



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

August 31, 2022

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Dorcas Brou
Sara Salger
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 15, 2022, immediately following the Executive Committee meeting at SIU Edwardsville's School of Dental Medicine, Roller Hall, Room 1511 in the Main Clinic Building. Building 263, 2800 College Avenue, Alton, Illinois. The agenda, Program Quality Assurance Report and minutes from the July 21, 2022, meeting can be viewed through the Board portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gireesh V. Gupchup".

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

GVG/pm

Attachments

c: Ed Curtis
J. Phil Gilbert
Hailee O'Dell
John Simmons
Roger Tedrick

Dan Mahony
Austin Lane
James Minor
Jerry Kruse
Other Interested Parties

Office of the President

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AGENDA

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

Thursday, September 15, 2022
Immediately following the Executive Committee Meeting

SIU Edwardsville
School of Dental Medicine
Roller Hall, Room 1511
Main Clinic Building, Building 263
2800 College Avenue
Alton, Illinois

1. Announcements
2. Approval of Minutes of the Meeting July 21, 2022
3. Inventor of the Year Award Presentation to Boyd Goodson and Naoufal Lakhssassi
4. Presentation: School of Dental Medicine Advanced Care Clinic (ACC)

Presenters: Dr. Katie Hanser, Director of Advanced Education
General Dentistry Residency Program
Faculty Member, Department of Graduate Education

Dr. Jessica Chellis, Implant Fellow Graduate Student
5. Informational Report: *Program Quality Assurance FY2022*
6. Informational Report: Grant Awards and Contracts FY2022
7. Other Business
8. Adjournment

**BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY**

**Minutes of the Academic Matters Committee Meeting
Thursday, July 21, 2022**

**Immediately following the Architecture and Design Committee
Auditorium, 801 N. Rutledge, Springfield, IL
SIU School of Medicine
live stream video at siusystem.edu via YouTube and through Zoom**

The Academic Matters Committee met at 9:39a.m on Thursday, July 21, 2022, in person and via Zoom. Present were: Dorcas Brou, Sara Salger, Subhash Sharma (pro tem) and Ed Hightower. Other Board members present were: Ed Curtis, J. Phil Gilbert, Hailee O'Dell and John Simmons. Absent was Roger Tedrick. Executive Officers present were: President Dan Mahony; Senior Vice President Duane Stucky; Vice President Gireesh Gupchup; Chancellor Austin Lane, SIUC; Chancellor James Minor, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Gupchup updated the Board on the 15 implementation teams that were appointed to implement and monitor the SIU System Strategic Plan. The Center for Predictive Analytics at SIUE is working with all the teams to move forward with the strategic plan.

He also announced an exciting project related to the SIU Flex implementation team. The SIU System was selected as one of four systems nationwide to participate in the National Association of System Heads (NASH) Curricular Flexibility Network Improvement Community. The other systems are University of Kentucky, the Texas State University System, and the University of Hawaii System. Essentially, the SIU System and the SIU Flex Implementation Team will work with NASH and the Carnegie Foundation to “Increase curricular flexibility, with flexible pathways, credentials, and shared degrees across the SIU System.” They will share experiences and learn from the other University Systems and the Carnegie Foundation and will have mentors to help. The first meeting will be in October 2022. The two team leaders are Wendell Williams from SIUC and Janice Joplin from SIUE.

Dr. Gupchup introduced the Illinois Tutoring Initiative leaders, Drs. Natasha Flowers from SIUE and Christie McIntyre from SIUC, who provided an update on the project.

Dr. Christie McIntyre was the first to speak. She shared information about the Illinois tutoring Initiative (ITI) which is one of four state pillars designed in conjunction with the P-20 Council's development of a learning renewal resource guide to support the learning and emotional well-being of students in the wake of the pandemic. ITI is a collaboration of institutions of higher education and school districts of need and six regions across the state (she shared a map designating the regions).

They are using high-impact tutoring practices and are training tutors for their K-12 students—specifically grades 3-8 and 9-12 in math and science. They are pulling from their teacher education candidates, higher education students and other community partners such as retired teachers throughout the region. They are using a combination of in person and online tutoring regionally. The tutors do receive training and support.

SIU System covers region 5 and 6 and shares region 6 with Southeastern Illinois College. They are tutoring grades 3-8 for reading and mathematics and high school mathematics which is online tutoring. They are working 14 weeks in the fall semester and 14 weeks in the spring semester. SIUE was able to get some tutoring done this summer.

National Research data from the National Student Support Accelerator shows that if you are tutoring and wanting to put together a program with great effects, you will schedule sessions three times a week. This will build strong sustained relationships between tutors and students, allow close monitoring of students' gain on knowledge and skill, align with current schools' curriculum, and there will be oversight of the tutors.

SIUC is partnering with four districts—Carbondale Elementary, Murphysboro Community, Herrin, and Cobden School Districts. They are currently employing tutors and recently hired a Tutor Coordinator.

Dr. Flowers thanked Dr. McIntyre for her presentation and the Board and President Mahony for allowing them to present. She gave a special thanks to her dean for having faith in her to coordinate the project, and Dr. Gupchup for his advocacy for both campuses in navigating through challenges.

The initiative is a highly structured project and the intention is to serve students who deserve the highest and deepest levels of support before, during and after the height of the pandemic. SIUC and SIUE have been partnering on this initiative and as they advocate for culturally competent educators and sustained equity in schools, she believes it is critical to take advantage of state university-school partnerships that prioritize their children and communities.

This initiative allows the campuses to combine relationship building, engagement, and community-based communal knowledge with academic support. SIUE worked with Cahokia school district over the summer and plan to launch programs in Collinsville school district and East St. Louis who recently signed to collaborate as well.

This summer a small-scale program was launched in Cahokia as part of their summer school program. SIUE worked with students in grades 4-8 who they were able to provide free one-on-one and small group tutoring. The team of tutors came from the region, community and SIUE students such as teacher candidates, future special educators, and future elementary educators who wanted to do this work to support young learners. They had several tutors with expertise and interest in nurturing the students in mathematical problem solving. As they look to the future, they hope to have up to four districts and to serve over 400 students this fall and in the spring.

Dr. McIntyre in summation said it has been great to come together collaboratively with Dr. Flowers and Dr. Gupchup to work on this initiative. SIUSystem will be serving 800 students in regions 5 and 6 with tutoring.

Dr. Gupchup thanked Drs. Flowers and McIntyre for their noble work.

Dr. Sharma said this is an excellent program similar to programs in China and India where he grew up. He recognized the time commitment and benefit to students.
Approval of the Minutes of the April 28, 2022, Meeting

Motion was made by Trustee Salger to approve the minutes of the April 28, 2022, meeting. The motion was duly seconded by Trustee Brou. Madam Secretary called roll call with Brou, Hightower, Salger, 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, 2021 through June 30, 2022 (Board Agenda Item H)
Presentation: Saluki Student Investment Fund Overview

Dr. Gupchup provided a brief overview of the report.

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

Presentation: Programmatic Assessment and Medical Student Scholarship and Research

Dr. Gupchup introduced Drs. Debra Klamen and Andrea Braundmeier-Fleming and third-year medical student Jack Moore.

Dr. Andrea Braundmeier Fleming stated the Research Scholars Program was spearheaded by students and launched in February 2022. The program is available to students on the Springfield and Carbondale campuses. The goal of the Research Scholars pathway is to provide 1) consistent training to their developing physicians to also engage in science and to understand how research impacts the medical profession, 2) create a venue to increase student accessibility to research experiences, 3) formally acknowledge efforts and contributions of medical students to the research mission of SIU School of Medicine, and 4) effectively train physicians scientists who devote regular component of their professional effort seeking new knowledge about health, disease, or delivery of patient care through research. The pandemic was a time to show how research and medicine merge.

Less than 2% of physicians classify themselves as a physician scientist. The National Institutes of Health are looking to increase this number with programs available to physician scientists. This is critical for the reputation and success of academic centers. What sets SIU School of Medicine apart is they have merged their training of their medical students with the providing patient health care and merging them with their ongoing research programs. The long-term goal of the pathway is to sustain research enterprise to support young physician-scientists by being more selective, strategic, collaborative, and generous in nurturing the careers of their medical students. Their promise to their students is that they will develop and support programs that accelerate career development so their students have the skills to be creative and that will launch their careers ahead of their peers from other medical schools.

Jack Moore provided his perspective of the program. He believes this program speaks to SIU School of Medicine's focus on innovation. The future of medicine is evidence-based practice

rather than “shooting from the hip.” Many Clinical decisions need to have evidence-based support in order to uphold them and more room for comprehensive assessment of medical students based on all their traits and abilities.

Medical students of the past, were evaluated solely on their academic abilities and not on their research, professionalism, etc. By incorporating this program, students’ research and all performance aspects are now allowed in the assessment. It also creates a structured framework into research pathways for non-traditional students who may not have had access to research during their undergraduate career.

According to his fellow peers in the program, the Research Scholars Program is an opportunity to obtain university recognition. It also allows medical students to focus on competitive residency applications especially with the shifting of Step 1 exam transitioning from Pass/Fail. It allows students to explore their passions without the feeling of “doing something wrong” to match. Matching is a stressful endeavor, but the program allows students to have that longitudinal commitment to research even though interests may change, or things go wrong. For example, if a medical student submits a publication and it is not accepted to the number one journal of choice but is picked up by second or third journal choice, the student will meet the requirements of the program and receive longitudinal credit. Students have opportunities to socialize into medicine with student interest groups that meet once a month, they can attend an annual retreat and teaching and learning symposium where students submit their research projects from the past year and community-based research projects. Students also have access to additional mentors and faculty to build professional relationships through research.

In summary, the basis of this pathway and additional pathways that will come, is to create a framework for students that can be personalized to help them reach their goals and find the residency they will be competitive and successful. In terms of training, students are not just learning medicine but are becoming critical thinkers. Patients are not always textbook and students are able to develop their critical thinking in a safe space. The program also gives them recognition for their accomplishment beyond the metrics of what makes them successful with the publications and presentations. The university acknowledges they have participated and met all the rigorous demands. It provides more opportunities to socialize and understand what our campuses offer. The mentorship and scholarship part of the program is important as students’ careers may lead them back to SIU and may also lead to other academic institutions providing strong networks. SIU School of Medicine has a current medical student who has taken a leave of absence to pursue the NIH Physician Scientist Screening program in Bethesda, Maryland. The student’s research was honed at SIU School of Medicine. A quarter (25%) of students in year one and year two courses are currently eligible and pursuing research. This program is also a great recruitment mechanism for students to seek out SIU to pursue their training.

Dr. Klamen presented on SIU School of Medicine’s Programmatic Assessment which was started in a medical school, Maastricht University, in Europe. SIU is internationally known in medical education and medical education innovation and is one of two US medical schools that uses programmatic assessment.

The idea of programmatic assessment is focused on learning outcomes and improving individual performance rather than pass/fail without a look at overall students' holistic performance.

SIU School of Medicine is assessing students for learning not of learning. They focus most of their time and energy on formative feedback. They work on improving. All four years now have advisors who after every exam meet with students to work through what went well and what did not. They look at critical thinking, professionalism, communication, ability to work with peers and patients. They are accumulating multiple data points. In each unit they have at least 20 data points including the multiple choice exam that they are looking at for each student and their progress.

