Degree	2015-2016	In good standing		new	2022-2023**	2018-2019		2021-2022
Instructional Technology	2017-2018	Flagged for priority review	2010-2011	2013-2014	2022-2023**	2020-2021		
Kinesiology	2016-2017	In good standing	2012	2006-2007	2024-2025	2019-2020		2029
Diversity and Equity in Education	2011-2012	In good standing	2011-2012	2014-2015	2021-2022***	2022-2023	2008-09	2021-2022
Psychology (including School Psychology)	2019-2020	In good standing	2010-2011	2013-2014	2027-2028	2022-2023		School Psych - 2027
Special Education (including the PM)	2015-2016	In good standing	2003-2004	2010-2011	2022-2023	2018-2019		2020
Speech-Language Pathology	2019-2020*	In good standing	2010-2011	2013-2014	2027-2028	2021-2022		2026
Teaching	2011-2012	In good standing	2011-2012	2006-2007	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	2019-2020	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027
Computer Science	2019-2020	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027

Electrical Engineering	2019-2020	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027
Industrial Engineering	2017-2019	In good standing	2013-2014	2014-2015	2025-2026	2020-2021	2012-2013	2027
Mechanical Engineering	2013-2014	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027

	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
Nursing								
Nursing	2018-2019*	In good standing	2010-11	2014-15	2026-2027	2022-2023		2028
Nurse Educator	2018-2019*	In good standing	2010-11	2014-15	2026-2027	2022-2023		2028
Family Nurse Practitioner	2018-2019*	In good standing	2010-11	2014-15	2026-2027	2022-2023		2028
Health Care & Nursing Administration	2018-2019*	In good standing	2010-11	2014-15	2026-2027	2022-2023		2028
Nurse Anesthesia	2018-2019*	In good standing	2010-11	2014-15	2026-2027	2022-2023		2030
Doctor of Nursing Practice					2026-2027	2022-2023	2014-15	2028

*All graduate programs go through in one cycle for Nursing

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Pharmacy								
Pharmaceutical Sciences			new 2016		2024-2025		2019-2020	
Doctor of Pharmacy	2014-2015	In good standing	2009		2022-2023	2018-2019	2009-10	2022-2023

	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*				2028-2029	2023-2024	2016-2017	2027-2028
Masters of Integrative Studies					2022-2023	2025-2026	2017-2018	

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** - program review moved to align with external accreditation; however, report to IBHE will occur the same year.

*** - delayed because of COVID

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	2019-2020	In Good Standing	2004	2027-2028	2022-2023		
Applied Communication Studies	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Art	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2021-2022***
Art & Design	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2021-2022***
Biological Sciences	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Chemistry	2018-2019	In Good Standing	2008-2009	2026-2027	No interim reviews because of short ACS cycle		2019-2020
Criminal Justice Studies	2014-2015	In Good Standing	2005-2006	2021-2022	2018-2019		
Economics	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		
English	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Environmental Sciences			New 2016	2024-2025		2019-2020	
Foreign Language & Literature	2011-2012	In Good Standing	2007-2008	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	2019-2020	Flagged for Priority Review	2014-2015	2027-2028	2021-2022		
Mass Communications	2019-2020	In Good Standing	2011-2012	2027-2028	2022-2023		2022-2023***
Mathematics & Statistics	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Music	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2020-2021
Philosophy	2020-2021	In Good Standing	2013-2014	2028-2029	2023-2024		
Physics (includes Earth Space & Science)	2013-2014	In Good Standing	2006-2007	2021-2022	2023-2024		
Political Science	2014-2015	In Good Standing	2005-2006	2021-2022	2018-2019		
Social Work	2017-2018	In Good Standing	2009-2010	2021-2022**	2024-2025		2028
Sociology	2014-2015	In Good Standing	2005-2006	2021-2022	2024-2025		
Theater & Dance	2018-2019	In Good Standing	2010-2011	2026-2027	2021-2022		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
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
Business Economics/Finance	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	2015-2016	In Good Standing	2003-04	2022-2023*	2018-2019		2021-2022
Elementary Education	2015-2016	In Good Standing	2003-04	2022-2023*	2018-2019		2021-2022
Exercise Science	2020-2021*	In Good Standing	2003-2004	2028-2029	2023-2024	Note program changed from Exercise and Wellness to Exercise Science in 2011	2029
Nutrition			new 2014	2022-2023	2025-2026	2017-2018	
Psychology	2019-2020	In Good Standing	2003-2004	2027-2028	2022-2023		2027
Public Health (was Health Education)	2019-2020	In Good Standing	2003-2004	2027-2028	2022-2023		2022
Special Education	2015-2016	In Good Standing	2003-2004	2022-2023*	2018-2019		2021-2022
Speech Language Pathology & Audiology	2019-2020**	In Good Standing	2010-2011	2027-2028	2022-2023		2026

	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	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Computer Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Computer Science	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Construction Management	2020-2021*	In Good Standing	2012-2013	2028-2029	2023-2024		2025
Electrical Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Industrial Engineering	2017-2019	In Good Standing	2013-2014	2025-2026	2020-2021		2027
Mechanical Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Mechatronics and Robotics Engineering		new 2015		2023-2024	2026-2027	2018-2019	2027

	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		2028

	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	

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Program Review Schedule
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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	In Good Standing
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	2020-2021	In Good Standing
National Corn to Ethanol Research	2024-2025	In Good Standing