Rather than one exam and one summative score, they are gathering many points. They do not decide on a summative evaluation of the student until they see the students' performance across an entire academic year. Dr. Klamen shared how a student bombed a first examination of knowledge. Students are scored as red, yellow or green. The student got a red for a terrible performance. The advisor met with the student and revealed multiple stressors due to the loss of a loved one, COVID, etc. had occurred during the progress up until taking the exam. The student did have green scores on patient satisfaction, critical thinking, professionalism and all the other measures they take. In the following two units, the student had green scores on the multiple choice examinations and continued green scores on everything else.

When the Student Competency Committee met, they took into consideration the student's entire record and decided the student showed great improvement to the point of being promoted without the need for remediation exams. The student has gone on to do well the following year.

Dr. Klamen concluded the presentation.

Trustee Sharma stated he was excited about the Research Scholars Program as it will greatly benefit the students. It will stimulate their minds in a different way and challenge them. He also agrees that the program assessment is certainly better than single score assessment. He thanked Drs. Fleming, Klamen and Mr. Moore for their excellent presentation on behalf of SIU School of Medicine and wished them best of luck moving forward.

He asked if there were any comments or questions.

Dean Kruse stated he is so impressed with the work they are doing. SIU School of Medicine has a national reputation and in education they have an international reputation as a medical school...What Drs. Klamen and Fleming presented is amazing. He emphasized the fact that SIU School of Medicine has a student who was entering their fourth year and was accepted by NIH for a one-year fellowship. Out of 150 plus medical schools in this country such as Harvard, Hopkins, etc, their student was selected from a competitive pool of applicants. Her acceptance would not have been possible without the assistance and mentorship of Dr. Andrea Braundmeier-Fleming even before starting medical school and integrating that into her curriculum throughout medical school. It is a wonderful complement to the student but even more to the faculty.

Sharma congratulated Dr. Kruse for his leadership at the SIU School of Medicine. He asked if the SIU School of Medicine will be having a MD/PhD joint degree?

Dr. Kruse stated they are having discussions. They are doing an umbrella graduate program now they have combined their basic science courses in Carbondale and are moving along the same route in Springfield. They are starting the process through the system before it goes to IBHE for approval. With that umbrella degree he believes they will be in a much better position to think about the MD/PhD program.

Dr. Kruse also stated compared to five years ago, the number of medical students in resident positions who have had publications and done national presentations has almost tripled. Dr. Braundmeier Fleming and Dr. Don Torry were instrumental in moving that forward and getting it done. SIU School of Medicine is one of two medical schools in the world that has the ASPIRE award from the largest medical education group in the world, the Association of Medical Education of Europe. Things such as program assessment, medical simulation, and others puts SIU School of Medicine at the top. He thanked Dr. Klamen for leading those efforts.

Trustee Salger thanked them for what they are doing for their students and for patients. She has a child with multiple rare health issues being treated by NIH. She was shocked by only 2% of physicians also do research.

Dr. Braundmeier-Fleming said their leadership team is a combination of basic scientists and clinicians. Her co-chair Dr. Vidya Sundareshan started a student research interest group that allow their students to see both sides—how clinicians work with scientists and how clinicians can do both. Their students get the full spectrum of opportunities that can be awarded to them by pursuing research as part of their physician training.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 10:15 a.m.

Adjournment

GVG/pm

Program Quality Assurance

July 1, 2021 – June 30, 2022



Southern Illinois University System

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Submitted to the
Illinois Board of Higher Education
September 2022

by the Office of
Academic Innovation, Planning and Partnerships

TABLE OF CONTENTS

Introduction 1

Accreditation Reports

Southern Illinois University Carbondale * 2

Southern Illinois University Edwardsville 6

Program Review Reports

Southern Illinois University Carbondale * 9

Child and Family Services (BS) 9

Mass Communication & Media Arts (PhD) 11

Media Theory and Research (MA) 13

Professional Media & Media Management (MS) 16

Psychology (BA, MA, MS & PhD – Counseling Concentration) 19

Radio, Television, & Digital Media (BA) 20

Radiologic Sciences-Management/Education Specialization (BS) 23

Southern Illinois University Edwardsville 27

Criminal Justice (BA & BS) 27

Diversity and Equity in Education (MSEd) 30

Geography and GIS (BA, BS & MS) 33

History (BA, BS & MA) 39

Nursing (BS) 46

Physics (BS) 49

Political Science (BA & BS) 52

Social Work (BSW & MSW) 56

Sociology (BA & BS) 63

Program Review Schedules

Southern Illinois University Carbondale * 66

Southern Illinois University Edwardsville 79

*includes the SIU School of Medicine in Springfield which did not have any programs under review this reporting period

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 2029.

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



Gireesh Gupchup

Vice President for Academic Innovation, Planning and Partnerships

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2021-2022**

<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)	2021	Accredited	2024	Student Health Center
American Psychological Association (APA)	2018	Accredited	2028	Accredited Internship – Counseling and Psychological Services
Clinical Laboratory Improvement Amendments (CLIA)	2021	Certified	2023	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2021	Accredited-extension granted	2023	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 ARTS AND MEDIA</u>				
Council for Interior Design Accreditation (CIDA)	2017	Accredited	2023	B.S. in Interior Design
National Architectural Accrediting Board, Inc. (NAAB)	2020	Accredited	2024	Master of Architecture
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)
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; M.F.A. in Mass Communication and Media Arts; Minor in Art Education; Minor in Art History; and Post-Bacc. Certificate in Art History
	2017	Accredited	2027	B.S. in Fashion Design and Merchandising (Fashion Design Specialization)
	2017	Accredited	2027	B.S. in Interior Design

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2021-2022**

COLLEGE OF BUSINESS AND ANALYTICS

AACSB International - The Association to Advance Collegiate Schools of Business	2021	Accredited	2026	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, COMPUTING, TECHNOLOGY, AND MATHEMATICS

ABET, Computing Accreditation Commission	2016	Accredited	2022	B.S. in Computer Science
ABET, Engineering Accreditation Commission	2021	Accredited	2027	B.S. in Civil Engineering; B.S. in Computer Engineering; B.S. in Electrical Engineering; and B.S. in Mechanical Engineering
ABET, Engineering Technology Accreditation Commission	2021	Accredited	2027	B.S. in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMAE)	2021	Accredited	2027	B.S. in Industrial Management and Applied Engineering

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
Accreditation Council for Occupational Therapy Education (ACOTE)	2022	Candidacy Status		Occupational Therapy Doctorate
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)
	2021	Accredited	2028	Ph.D. in Psychology (Counseling Psychology Concentration)
ASE Education Foundation (ASE) – National Institute for Automotive Service Excellence	2018	Accredited	2023	B.S. in Automotive Technology
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
Aviation Accreditation Board International (AABI)	2019	Accredited	2024	A.A.S. in Aviation Flight
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)

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ACCREDITATIONS/AFFILIATIONS
2021-2022**

Commission on Accreditation of Rehabilitation Facilities (CARF)	2020	Accredited	2023	Evaluation and Developmental Center
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2027	A.A.S. in Physical Therapist Assistant
Commission on Collegiate Nursing Education (CCNE)	2021	Accredited	2026	B.S.N. in Nursing
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
Council on Social Work Education (CSWE)	2020	Accredited	2026	B.S. in Social Work and Master of Social Work
Federal Aviation Administration - Flight Standards District Office (FSDO)	2020	Certified	2022	A.A.S. in Aviation Flight
	2012	Certified	Indef.	B.S. in Aviation Technologies (Airframe and Power Plant Certification)
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)	2021	Accredited	2026	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 (JRCDS)	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
	2021	Accredited	2029	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	2023	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)
<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

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2021-2022**

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

Southern Illinois University Edwardsville

<u>ACCREDITING AGENCY</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>INSTITUTIONAL ACCREDITATION</u>				
The Higher Learning Commission	2014	Accredited	2024-2025 (Assurance Review Accepted in 2019)	Undergraduate, graduate, and the doctoral programs in nursing, 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	2021	Accredited	2031 (final re-affirmation pending)	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	2021	Accredited	2031 (final re-affirmation pending)	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2021	Accredited	2031 (final re-affirmation pending)	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art

SCHOOL OF BUSINESS

Association to Advance Collegiate Schools of Business-International	2021	Accredited	2026	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International	2021	Accredited	2026	Bachelor of Science and Master of Science in Accountancy

SCHOOL OF DENTAL MEDICINE

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)
American Dental Association Commission on Dental Accreditation	2019	Accredited	2022	Endodontics (certificate program)

SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	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	2023	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	2023	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2022	Accredited	2027 (final re-affirmation pending)	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)

SCHOOL OF ENGINEERING

Accreditation Board for Engineering and Technology	2021	Accredited	2027	Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, mechanical engineering, mechatronics and robotics
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

GRADUATE SCHOOL

Community of Science (COS)		Membership	Renewable annually
Council of Graduate Schools		Membership	Renewable annually
Federal Demonstration Partnership		Membership	Renewable annually
Illinois Association of Graduate Schools		Membership	Renewable annually
Midwest Association of Graduate Schools		Membership	Renewable annually
National Council of University Research Administrators		Membership	Renewable annually
Public Responsibility in Medicine and Research (PRIM'R)		Membership	Renewable annually

SCHOOL OF NURSING

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

SCHOOL OF PHARMACY

Accreditation Council of Pharmacy Education	2014	Accredited	2022-2023	Doctor of Pharmacy
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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.

Updated 08/23/2022

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Child and Family Services (B.S.)
3. **Date:** January 24, 2022
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. The program's first enrollment was in 2019 and has graduated 1 student as of 2021.

The review team was comprised of:

- Diana Cedeno, Assistant Professor, School of Education, SIUC
- Amy Tallman, Lecturer, School of Education, SIUC
- Stacy Thompson, Professor, School of Education, SIUC

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

1. Refinement of student learning outcomes.
2. Addition of a practicum course to the curriculum. This practicum occurs in the middle of the students' progress to degree.
3. Determined that students are meeting learning objectives of the curriculum through the program's course offerings.

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

1. Students performed from *Proficient* to *Advanced* in rubrics related program goals for their learning outcomes on program assessments.
2. Students have varied opportunities to explore diverse professional opportunities in the program which enhances their employability and longevity in the positions they will hold. The availability of several credentials that students can earn greatly increases their employability.

These changes were made to enhance the program. Future program improvements will be made with the curriculum changes being considered, e.g., offering more courses online or hybrid as students are engaged in professional development opportunities. Also, the changes in courses emphasized more application of content to practices and has enhanced students' career goals.

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

The program was approved as a major three years ago and, since then, the coordinator of the program has worked to develop several credentials for students to earn that will enhance their employability in their chosen fields. Presently, the Child and Family Services (CFS) coordinator is conducting annual updates for all credentials. Curricular changes were reviewed this past summer and will continue this spring. CFS faculty will make decisions about efficiency and streamlined courses as students advance through the program.

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

1. Develop a recruitment strategy for the program to increase enrollment.
2. Increase financial support for students working on their Early Childhood Professional Educator’s license.
3. The program’s uniqueness situation in being housed in the School of Education, but not leading to a PEL, provides opportunities for reconsideration of recruitment strategies. For example, the CFS faculty will examine how to make the program more visible, and will consider changing the course prefix for the program.
4. Explore adding an online program and possibly hybrid courses to support both face-to-face and online options. The CFS major could be offered online and may help for recruiting more students.
5. Conduct final curriculum changes based on curriculum review. The program overlaps with Early Childhood courses which enhances both degrees and provides a good foundation for both. The multidisciplinary focus of course electives will also be explored during this revision.
6. Develop an exit survey to distribute to students to guide future decisions regarding the programs.
7. Explore the development of certificates for professionals needing developmental knowledge and background to working with children, i.e., physical therapists, nurses, speech language pathologists.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F19	F20	F21	3 Year Avg	FY 19	FY 20	FY 21	3 Year Avg
5	9	17	10.3	0	0	1	.3

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Ph.D. in Mass Communication and Media Arts
3. **Date:** November 17, 2021
4. **Contact Person:** Meera Komarraju, Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478

5. **Major Findings and Recommendations**

The review team was comprised of:

- Eric Rothenbuhler, Professor and Dean, School of Communications, Webster University
- Andrew Youpa, Professor and Associate Dean of Student and Curricular Affairs, College of Liberal Arts, Southern Illinois University Carbondale

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

The strengths of the Ph.D. program in Mass Communication and Media Arts are (1) its interdisciplinary approach, (2) the international diversity of its students and faculty, and (3) its established reputation for critical-theoretical approaches and the study of international communication and media. Recent changes to the program, implemented this year, should help to both define and require interdisciplinary approaches to communication and media studies.

The program's established reputation has been threatened by the significant faculty attrition and turnover in the college beginning several years ago. There has been major operational discontinuity. The large number of faculty retirements and resignations, the turnover of leaders in the program, departments, and college has disrupted the flow of information, institutional knowledge was lost, and procedures became unreliable.

Enrollment in the program is healthy, with equivalent numbers of students entering and graduating. There is a broad range and diversity of theoretical perspectives, methodological orientations, areas of expertise, and types of experience.

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

The major efforts of the next few years should be to:

1. Shore up the program's strengths.
2. Attend to the day-to-day operations.
3. Make sure the intellectual commitments stated in the mission are delivered in faculty consensus, program requirements, course design and scheduling, and ultimately dissertation topics and student success.

4. The ambition to design a new degree across the whole College of Arts and Media is an exciting idea. We would not recommend starting now, though, nor at the doctoral level.

The assessment plan is well thought out. Its goals and learning objectives are clear and discipline-specific. However, changes in leadership over the past several years have resulted in differences in how the data were gathered and analyzed, some records may have been lost.

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

Actions taken since the last review:

1. Requiring an introductory colloquium of all graduate students.
2. Requiring Ph.D. students to take three research methods courses covering the full diversity of the field.

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

1. Ensure that faculty mentoring responsibilities are distributed equally.
2. Renewed focus on the special advisement and mentoring needs of international students.
3. Maintain up-to-date data on graduates and placement.
4. Ensure that there is effective communication between faculty and students.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F19	F20	F21	3 Year Avg	FY 19	FY 20	FY 21	3 Year Avg
17	18	17	17.3	5	4	2	3.7

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** M.A. in Media Theory and Research
3. **Date:** November 19, 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

The review team was comprised of:

- Coy Callison, Professor and Associate Dean for Graduate Studies, College of Media & Communication, Texas Tech University
- Jean-Pierre Reed, Associate Professor, Sociology, Southern Illinois University Carbondale

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

The M.A. in Media and Theory and Research provides a graduate pathway for students to join SIUC's own or some other Ph.D. program. The curriculum is sufficiently rigorous and well-designed to help students transition from an undergraduate level of understanding to a higher level where students begin to form as scholars and are prepared to take advantage of doctoral training. The fact that a number of graduates of the program have found success in Ph.D. programs speaks to the quality of the degree. The program is delivered exclusively on campus.

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

Leadership is concerned about a lack of a clear path forward. Concern for the program's health was shared across all. Dwindling enrollment drives the unease, and there is no consensus on solutions to make the program viable. Leadership leans toward eliminating the degree program.

The construction of the mission, goals and student-learning outcomes was a faculty-driven process. On the whole, the SLOs are academic in terms of focus on theory and research. Specific M.A. program assessment documents included in the supplied document were completed in 2012, 2017, and 2018. Overall the mission, goals and student-learning outcomes have been constructed, but there is no follow-up on a semesterly or annual basis.

Recommendations:

1. Consolidation across several low-performing programs and involving multiple colleges.

2. Administrators and faculty review co-convened undergraduate/graduate classes to ensure that graduate student-learning outcomes are being met.
3. Effort must be made so that a critical mass of students can be reached so as to allow full, distinct topic coverage through a varied curriculum. To this end, there are three feasible ways forward:
 - a. Fold the M.A. in Media Theory and Research into a broader college-level M.A. degree.
 - b. Collapse the M.A. in Media Theory and Research into the current Ph.D. in Mass Communication and Media Arts.
 - c. Join the M.A. in Media Theory and Research into a university-wide interdisciplinary M.A.
4. The college and program need to implement a consistent and rigorous assessment policy.

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

The facilities, while dated, were adequate in terms of technology and resources. The review team was impressed with the wide capabilities that ranged from modern computer labs to professional-quality studio/newsroom space.

Owing to the low enrollment numbers, the program is at a crossroads where substantial interventions must be considered to address what was reported as a “crisis of enrollment” and shortage of resources. There is also a shortage of staffing due in part to retirements, resignations, and restructuring. The unit is short-staffed in some areas and, in this sense, it should be noted that opportunity costs should be considered. More bluntly, would the unit be better served if resources were deployed in a manner that might help better contribute to another mission rather than being consumed by one that has a recent history of struggle?

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

- Leadership will arrive at a clear plan for the future direction of the program.
- Assessment data will be collected at the end of each semester and summarized at the end of the Spring semester each year.
- Ensure that there are graduate courses for graduate students and undergraduate courses for undergraduates. Reduce the number of co-convened undergraduate/graduate courses.

6. Outcome

6.1 Decision:

_____ Programs in Good Standing

x Programs Flagged for Priority Review
 Program Enrollment Suspended

6.2 Explanation

The enrollment and graduation rates for the M.A. in Media Theory and Research falls below the IBHE metrics for graduate programs (>10 majors and >5 degrees conferred). The program will be notified of this status and asked to reach a decision about the future of the program.

Enrollment				Completion			
F19	F20	F21	3 Year Avg	FY 19	FY 20	FY 21	3 Year Avg
5	3	4	4	1	1	1	1

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** M.S. in Professional Media and Media Management
3. **Date:** November 1, 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

The review team was comprised of:

- Lynn Weiner, Professor of History, emerita, former Dean of the College of Arts & Sciences, Roosevelt University
- Joseph Sramek, Associate Professor of History, Program Coordinator, Southern Illinois University Carbondale

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

The M.S. curriculum offers a combination of mass communication research and creative practice, and was redesigned in 2020 to streamline the curriculum tracks. These tracks now include media management and strategic communication, documentary media production, multi-media journalism, and new media.

A major strength of the M.S. program, and one which seems much improved from past reviews, is student access to state-of-the-art technology. The distinctive resource of program technology, however, is countered by weaknesses in faculty coverage, inadequate administrative staff, and leadership instability over the past several years.

There is currently no administrative assistance in the School of Journalism and Advertising, and there has been no permanent Director of Graduate Studies (DGS) after Fall 2021. Required or recommended courses in areas like media management and new media technology are often not available to students, as university-wide budget cuts and enrollment challenges led to hiring freezes; faculty who retired or resigned were not replaced.

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

The December 2020 assessment plan for the M.S. described program goals and learning outcomes, and outlined three points of assessment during a student's enrollment, but the self-study was not presented in the context of past recommendations. Furthermore, while data on graduation rates and program costs were provided, neither were fully discussed either in the self-study or in the various meetings.

Recommendations:

1. Consider adding more online offerings.
2. Brand the program to highlight some of the distinctive features of the M.S. degree.
3. Survey alumni about post-graduate employment and create an alumni advisory board.
4. Recruit a new director to revive the Global Media Research Center.
5. Expand recruiting of new students nationally and internationally.
6. Raise more external funding.
7. Create interdisciplinary partnerships.
8. Evaluate the management component of the M.S. Increase the number of media management course offerings.
9. Eliminate the 400-500 level co-convened courses and until that is possible, institute rigorous oversight to ensure that such courses are appropriate for graduate students.
10. Appoint a permanent DGS to oversee assessment, recruiting, and advising, and hire an administrator to assist program directors.
11. Endorse the recommendation that the M.S. in Professional Media and Media Management be housed in the School of Journalism and Advertising.

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

The M.S. in Professional Media and Media Management faces two curricular challenges:

1. Some required and elective courses are not being regularly offered because of insufficient staffing, particularly in media management and strategic communication, and in new media technologies.
2. The prevalence of co-convened graduate and undergraduate courses, where the M.S. students enroll in the same 400/500 class with undergraduates. This practice developed in response to losses in both enrollment and faculty lines.

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

- Place required courses on a regular schedule cycle.
- Reduce the number of co-convened courses.
- Ensure that co-convened, undergraduate-graduate courses are appropriately designed for graduate students.
- Create interdisciplinary partnerships.
- Expand recruitment of new students.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F19	F20	F21	3 Year Avg	FY 19	FY 20	FY 21	3 Year Avg
20	21	16	19	4	9	4	5.7

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Psychology (B.S., M.A., M.S., and Ph.D. – Counseling Concentration)
3. **Date:** _____
4. **Contact Person:** Meera Komarraju, Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478

The anticipated program review for these programs did not take place. The review has been rescheduled for the 2022-23 academic year.

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** B.A. in Radio, Television, and Digital Media
3. **Date:** October 29, 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

The review team was comprised of:

- Jack Lucido, M.F.A., Professor of Communication Arts, Chair, Department of Communication Arts, Languages, and Literature, Western Colorado University
- Jonathan Remo, Ph.D., Associate Professor, Geography, Southern Illinois University Carbondale

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

The Radio, Television, and Digital Media Program is undergoing a positive transition that will enable it to meet current and future changes in these fields and the needs of its students. The unification of the Cinema Program (CIN) with the Radio, Television, and Digital Media Program (RTD) is proceeding. The merging of these two programs in the College of Arts and Media is well supported by faculty and the administration.

The B.A. in Radio, Television, and Digital Media includes specializations in Animation, Electronic Journalism, Electronic Sports Media, Media Industries, Radio/Audio Production, Television/Video Production, and a Television Studies minor. The future synergy with CIN and other related programs in the School of Media Arts is promising for recruitment and retention.

The partnership between the RTD program and WSIU Public Broadcasting is noteworthy and commendable. Such real-world work, internship, and project-based learning is a tremendous benefit to RTD students.

The RTD Program is delivered primarily via face-to-face coursework and related experiential learning.

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

Major findings:

- Faculty are involved with and aware of the content of the self-study.
- Faculty are involved with the development of the mission, goals, and SLOs of the program.

- Benchmarks and assessment tools are appropriate for determining the achievement of SLOs.
- The SLOs are all measured for the most part.
- The assessment cycle is appropriate.
- Assessment data is used for continuous program improvement.
- Classrooms, teaching/editing labs, and production studios seem as close to the state of the art as possible, given funding challenges and the ever-evolving media technology landscape.

Recommendations:

- The newly proposed degree in Media Arts which will replace RTD and CIN holds great promise.
- Studies and production courses in 2D Animation, Gaming, Augmented Reality (AR), Virtual Reality (VR), and 360° Video are desirable among prospective students. Along with course work involving these emerging technologies, seek out and develop mutually beneficial partnerships with SIU STEM programs and existing curricula in ethics in other colleges.
- The self-review mentions the creation of a Bachelor of Fine Arts (B.F.A.) and bringing the Master of Fine Arts (M.F.A.) and Ph.D. from the college into the school. All three would be a real opportunity for growth.
- The need for a screening facility for the screening and exhibition of student-produced video and audio work.
- The current faculty is media-production heavy. There is dire need for the hire of media studies scholars (theorists and historians).

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

Cooperation on the future success of these programs in the aftermath of the 2016-2017 Illinois budget/funding crisis is a common goal. Increasing enrollment is recognized by all as the urgent and primary goal, given the significant reduction of RTD enrollment in recent years. These declining numbers from the self-study are alarming:

Enrollment

Fall 2018: 166

Fall 2019: 129

Fall 2020: 119

The administration and program leaders are unified on the common goal of working together to grow enrollment in the RTD program and the School of Media Arts.

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

- Create programs to further diversify the student population.
- Bolster the media studies side of the curriculum.

- Build partnerships with SIU STEM programs and existing curricula in ethics in other colleges.
- Advocate for a screening facility as part of the \$83 million renovation of the Communications Building.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F19	F20	F21	3 Year Avg	FY 19	FY 20	FY 21	3 Year Avg
129	119	116	121.3	59	50	52	53.7

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Radiologic Sciences (B.S.) – Management/Education Specialization
3. **Date:** September 7, 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**

The review team was comprised of:

- Dr. Justin McDaniel, Associate Professor of Public Health, School of Human Sciences, Southern Illinois University Carbondale.
- Dr. Robert D Adams (FASRT, FAAMD), Director and Assistant Professor in the University of North Carolina at Chapel Hill, Department of Radiation Oncology, UNC School of Medicine.

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

The Radiologic Sciences major completes an online baccalaureate degree with emphasis on management and education for students with prior radiologic sciences training. The program is offered online nationally. The online structure provides a unique offering for radiologic sciences professionals to complete an undergraduate degree, which then can allow the student a potential academic graduate school opportunity or professional employment pathway in management or education. Few United States radiologic sciences programs offer a baccalaureate degree to students online. This unique SIUC option provides students a faster path to higher levels of education or employment in radiologic sciences management or education in various health care delivery models.

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

The reviewers found that the Radiologic Sciences – Management/Education specialization at SIU provides a quality education from excellent faculty, while incorporating an innovative curriculum. As emerging health care industry leaders, the program enhances diversity, inclusion, and cultural competence within students, helping them gain knowledge of different cultural practices and develop positive attitudes toward cultural differences.

The internal and external reviewers acknowledged the program’s efforts to identify student learning outcomes, to map the outcomes to specific courses, and to define a process for collecting data. The faculty define the course assessments that demonstrate student proficiency. Moreover, faculty identify when the assessment data informs programmatic or course changes, thus closing the assessment loop. All faculty are

updated consistently with assessment outcome data. 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.

Students all agreed that they were given the needed tools for leadership, administration, and management in the health care delivery environment. Furthermore, students were appreciative of the exposure to research and creative and innovative thinking opportunities provided by the faculty. Program students often commended the faculty for their availability and true interest in students' well-being. A mutual respect was evident between the instructors and students.

Another positive characteristic of this program is the integration of a diverse curriculum at the undergraduate level. Infusing a multicultural perspective enhances leadership qualities in health care delivery that are needed to live and work in an emerging diverse and complex world.

The program is appropriately equipped for the faculty to deliver the online course work and communicate with each student. Faculty teaching are well qualified with significant industry experience for the classes they teach. The faculty feel supported with delivering the online format.

The reviewers found strong, involved leadership in the program from the School Director on down. The program is also strongly supported by administration over the director level (i.e., the Dean of CHHS, the Provost and Vice President of Academic Affairs). The reviewers noted excellent management practices of the financial resources available. The program is financially solvent and will continue to be solvent for the future.

The reviewers provided ten recommendations:

1. It is important to continue to implement and expand opportunities that support cultural diversity and cultural sensitivity within the program. This includes enhancing student knowledge base and increasing minority recruitment. The program has shown initial leadership in this area.
2. Continue to engage the faculty in a shared vision for the program. The program is excellent, and the faculty and students have high regards for the program.
3. Continue to monitor developed processes to assure adequate staff are in place for student advising.
4. Continue to support a dedicated recruitment effort for outstanding students.
5. Continue to survey alumni to gather data on program effectiveness.
6. Continue to assess the SLOs.
7. All faculty teaching courses should continue assessing student learning aligned to the identified SLOs according to the program's Assessment Plan.
8. Continue to create course assignments which include papers, projects, and presentations.

9. Continue to monitor assessment data collected to consider programmatic implications, as well as the implications for individual courses.

10. The investigation of future online educational opportunities will be advantageous for the school. It is predicted that online learning will keep higher educational institutions financially solvent in the future.

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

Throughout the self-study report it was stated that students often commend the faculty for their availability and true interest in students' well-being. A mutual respect was evident between the instructors and students. From both the written review and interviews, the Radiologic Sciences – Management/Education specialization at SIUC provides a quality education from excellent faculty, while incorporating an innovative curriculum. Multiple conversations confirmed that faculty both care for the students and deliver quality instruction. Faculty in the School are experts in the field who enjoy teaching students and helping them achieve positive outcomes.

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

- Continue to implement and expand opportunities that support cultural diversity and cultural sensitivity within the program.
- Continue to engage the faculty in a shared vision for the program. The program is excellent, and the faculty and students have high regards for the program.
- Continue to monitor developed processes to assure adequate staff are in place for student advising.
- Continue to support a dedicated recruitment effort for outstanding students.
- Continue to survey alumni to gather data on program effectiveness.
- Continue to assess the SLOs.
- All faculty teaching courses should continue assessing student learning aligned to the identified SLOs according to the program's Assessment Plan.
- Continue to create course assignments which include papers, projects, and presentations.
- Continue to monitor assessment data collected to consider programmatic implications, as well as the implications for individual courses.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment and Completion data reflects the total for the B.S. in Radiologic Sciences, not just the Management/Education specialization.

Enrollment				Completion			
F19	F20	F21	3 Year Avg	FY 19	FY 20	FY 21	3 Year Avg
202	201	203	202	66	61	65	64

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Criminal Justice
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
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5. Major Findings and Recommendations

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

The program has separated from the Department of Sociology in 2020 and has done a very good job in building its unique curriculum and academic identity. Some notable accomplishments include an impressive 6-year graduation rate (close to 90%, the highest among all programs in the college where the program resides), a sought-after internship program, and a team of faculty representing a breadth of backgrounds in criminal justice who work cohesively as a team. The program's flexibility during the unprecedented challenges generated during the COVID-19 pandemic have allowed the continued offering of a quality program. The program is a good blend of theoretical concepts, practical policies, and strategies that CJ professionals encounter in their work lives. The internship serves as the capstone experience for the CJS program. Approximately 200 agencies participate in the internship program across multiple states and spanning all areas of the criminal justice system, including policing at local, state, and federal levels, correctional facilities of all types, diversion programs, drug intervention programs, community service organizations, coroners, and prosecutors, as well as public and private defense counsel. The program is also working actively towards the goal of responding to the changes in our societal needs for police reform and social justice.

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

The first recommendation relates to advising and points to the need to enhance student advising practices. Communication should be improved between the CJS Department, CAS Advising, and the students. Recognizing the important role of internships and experiential learning in criminal justice and the impact of the pandemic on being able to place students in these courses, the committee recommended that the CJS program work towards reinvigorating the internship program for traditional students. Connected to this, the team also recommended appointing a part-time assistant to help with

coordinating the internship, which would also significantly reduce secretarial work for the faculty and foster stronger relationships with the criminal justice agencies. Another recommendation involved restarting the career fair which will help build internship contacts, provide career options for graduates, increase awareness of students, and help with recruitment and retention of students. The team also recommended offering a program-specific orientation to outline the program or provide an overview of the program's expectations moving forward, including the required internship experience. As course offerings become important for student's ability to graduate on time, the program review team also recommended looking into the availability of resources and revisiting the availability and rotation of course offerings. Another recommendation focused on the need of the program to develop an alumni database and enhance alumni relations. The review team also recognized the need to designate a computer lab for teaching statistics and hands-on courses such as methods classes, crime mapping, and crime analysis. Addressing the pressing need to focus on diversity and social justice in criminal justice, the program review team also recognized that the program could benefit from a faculty member of color (at the time of this report, the program has hired a new African American female faculty colleague). Another important recommendation focused on the need of the program to develop a new assessment plan, which should incorporate data from multiple points of the program and multiple sources. Additional recommendations include securing additional travel support for faculty for professional development and the need to designate a small conference room for the students to take exams and for faculty to hold formal and informal meetings.

Evidence of learning outcomes:

As indicated in their FY20 assessment report, the program updated the assessment plan in 2019, thus removing some lack of clarity in the assessment process. The program has been asked by the previous program reviews and continues to be advised to develop a more robust assessment plan where each learning goal is assessed at multiple points and by multiple faculty members. The evolving nature of the criminal justice discipline warrants continuous improvement to the program due to changes in the overall discipline and societal needs. One area that the self-study highlighted is the growing attention to evidence-based practices. It must be noted that the program is having difficulty in developing a curriculum addressing these developments, mainly due to the relatively smaller size of the program and their primary teaching responsibilities. As the enrollment eases, the program anticipates creating additional courses related to EDI issues.

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

Since the last program review in 2014, the Department has added one new tenure-track position and two instructor positions to meet the need of the growing student enrollments. These additions added much-needed flexibility to the department chair and provided students with an increased breadth of knowledge in CJ studies. The program has also changed the assessment method since the last review. Currently, the poster presentation is used where all the faculty members assess students on their learning goals. In response to the previous recommendation for department goals to be better communicated to students, it appears that the goals are now communicated to the students in the senior assignment class. Additionally, the website has been completely redesigned with a clear and very user-friendly design. Also, it provides all the required information in an organized manner. The previous program review also recommended including some more hands-on experiences prior to the CJ 488 class, potentially a new class or including these opportunities/experiences in existing courses. The program

has responded by involving the student organization which now provide students with opportunities to interact with professionals throughout the year.

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

1. The department will work with the Office of the Provost to develop a robust assessment plan that adequately reflects the learning outcomes of the program and addresses the growing need to further integrate equity, social justice and reform in the evolving criminal justice curriculum.
2. The program will focus on building the internship experience further, with looking into the possibility for a more centralized method of overseeing the internship experience.
3. The department will work with university advising to improve the advising practices and the student experience.
4. The department will focus its efforts on developing stronger and more consistent relationships with its alumni.
5. The program will also develop strategic course rotation in collaboration with the Dean's office to allow all students a successful and effective path to graduate.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council and the Program Review Team were impressed by the accomplishments of the department and view this program as an asset to Southern Illinois University Edwardsville. The program appears to be performing well in delivering significant learning outcomes to its students and other stakeholders. Therefore, the recommendations provided by the committee are mainly to assist the program reach further heights in reputation, as well as effective delivery of learning outcomes.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S.Ed Diversity and Equity in Education
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
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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 M.S.Ed Diversity and Equity in Education program provides high-quality, unique, interdisciplinary education in an area of study that is of great social significance in the field of education and society at large. The courses offered by the program serve students across the School and the University. Many new students admitted in recent years are practicing teachers in K-12 schools; thus, the program clearly has the continued potential to impact the quality of education in our communities. It is also a strength that the program serves students who are not teachers but are interested in diversity and equity issues in other educational settings. The program continues to enroll a relatively high percentage of students of color and international students, especially when compared to other School of Education programs. The program provides very strong evidence of continual efforts toward improvement. The program now requires that the course, "Equity and Access in Education" be taken as part of the program of study. It has also added 3 more hours to the required credit hours to create a two-course final project sequence. The program has established an advisory committee of program faculty, members of the University community, and local school administrators.

- 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 that the program director receive two course releases per year and that the program be granted one or more graduate assistants as well as that the Department provide additional administrative assistance in supporting the program (discussion with the program leadership and School's Dean recognize that support is needed, yet this recommendation does not appear to reflect a wide spread consensus among the teaching faculty). The review team also recommended that the School not cancel sections of the two-course Final Project sequence due to low

enrollment. The program review also noted that using exit evaluation or teaching evaluation to indicate the satisfaction of students regarding online teaching can help the program access better online learning outcomes. The program review also recommended for the program to engage in extensive and ongoing strategic planning in the areas of recruitment and enrollment. It is also recommended that this planning occur within the program as well as while engaging administrators in the process. Coming to a consensus and making clear decisions regarding the desired nature and the question of optimal enrollment and program growth will provide the program with a more solid foundation moving forward. The program should formulate a systematic program recruitment plan. If the program decides to pursue growth by attracting more students from outside K-16 education, additions to the recruitment plan must be made, possibly with assistance from the Dean. Finally, the program is encouraged to collect data to support record of strong job placement/advancement/utility of degree.

Evidence of learning outcomes:

All measures indicate that DEQ students are successfully meeting the program's student learning benchmarks/outcomes. Students graduating from the program have developed critical thinking skills. They have a deep understanding of social, cultural, and historical forces and dynamics as they apply to diversity and equity in education, broadly defined, and they have the capacity to effectively communicate their knowledge of the discipline orally and in writing. According to the program's 2020 annual performance report, the final projects for all graduating students met or exceeded expectations for each learning benchmark. Student survey data indicate that 66% of students were very confident in their knowledge of research design and methods. Two-thirds of students felt very confident or somewhat confident in their knowledge of relevant theories, concepts, best practices, and models and major issues in the field, as well as their ability to think analytically, apply their knowledge, and effectively communicate about the discipline. As a result of assessment of student learning, faculty now require students to conduct a 90-minute faculty development workshop on a topic related to diversity, equity, and inclusion in EPFR 521. Conducting the workshop should help students achieve the program's desired learning outcomes. This workshop is also the basis for the program's revised midpoint assessment.

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

The program has made significant changes in response to the recommendations presented in the previous program review, addressing nearly all of them in substantive ways. For example, their decision to change the program's name to Diversity and Equity in Education (formerly Learning, Culture, and Society), more clearly identifies its mission, something the previous review committee thought could be better defined. In adding an emphasis in Diversity Training, the program aims to broaden the scope and range of research possibilities and learning outcomes, which should be attractive to prospective students interested in working outside of K-12 education. Another significant program change is the addition of 3 hours to the program to create a two-course final project sequence. Beginning this year, students will have an additional semester in which to develop their qualitative research method skills and prepare for conducting their final project research. Another positive outcome of this change is that program faculty will be working with students on their final projects as part of their regular teaching loads. In addition, the program has also increased their recruitment efforts, including creating social media account and visiting local schools.

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 School leadership to find ways to support the program director in completing their administrative duties.
2. The program will evaluate the feasibility of reinstating student exit surveys and other means of gathering quantitative outcome data.
3. The program will examine closer the outcomes of online courses.
4. The program will engage in strategic conversation about desired enrollment, resources needed to support more students, and additional recruitment efforts to sustain enrollment.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The program is doing important work central to the mission of the University and the School. It is rigorously engaged in the process of continuous improvement. Faculty work together effectively to respond to student and program issues and concerns. To build on this strong record, faculty need to plan strategically regarding the future, deciding on both the nature of the program and its size.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Geography and GIS
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
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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 Geography and GIS program's strength remains its dedicated and collegial faculty. Another strength is the diverse expertise of tenured faculty and instructors. It is also commendable that the faculty are flexible in revising the curriculum to current trends and the interest of their students. For example, providing courses such as Medical Geography, Urban Planning, Internships and GIS, has been a result of such efforts. The department was successful in advocating for another tenure track faculty member who will focus additional responsibilities on the growing popular area of GIS studies. While there is a growing competition in geospatial education, SIUE's program remains committed to a holistic approach to the field of geospatial inquiry. Graduates with this comprehensive education and GIS skillset are immediately sought after and gain successful employment in both the public and private sphere. The close connection with GeoMARC, whose director is Dr. Randall Pearson of Geography, has provided benefits for students in getting hands-on experience with real-world GIS projects.

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

The department should consider instituting a formal mechanism for faculty-wide engagement with assessments and assessment results. Making faculty discussion a formal part of the assessment process may help with programmatic goal-setting and reveal areas in need of attention. The program should also review early entry access points for assessment in undergraduate education. Such a plan could offer suggestions to enhance student learning if a student is struggling in a course. Another recommendation focuses on exploring options for faculty engagement with GeoMARC Center. The department should also consider a sustainable budget to hire additional lecturers. In addition to the curricular benefits, relationships established with these working professionals create conduits for employment for students.

Related to budget is also the recommendation to advocate for annual support from the university to ensure funding for technological needs. Geography would equally benefit from a more concerted effort to find new and innovative ways of attracting undergraduate students to their program given the career opportunities that the technologically proficient graduates will enjoy. In this vein, the program should also be intentional about recruiting underrepresented students. To improve recruitment strategies, the department should schedule meetings with General Advising, Enrollment Management and Marketing & Communications to discuss how to better meet Geography's recruitment needs. Finally, the program review team also recommended exploring more opportunities for field work in undergraduate courses.

Evidence of learning outcomes:

The self-study emphasizes the breadth of geography as a discipline, and the curriculum reflects that breadth. The requirements for the geography major begin with 5 core courses that include both human and physical geography, as well as a broad survey course (world regions) and two courses that appear to be geared toward interpreting and analyzing data: cartography and quantitative techniques. After that, students are required to take two upper division courses each from a palette of human geography and physical geography courses, as well as one course each from a selection of regional geography courses and technique courses. The required courses appear to indeed provide a solid core of knowledge and ensure that students encounter the multiple facets of the discipline. Geography major students must also complete a relevant minor (which could be from other departments) or area of specialization (AOS within the department). The minor/AOS component with the quality of mentorship that students reported help steering them toward courses that fit their goals and interests. Several faculty shared that the SIUE geography program is uniquely situated as one of the oldest and most comprehensive Geography programs, especially regionally.

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

Geography is to be commended for addressing the six recommendations presented in the previous program review. An ad hoc committee was established to develop measures for assessing undergraduate student learning outcomes. The committee had several discussions and included the Provost representative in these conversations. The faculty concentrated on assessment of the foundation courses and preparing student for upper division courses. They found ways to enhance classroom spaces and did an exemplary job revising the senior assignment. Additional opportunities for internships have been discovered through the development of a formal internship course. Finally, the program continually strives to recruit students. Recruitment most often occurs when students take a geography course as part of their general education requirements. Ongoing recruitment strategies have included (1) building relationships with area community colleges, (2) working with District 7 schools to add an AP Human Geography course (the first AP social science course offered at Edwardsville High School), (3) offering new freshman seminars in Geography and Earth Science). Faculty are teaching interdisciplinary (IS) and honors (HONS) courses which are also potential recruitment sources. They are visiting area high schools and community colleges to discuss career opportunities in Geography. Student profiles of majors and alumni have been posted on the department website, and faculty have "advertised" Geography programs (major and minors) across campus, emphasizing career opportunities for geographers. The geography website is also designed with prospective and current majors in mind. A video was produced that highlights the program, focusing on curriculum, advising, upcoming semester course schedules, faculty bios, a gallery of student activities, a link to the Facebook page, information

about careers, and a gallery of Senior Assignment posters. Geography also has a presence on Twitter and Instagram as another way to connect.

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 consider including some incremental phases for early assessment before the senior assignment as well as collect data about students experiences throughout their time in the program and follow-up after graduation.
2. The program will continue its intentional efforts to recruit underrepresented students to increase diversity.
3. The department will develop a sustainable pool of call staff instructors.
4. The program will collaborate with the College of Arts and Sciences and the University to secure funding for the GIS lab to be maintained and continuously upgraded to keep abreast of growing changes in technology.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The department offers a productive and collaborative atmosphere that fosters quality education for students. Geographic Information Sciences is a field that is increasingly important to the region, and it is exciting that SIUE will play a role in its growth. The Council and Program Review Team were impressed by the accomplishments of the department and view this program as an asset to Southern Illinois University Edwardsville.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. Geography
3. **Date** 2021-2022
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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 Geography department's most important resource is its people; the department is a collection of collegial, professional, expert individuals who care deeply for their students and who work hard to support each other. They are a thoughtful group who take a broader view of the field, acknowledging the rapidity of change and increases in certain demands without losing sight of larger social, political, and disciplinary issues, while making sure that those complex issues are integrated in the master's program curriculum. Over recent years, while the field has focused closely on the need of acquiring technical skills to cover a number of important areas in need of study, the Geography department has continued to emphasize the larger philosophical questions that come with any investigation of physical and human space. Geography, in its holistic approach, provides students with technical know-how even as it reminds them that Geographers are also invested in questions of social justice, economic equality, human health, global climate, and the health of our physical world.

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

The program should continue to recruit underrepresented students. The program should be commended on the fact that while female students are usually underrepresented in Geography departments, they make up over half of graduate enrollment in SIUE Geography. A potential way to recruit students can direct the program to evaluating admissions standards. The department should also collect data, if possible, about reasons why part-time students leave the program. Consider a department-wide conversation about 400-level adjustments for graduate students. It might be helpful to discuss collaboratively what can be done to make 400-level courses more narrowly addressing the needs of the graduate students. The team also recommended that scheduling 400-level courses, where

possible, should be done while considering how to rotate topics whenever possible (this might be a challenge due to staffing issues). Another recommendation called for integrating more field work into existing core courses. To assist with this, the department can create a course that specifically focuses on the kinds of field work students are likely to encounter as working geographers. The department should continue to advocate for funding from CAS and the Graduate School. The growth of the GIS fields is pointing to the need for departmental conversation about the growth of GIS and what the proper response should be.

Evidence of learning outcomes:

While students seem to succeed in their coursework and be well prepared for their work after graduation, an earlier assessment benchmark may help the Graduate Program Director identify early problems and troubleshoot accordingly. Perhaps the best measure for the Graduate Program's success is the ability of its graduates to find good jobs in the field, in which they have been very successful. Changes to the program have been mostly driven by changes in the field itself, which have taken place with rapid speeds, rather than assessments specifically. Because of increased demand for GIS and other technical skills, the department has shifted some of its focus to making sure students have mastered skills in those areas. Furthermore, many faculty members have expanded their own skills sets, tackling new technologies and learning new programming languages in order to bring them into the classroom.

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

Geography has done admirable work addressing the recommendations contained in the previous program review. One notable pattern is that many challenges facing the graduate program cannot be addressed by the department faculty and staff alone. Support from the College of Arts and Sciences, the Graduate School, and the University is needed. One excellent first step is the recent approval of Geography's new hire request (a new professor with a GIS focus request was approved and the search was successfully completed with a new faculty joining the Department at the time of this report). A number of the recommendations from the previous report require continual attention (such as the ongoing effort to offer a variety of courses to graduate students), and the department has been diligent in attending to these on regular and systematic basis.

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

1. The program will continue to seek funding from the University and the College of Arts and Sciences to support its need for ongoing technology (software and hardware) maintenance.
2. It will continue to explore the possibility of integrating field work in the curriculum.
3. The program will investigate the retention rates for part-time students.
4. The program will also focus on improving the availability and rotation, as well as the content, of 400 level classes, when this is allowed considering available instructional staff.
5. It will continue its intentional efforts to recruit under-represented students.
6. The program will continue to grow its relationship with the GIS field through successful academic and professional collaborations.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Geography department is comprised of collegial, professional, expert individuals who care deeply for their students and who work hard to support each other. They are a thoughtful group who take a broader view of the field, acknowledging the rapidity of change and increases in certain demands without losing sight of larger social, political, and disciplinary issues.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. History
3. **Date** 2021-2022
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5. Major Findings and Recommendations

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

Since the last program review, the department has added a transcriptable specialization in Applied Historical Methods (AHM). The department has also added to the AHM-required courses HIST 310/Careers in History, which exposes students to applied jobs and opportunities with site visits and guest speakers, mock grant applications and resume building. The track is growing in popularity as an alternative to the other applied track, History Social Science Education (HSED), where students seek certification in Social Sciences to teach secondary education. Students seeking Professional Educator Licensure (PEL) must meet specific general education and professional education requirements, and must pass state and licensure tests. A new requirement instituted since the last program review is that all students majoring in HIST, regardless of track, must complete at least two 400 level seminars within their six electives (previously, they could take all 300 levels). This ensures that beyond the small seminar required courses of HIST 301/401, students must take two intensive seminar-style courses with 400 level expectations normative, including more discussion, reading and written assignments that demonstrate a high level of historiographic and critical awareness. Both the faculty and the students have been recognized through various awards for their outstanding work in regards to presentations, publications, innovative public history projects, and community service. Diversity, Equity, and Inclusion have long been essential to the mission of the department. Several faculty members specialize in this area in their research and teaching. The faculty feel that it is important to offer inclusive topics and interpretations of history in all subject areas and courses, which has resulted in making sure that one of the six electives required in the major be in a topic of non-Western history.

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

The review team recommends that the department continue to advocate strongly for a greater investment in its library resources as well as its physical resources from the college, university, and system level in support of its undergraduate program. Another recommendation includes continued advocacy to college and university administrators for the restoration of at least some of its previous tenure-line faculty in order to be able to pursue effective recruitment, retention, and innovation, while also needing to focus firmly on diversity in the hiring process. The department needs to evaluate its topics-based approach and to continue to devise programming aimed at reaching out to a general education population. To respond to growing needs to engage with diverse topics in history, the department needs to evaluate its new non-Western history offerings and continue to devise programming aimed at spreading faculty resources in non-Western history more equally and making them more attractive to both history and non-history program students. Similarly, the department needs to explore further the options for creating additional curricular and extracurricular options pertaining to world history topics, Native American history, Latin American history, and diversity related topics, as well as for expanding its focus on increased opportunities and comfortable spaces in the undergraduate programs for various forms of minorities and members of historically underprivileged groups. To ensure commitment to quality improvement, the program should also finalize the work on the assessment tool to examine the consistency across sections as well the efficacy of the History SS Laboratory format and to evaluate this tool for effectiveness. Additionally, it is strongly recommended that the program review the effectiveness of its faculty mentoring program and implement changes as needed, finalize its pilot and evaluate further ways to improve mentorship of undergraduate History students, and further streamline the History, AHM, and HSED advising and mentoring processes. Recognizing the challenge in declining numbers among History majors, the program needs to continue to closely monitor enrollment numbers across its undergraduate programs and continue to take steps to increase recruitment into the major. Additionally, the program needs to put in place initiatives and measures for further attracting to its programs non-white students including increased numbers of regional Hispanic/Latino students. The final team's recommendation focuses on the need to further strengthen interpersonal relationships and collegial collaboration among faculty, while also engaging faculty in open dialogues that can be productive for long-term strategic planning and programmatic alignments.

Evidence of learning outcomes:

The department provides numerous opportunities for hands-on learning through class projects and internships at many venues in the greater St. Louis region and in the Metro East. For several years, sections of HIST 112a have been piloting a "Gaming World History" role-playing computerized and team-based game. Especially in upper-level courses, faculty infuse extracurricular opportunities and sites in the region, taking students on field trips to archives, museums, and historic houses, where they then directly apply knowledge and skills to analyze exhibits, historical interpretations, and primary sources. In HIST 111 and 306 courses, students participate in role-playing through formal debates. In HIST 112b, students built astrolabes to explore the history of scientific innovation. In HIST 400/446 Editing History, students participated in the documentary editing, contextualization, and digitization of primary sources. Department of History students have achieved success in many academic and professional areas, using the knowledge and skills developed during their time in the program. Students have published online encyclopedia entries, books, and articles with faculty. They have applied to present at undergraduate research conferences, have been accepted with funding into graduate programs, and have gained jobs in many sectors, including museums and archives locally and regionally.

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

Eight years ago, the internal review resulted in 10 recommendations for improvement for the undergraduate History program. In responding to the call for a better communication between faculty and equity in course scheduling and promotion and tenure, the program has adopted many changes related to communication and equity in faculty assignments and promotion and tenure policy. Since the last program review, a clear definition of service courses has been identified, included within the Operating Papers, and utilized by the department's scheduling coordinator. Moreover, since the last program review a reorganization of faculty committee assignments has been implemented, with faculty currently sitting on one of three standing committees (Undergraduate Program, Graduate Program, and Personnel) with equal degrees of responsibility and oversight and workload, rather than multiple ad hoc committees with varying workloads. In regards to promotion and tenure, procedures and criteria have been revised to adopt peer-related and specific rankings. These changes have resulted in a streamlined process and successful P&T faculty applications.

Recognizing the need for paying special attention to the decreased faculty-student interaction, the faculty approved an alteration to the 112a/b format, offering a smaller number of sections led by tenure-line faculty or instructors with closer engagement between the teacher of record and the enrolled students. The department simultaneously approved the piloting of a more topics-based approach to introductory history classes such as HIST 101. The department has also started offering alternatives to HIST 112a/b and has changed the level of others surveys related to World History from 300 to 200, in order to spread faculty resources in non-Western history more equally and make them more attractive to non-history majors. Also, graduate teaching assistants have been assigned to assist in other courses than HIST 112a/b, including U.S. History survey and Western Civilization. This ensures that teaching assistants receive equitable duties across courses, diverse experience in teaching different courses, and work with several faculty mentors in the graduate program at SIUE.

Furthermore, the department has been able to hire its doctoral candidates as lecturers, who must be advanced to candidacy to teach their own sections of our 100-200 level courses. To ensure consistency in learning outcomes in lower-level classes, the department has installed a process of peer review of teaching in place (through the new standing Personnel Committee) that ensures that all faculty receive a peer letter at least once a year. Similarly, several steps have been taken towards improving and standardizing in some ways the student experience in the two seminars related to the senior assignment required for majors. The enrollment has stabilized in these courses such that the department can offer two sections of each in fall and spring semesters. The department has created a Handbook for HIST 301 Students to ensure that students know what to expect in each section of HIST 301 offered. It has revised the assessment tools for both HIST 301 and 401, and tabulate results after each academic year, then bring issues to discussion in department meetings. Finally, the department has instituted a regular Senior Symposium for HIST 401, in which all students participate at the end of each fall and spring semester, and which requires an oral presentation in a professionalized setting for students to present their senior assignment projects. Since the previous review, the department has added the requirement (approved and implemented) that undergraduate students take at least two 400 level courses as part of required six 300 or 400 level electives. Students seeking secondary licensure must take two 400 level courses out of five required electives. This has increased undergraduate enrollment in the 400-level courses.

In responding to the recommendation to enhance advising/mentoring for the transfer students, the department has instituted a new system in which 4-5 faculty volunteer each semester to be faculty mentors and are then matched with students based on subject interest. The department's UPC is

piloting further ways to improve mentorship of undergraduate History students given the existing CAS advising system. The department has explored 2+2 agreements with community colleges to streamline transfer of coursework. The department has also created a Blackboard course shell that automatically enrolls declared History and HSED majors or minors for enhanced communication channels. It also started an undergraduate social event and the department chair meets with students upon request. The department has successfully requested hires for an office support specialist, a tenure-line faculty, and a position through SIUE's Strategic Hire Initiative. The department has received a larger permanent office space for graduate assistants as well as a meeting room in Peck Hall for students and faculty working on *Madison Historical*. Finally, monitoring the number of history majors and student credit hours has been a priority for the department in the past several years. Like history departments nationwide, the number of students pursuing history degrees has declined. However, the steps we have taken to recruit majors and adapt to meet their needs has helped the department to remain above national trends.

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

1. The program will focus its efforts on innovative recruitment strategies to attract majors as well as to increase the diversity of the student body.
2. Through curriculum innovation, the program will seek ways to offer courses in areas of historical queries that expand the current scope of course offerings, addressing the growing interest in non-Western historical studies.
3. The department is also going to complete the assessment processes needed to assure consistency of learning outcomes across sections of history laboratory formats.
4. The department will continue to increase the efficacy of its undergraduate mentor program.
5. The program will continue its important work on improving the departmental climate and faculty cohesion and collegiality.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council and Program Review Team were impressed by the accomplishments of the department and view this program as an asset to Southern Illinois University Edwardsville. The program appears to be performing well in delivering significant learning outcomes to its students and other stakeholders. Therefore, the recommendations provided by the committee are mainly to assist the program to reach further heights in reputation, as well as effective delivery of learning outcomes.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.A. History
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
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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 Master's degree in History, the cooperative doctoral program, as well as the graduate certificate in Museum Studies, offered by the Department of History, provide students with solid knowledge of disciplinary areas as well as options for interdisciplinary learning. The curriculum demands a high-level of sophisticated study, anchored by the core sequence and culminating in a final project. Many students add on the Museum Studies certificate to supplement their learning in the master's. Since the last program review, the department has also streamlined the MA in history to focus on research and creative activities. To meet changing professional expectations, the department has embraced digital humanities, both in coursework and through the department's research project, *Madison Historical*, an online digital encyclopedia. Several courses are not only taught online but also use digital final projects assigned to students. In addition to the digital humanities, the department has increasingly emphasized non-traditional career paths for graduate degrees. Diversity, Equity, and Inclusion have long been essential to the mission of the department, with one of the research strengths of the department being in African-American history. During the 2021–22 year, the department formed a new ad hoc DEI committee to explore actionable ways to further support DEI initiatives and further align curriculum with societal needs. The faculty are highly productive scholars, exemplifying the SIUE teacher-scholar model.

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

The program review team made five recommendations. The first one stated that the department needs to continue to advocate strongly for a greater investment for access to library resources as well as its physical resources from the college, university, and system level in support of its graduate

programs. Another recommendation related to resources focused on the need of the department to continue to advocate to college and university administrators for the restoration of at least some of its previous tenure-line faculty in order to be able to pursue effective recruitment, retention, and innovation in its graduate programs. Here, it was noted that effort also need to focus firmly on diversity in the hiring process. The department should continue to advocate for funding support for the graduate faculty as well as for more funded graduate assistantship positions in order to further increase faculty advising and mentorship of graduate students as well as attract and retain the brightest graduate students to its programs. The department needs to explore further the options for creating additional curricular and extracurricular options pertaining to world history topics, Native American history, Latin American history, and diversity related topics, as well as for expanding its focus on increased opportunities and comfortable spaces in the graduate programs for various forms of minorities and members of historically underprivileged groups. Finally, the department needs to further strengthen interpersonal relationships and collegial collaboration among faculty, while engaging in open dialogues that can be productive for long-term strategic planning and programmatic alignments.

Evidence of learning outcomes:

The graduate faculty of the Department of History developed clear learning outcomes for the graduate students as well as a plan for assessing how these learning outcomes are met. Since the last program review, the department has revised the Assessment Plan which was approved during the 2018-2019 academic year. As part of this assessment plan, student learning is assessed at multiple points during the curriculum: after completion of each course in the core sequence during the first year, and again after completion of the final project. Assessment of student learning outcomes at both the beginning and end of the program allows the department to analyze how student learning develops throughout the entire program.

In the first year of this new assessment tool, data highlighted that multiple students did not meet expectations in the mastery of historiographical literature. Discussions resulted in the identification of remedies of faculty mentoring of students as well as inclusion of modules related to this area of knowledge in multiple courses. Improvement was observed the subsequent semester and today the overwhelming majority of students meet expectations in their mastery of historiographical literature.

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

Recommendations from the last review focused on improving program resources (Recommendations 1, 6), streamlining program processes (Recommendations 2, 3, 4) and enhancing faculty support (Recommendation 5). Improvements since the last program review, including revision of core sequence and clarification of foreign language requirement, have created a curriculum that centers student research and creates opportunities for student success. The department has also added a research tool option to the History MA degree. This change was proposed during the 2018-2019 academic year and took effect during the 2019-2020 academic year. Graduate students pursuing the MA are now required to complete a research tool, for which multiple options exist including foreign language of additional graduate level coursework, instead of the previous foreign language requirement. With assistance by the Graduate School, the department has implemented Radius which has allowed the application procedure for the MA, Ph.D., and post-baccalaureate certificate to be moved entirely online. The department has also

strengthened the graduate mentoring process. In 2019–2020, the department consolidated a previous role split between two faculty members into a position of Graduate Program Director taken by one faculty member. This has helped streamline graduate mentoring, as the Graduate Program Director holds a departmental orientation each year, provides ongoing information to the students, and meets individually with each student at least once a semester. In response to the dissatisfaction with the way teaching loads are determined and courses assigned, the department has created a new position of scheduling coordinator, who produces the academic year schedule in consultation with the department chair, was created. The department also created a more transparent scheduling process, which was added to the operating papers.

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

1. The program will continue to explore options for increasing access to library resources, such as System-wide collaborations and other funding opportunities to support the collaborative PhD program.
2. The department will seek curriculum innovation to increase the diversity of course offerings to respond to the need for a broader range of historical knowledge that recognizing the diversity of our society and the world.
3. The program will continue to improve the departmental climate and collegiality among the faculty. Some possible ideas include team building exercises, faculty retreats, etc.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The graduate programs in the Department of History benefit from faculty who are dedicated to student learning, hands-on mentoring, and academic rigor. It regularly retain 100% of full-time students and has managed to maintain the size and quality of graduate programs despite staffing challenges. To program should work to determine the optimal enrollment for the Cooperative History PhD program and continue to seek and advocate for additional graduate assistantship resources.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. Nursing
3. **Date** 2021-2022
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5. Major Findings and Recommendations

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

All programs in the School of Nursing are fully accredited by the Commission on Collegiate Nursing Education (CCNE) through 2028. The NCLEX pass rates continue to exceed state and national benchmarks since 2018. Enrollment in all three undergraduate options (traditional, ABS, RNBS) is strong and there is continued interest and need for the expansion of these programs due to workforce demands for BS prepared nurses in the southern Illinois and SE Missouri regions. The curricular changes that have been made since the last program review and the continued commitment to make curricular revisions based on the input of faculty, students and changes in program needs have allowed the program to continue to be innovative and flexible in maintaining a high-quality program. Scholarship and grants in the school have increased substantially. The total in award amounts for external grants in the SON over the last five years has increased substantially from 1.4 million in 2018 to 3.7 million in 2020. The School of Nursing has also intentionally engaged in enhancing EDI efforts. They have received a \$97,000 grant from the Illinois Board of Higher Education (IBHE) to develop and support a holistic admissions process of the BSN in Nursing programs at SIUE. Funding will allow for compensation faculty, advisors, and staff to create an Experience, Attributes, and Metrics (EAM) model of holistic admissions. Funds will also allow for continuing education on holistic admissions, including three American Association of Colleges of Nursing (AACN) workshops. Funds from this grant will also be used to create a summer nursing success program for 10 URM first-year students to prepare them to be successful as pre-nursing and nursing students.

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

The review team made two recommendations. Recommendation one was for purposeful actions to improve the level of collegiality and morale among the faculty. Such actions may involve shared governance by including all faculty in the program's decision-making (if not currently done) and allowing an open forum where each member feels free to express their point of view, promoting positive atmosphere (by celebrating each other's accomplishments and supporting each other's efforts), organizing regular opportunities for faculty to spend time together in an informal atmosphere, etc. In addition to these measures, mentoring relationships and/or workshops that might help all faculty feel supported in their own research, can be included. The second recommendation was for the School of Nursing to continue and expand efforts to improve underrepresented and minoritized student recruitment and retention, especially for African American students. The School of Nursing should try to secure funding to make permanent key features of the holistic admissions process, especially the summer nursing success program for underrepresented students. In addition, the School should seek to expand scholarships, especially for underrepresented students.

Evidence of learning outcomes:

The senior assignment rubric was revised in Fall 2019 to include multiple assessment points and integration of the baccalaureate outcomes in the tool. The tool was to have been piloted in Spring 2020, but due to COVID-19 and an adjusted SRA implementation plan, the pilot was not launched. In AY 2020, the Undergraduate Curriculum Committee revised the course assessment process for each course in the traditional and RNBS program on a biennial rotation. The Course Leader and faculty assigned to teach the didactic portion of the course meet to review elements of exam item analysis, NCLEX blueprint categories/weights, assessment of clinical outcomes and the course content map along with sharing a learning activity "exemplar" with the UGCC. Opportunities for course redesign and development are identified in the process. The ongoing changes to the program reflect the continuous commitment of the faculty to improving the undergraduate program and keeping it in line with the professional standards as well as responding to students' needs. It is to be noted that the undergraduate students in nursing demonstrate meeting learning outcomes by their successful performance on the NCLEX exam.

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

The School of Nursing has been very responsive to previous program review recommendations. Recommendation one asked for increased emphasis on training and resources for SON undergraduate advising. They have continued to emphasize a student-centered approach by increasing the degree to which advising of students is geared towards individual student needs. They have increased the number of FTE advisors as well as implementing a Coordinator of Advising whose title became Director of Student Services to whom the advisors report. The advisors also elicit student feedback immediately upon their advising session to determine the usefulness and relevance of the advising sessions. The exit survey found an overall satisfaction rating of 5.5/6 for advisor services. In addition, the advising team uses Starfish to coordinate advising of students and if need be, provide early warning to students in case of academic challenges.

Recommendation two ask for an implementation a more robust system for communication, feedback, and evaluation of students in all programs. The School of Nursing created a central Blackboard informational site that all students are advised to closely monitor. Centralization of information seems to have been crucial to student satisfaction and success. This again points to a student-centered approach. By considering the needs of the students, the SON has created an environment of supportive assistance. Recommendation three asked for increasing the efficiency and efficacy of teleconferenced

classes. The SON taught all classes face to face before COVID when students were still enrolled in Carbondale. However, in 2019, the SON program at Carbondale was eliminated and there are no longer students in residence in Carbondale. Recommendation four asked for allowing the SRA to align with faculty experience, expertise and scholarship efforts, consider making changes to the Senior Assignment procedure. The senior project was reassigned to the Nursing Leadership course, which again allows students the freedom to think critically without the added stress of having limited resources in which to complete their projects.

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 work to develop additional strategies and sustainable funding for retention and recruitment of underrepresented students, and African American students in specific.
2. The program with support from the new School of Nursing leadership will engage in improving the departmental climate and faculty cohesion and collegiality.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The School of Nursing has been commended on their commitment to outstanding nursing education, innovation in teaching and also rising to the challenges of meeting the healthcare needs of the region through increased enrollment. Faculty scholarship, including grant funding have experienced growth. The program has made focused efforts to increase student and faculty diversity. The Nursing undergraduate program has demonstrated a pattern of regular program assessment and improvements to its program based on the data generated from assessment.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. Physics
3. **Date** 2021-2022
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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 current curriculum and courses in the B.S. program in Physics support student learning. Both faculty and students agree that the curriculum is rigorous, and the program immerses students in the discipline. This is achieved through students having multiple opportunities to apply their knowledge through teaching assistantships at the undergraduate level, working with faculty mentors in laboratory research, and applying course content through upper-level courses and the senior assignment. Students and faculty alike have achieved multiple awards for their work. The senior assignment appears to result in research publications and presentations for students and as a result they are often given many opportunities to engage in these endeavors if they so choose. The program provides unique education for undergraduate students in many ways, including 1:1 interactions and individual discussions with the faculty, research and publication opportunities with the faculty, among others. The undergraduate curriculum and the course materials align with physics programs at large research universities, preparing graduates to become competitive at the graduate school level or the professional field.

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

The program review team made several important recommendations. First, the department needs to revisit and revise the mission, vision, and values for the department. Included in that should be efforts to ensure a focus on that diversity, equity, and inclusion. To attract additional majors and faculty, the program needs a clear message that is displayed on websites, social media platforms, and other marketing materials may assist in recruitment strategies. The second recommendation is to align curriculum and instruction for the courses and labs taught by multiple faculty members and/or instructors and connect outcome assessments for these courses to the program goals. To address the

drop in enrollment, the review team suggested developing a short- to medium-term plan to increase enrollment of Physics majors. Connected to this was also the final recommendation to explore options to revisit/restructure tracks and specializations offered by the program within and outside the department.

Evidence of learning outcomes:

The program has aligned seven learning benchmarks and outcomes with the university's objectives for the Baccalaureate Degree, except for Value of Diversity. The program has been administering the "Gender Force Concept Inventory" (GFCI) across multiple courses. The self-study comments that student outcomes as gauged from pre-post assessment are similar to national averages. However, this data is not described in enough detail or appears to have been used to continuously evaluate the quality of student learning based on these goals. In 2016, the Department created an additional course (PHYS141) for engineering majors to assist in successful progression through degree requirements. However, the data from this change is not presented due to inconsistencies across faculty teaching the course and being able to track student progress. This makes it challenging to determine if this is assisting student success across the physics and engineering majors. Another recent change is the removal of the different tracks created as a result of the previous review. While discussing student outcomes, there is not a sharp vision of how faculty meet their mission of promoting student success and meeting learning benchmarks. According to multiple interviews, faculty commented that students are meeting these goals by discussing their graduates' ability to be admitted to graduate programs and obtain jobs in the industry. However, there is no presentation of this data to provide additional evidence of meeting goals. Student outcomes need to be directly assessed consistently and data needs to be reviewed on a more regular basis. Student learning benchmarks and goals of the program may need to be revised with clear connections to outcome assessments.

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

The previous program review held in 2013 made five recommendations: 1) enhancing student advising practices; 2) increasing enrollment of Physics majors; 3) creating a policy for teaching assistant workload and supervision; 4) planning ahead for impending impacts on teaching loads; and 5) communication between all members of the department and with students. The first recommendation has been adequately addressed by the program. According to the self-study report, communication between the department and the CAS advising has been improved by assigning specific advisors for all physics majors. The faculty provides individual mentorship and guidance to students by having them engage in research and teaching activities. Recommendations two and four are still persisting problems, which have become worse, possibly aggravated by the pandemic in the last two years in addition to dropping the specialization in Biomedical Physics and other factors that might affect the physics community. The enrollment size is in line with other similar physics programs nationwide according to the self-study report, and the faculty plays an important role, offering many service courses to other programs in SIUE such as School of Engineering; however, the small number of majors with the highest faculty-to-student ratio is concerning. Recommendation three and five have been addressed adequately.

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 to develop an immediate short-term plan to increase enrollment. Suggested strategies include engaging students in hands-on projects, fostering racial and gender diversity and inclusion, reviving community outreach, offering digital certificates for education, and so on. Some strategies to recruit diverse groups of students may include collaborations with the SIUE STEM center, Upward Bound/Trio Programming, and the East St. Louis Charter School.
2. The program will focus on restructuring tracks and specializations to utilize department resources efficiently, while exploring ways to attract students to explore different options outside of pure science.
3. The faculty will work on developing a new mission, vision and values to reflect a reimagined future for the department.
4. The program will also engage in enhancing the assessment of learning outcomes to ensure consistency across class sections.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Curriculum Council rated the program “Flagged for Priority Review” by majority vote. The Department of Physics is vital in its support of other programs and is important to the health of the University. However, the undergraduate Physics program itself is at a point where it is lacking a clear identity. While the faculty are proud of the program and courses they offer, there is disagreement regarding the direction of the program and the program should focus energy and strategies specifically on building cohesion around the goal of recruitment and retention of majors as the highest priority.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Political Science
3. **Date** 2021-2022
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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 Political Science program has recognized the importance of integrating issues of diversity, equity, inclusion, and social justice and has worked committedly to reform their curriculum in response of the growing need to prepare students in the field of studying democracy and government. Strengths of the program include: 1) continuous evaluation and improvement of the curriculum, including a major revision of the senior project, 2) Enhancement of diversity within the program including both a diversity of ideas and topics, as well as diversity in race/ethnicity of students and faculty and continuous commitment to anti-racism is evident, 3) recruitment and retention of students, particularly those of underrepresented groups, and 4) opportunities available for experiential learning experiences for students in their area of interest. The program overhauled its senior assignment to make it easier for each POLS major to design their research in the same semester when they are taking the senior assignment (POLS-400), and to lower the high attrition rate of the senior assignment course. As a result, the program requires each POLS major to take two of three 200-level courses (“political and legal theory”, “international politics”, and “comparative politics”). The 200-level courses focus on making sure that the POLS students learn necessary foundation before they take the senior assignment course. The program also updates its course offerings to respond to the changes in the realm of politics, including areas such as international relations, comparative politics, and race and ethnic politics.

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

The first recommendation of the review team is that the POLS program should collect supporting data from students regarding the revised senior assignment, including quantitative and qualitative survey questions for students regarding their satisfaction with the senior assignment. Another

recommendation was to expand recruitment efforts beyond SIUE undecided students, which has already begun with a change in the recruiting strategy (faculty have built several 2+2 agreements with local community college, for example). It is suggested that the UG POLS program continue seeking funding to sustain innovative recruitment strategies such as the student ambassador program, and faculty visits to regional high schools. The review team also suggested that the UG POLS program make effort for finding a way to compare the performance of the program (e.g., faculty-to-student ratio, graduation rate of the UG POLS students, results from national-standard tests (if any), and statistics about the career developments of the IG POLS students after their graduation (if possible)) with other, especially neighboring, academic programs. It is suggested that the POLS department seeks help from the SIUE Foundation for keeping contact with the students and collecting data about their career developments after their graduation. Another recommendation suggested enhancing student awareness of student groups and extracurricular activities through improved communication with students sharing these opportunities and student seminar/orientation for new students at the beginning of each semester to highlight opportunities for student growth and belonging through membership in groups and establishing a student advisory board. The program should also improve students' awareness of the available opportunities for mentoring and advising to the students. The program should consider ways to increase awareness of internship and experiential learning opportunities. This could be incorporated into a new student orientation or a student seminar at the beginning of each semester. The team suggested the dean of CAS and the POLS department maintain effective communication and work together on clarifying hiring and staffing decision. For example, it is suggested that the dean and the department communicate constructively about the decision-making processes for approving/disapproving department's requests for filling faculty/staff positions. The POLS department should develop further guidelines to prevent excessive service work requests to new and junior faculty members. Finally, the POLS program should continue its effort to initiate an industry/alumni advisory council.

Evidence of learning outcomes:

The UG POLS program assesses student learning using three different sources—the senior assignment, the exit interviews, and individual courses. The UG POLS program observed improved learning outcomes especially for the major assessment criteria that belong to the senior project. For the past five years (2015 through 2020) the department observed the improved assessment results for the following six criteria (Approaches, Knowledge, Diversity, Analysis, Writing, and Application). The department has been updating the curriculum to accommodate the recent trends in political science courses (e.g., anti-racism, international politics, and diverse topics, such as LGBT politics, in politics) by adding new topics to the curriculum. Most of the UG POLS majors are successfully finding jobs or are accepted as graduate students by other, especially Ph.D.-granting, universities after their graduation.

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

The Political Science Department has responded in varying degrees to the recommendations set forth by the previous program review. A shortage of tenure-track faculty has limited some initiatives. Some of the ways in which the program has responded to previous recommendations include making great strides towards improving the senior assignment. They have added depth and organization to the assignment and have implemented changes throughout the process because of prior feedback and continuous evaluation. The recommendation to expand recruitment efforts beyond SIUE undecided students has been addressed with a change in the recruiting strategy. A grant was acquired to fund

student ambassadors from POLS to visit high schools and community colleges to promote the program. Multiple partnerships have been put in place with local community colleges and efforts continue to add more partners. Increased support for student groups such as the Political Science Association and Pi Sigma Alpha, the political science honor society, has been accomplished through integration of the groups in the department's senior assignment presentation symposium. This has brought visibility to both groups. Continuing effort includes exploration of establishing an advisory board in the future after POLS program revisions are finalized. Diversity has been enhanced in the program and is being viewed as a continuing departmental responsibility. First, the Department increased diversity in the program through its hire of a faculty member who teaches courses in the areas of race and ethnicity politics as well as LGBT politics. POLS commenced a lecture series to bring in guest speakers attracting large, diverse audiences and educating the University community. Lastly, the Department has moved toward anti-racism by holding panels on race and politics and by initiating annual, anti-racism training for all tenure-line faculty. Beginning in the 2021-22 academic year, the Department is going to create a Diversity, Equity, and Inclusion strategic plan and will continue seeking opportunities to increase the program's diversity, equity and inclusion efforts and move toward anti-racism. The internship program has been centralized and coordinated under control of the Department Chair since 2015 and has been enhanced through creating additional experiential learning courses and collaborations in the Metro East community. The Department has followed the recommendation to continue travel opportunities for students and has offered study abroad opportunities to Northern Ireland. The Department looks forward to resuming its travel study programs as soon as the COVID-19 pandemic wanes worldwide and is exploring both domestic and international travel study opportunities. A recommendation was made to initiate an alumni/industry advisory council, but this has not yet occurred. The Department has, however, begun to make connections with alumni through social media. Those alumni who have demonstrated investment in the success of the department will be asked to comprise an alumni advisory council. Substantial program curriculum revisions have been made to address the prior review suggestions of addressing issues in the curriculum. A complete redesign of the program is in progress and has been approved at the time of the writing of this report. The new curriculum plan addresses prior disparities in the curriculum including ensuring that students take a variety of topic areas, incorporation of 200-level courses, and enhanced availability of courses via various schedules and course modalities. Increased opportunities for graduate studies and post-baccalaureate certificates have been developed. Collaborations with other departments within the university has allowed innovation in degree offerings including an accelerated BA/BS to MPA (already approved) and a post-baccalaureate certificate in Diversity and Social Justice in development.

Department-level service expectations have been restructured such that less is expected of assistant professors than of senior faculty. Faculty are encouraged to prioritize those activities that enhance promotion and tenure, professional goals, or departmental interests. Department offices are in physically separate areas of the building which has the potential to have a detrimental effect on communication and collegiality between faculty. While this is out of the control of the department, they have instituted numerous other measures to enhance a positive working environment, collaboration between faculty within the department, and collegiality. The relationship between the Department and the CAS Dean's office has improved significantly since the prior review. Personnel changes in the Dean's office as well as efforts to improve relationships by involving the CAS Dean's office to be part of Department meetings and various initiatives to advance departmental priorities have improved relations. CAS Advising Office has been substantially reorganized during the review period and has hired several advisors to address significant staffing shortages. The Department regularly meets with these advisors to proactively and promptly resolve any advising issues, and ideally, before they become large-scale problems for students. The Department also received invaluable feedback from CAS Advising on its

undergraduate program revisions which were helpful in developing the finalized undergraduate overhaul proposal.

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

1. The Political Science program will work with the College of Arts and Sciences on a constructive and collaborative process to communicate hiring needs and hiring decisions that impact the program.
2. The program will increase its efforts to inform students of experiential learning opportunities and enhance the students understanding of the advising process (can potentially develop an orientation program).
3. The program will continue to work on innovative recruitment strategies including building connections with its alumni base.
4. The program will continue its efforts to recruits diverse students.
5. The program will work collaboratively to ensure a more formalized and equitable distribution of service loads, especially among junior faculty.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Curriculum Council unanimously rated the program “In Good Standing”. The Department of Political Science responded very well to its prior program review demonstrating significant growth in the areas of recommended development. The Council would also like to highlight the significant advancement in the areas of diversity, equity, inclusion, and social justice. This is recognized in the curriculum of the program but also in the significant contributions by the Political Science faculty to the greater SIUE campus.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Social Work
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 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 BSW program was successfully accredited by Council on Social Work Education (CSWE). To meet the rigorous standards of accreditation and continue to improve the quality of the program, the program has replaced the Senior Assignment with the SWEAP test and has been focused on further stabilizing the Program Director position. The program has also added a Clinical Supervisor role and virtual engagement with clients to support simulated client programs and provide relevant telehealth skills, originally in response to physical restrictions and health concerns related to the global COVID-19 pandemic. This addition may remain a component of the program given the current increased interest and projected increasing demand for telehealth services even after the pandemic restrictions are lifted. The program has also changed the general research class and statistics class series to focus on qualitative and then quantitative methods and data, which has enhanced the training of the BSW students as consumers of research and decreased the statistical pressure and stress expressed by the students. It has also combined introduction courses (SOCW 200 and SOCW 201) into one class (SOCW 202), based on the student feedback that there was too much overlap in course content. The program has demonstrated excellence in its strong core curriculum, the well-balanced nature of the faculty's teaching and research interests, its efforts to increase the racial diversity of faculty, the quality of the simulated client program, and the high graduation and retention rates while prioritizing student success in providing high quality education.

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

The program review team made several recommendations. The first one involved the need to increase staffing and funding support to help resolve reported issues related to offering summer electives for

BSW students. Additional faculty would also allow for enrollment growth to exceed 100 students per year, while still satisfying the accreditation requirements. The review team also recommended completing a review of the SWEAP test and its individual questions by the BSW Committee to evaluate whether it provides valuable outcome data and ensure it is adequately assessing the students and appropriate for the BSW Program's purposes. It is also recommended to complete a review of the policy and engagement areas in the BSW Program by the Curriculum Committee {CSWE Competency #5 (Engaging in policy practice) and Competency #6 (Engaging with individuals, families, groups, organizations, and communities)}. The program should also revise and update the Program Assessment Plan. The department should continue to work to stabilize the Program Director position. Finally, the program should update its plans for student recruitment – in addition to in person recruitment efforts at local community colleges, the BSW Program might benefit from using social media, podcasts, videos, and other platforms to reach a wider audience and share achievements of the program.

Evidence of learning outcomes:

The BSW program assesses the nine (formerly ten) competencies set by the Council on Social Work Education (CSWE) using the national standardized test known as the SWEAP test, paired with a field practicum for the skills and value assessments. The use of the national standardized SWEAP test allows the BSW program to compare their students' performance with national averages. Compared to national standards, in this unusual year resulting from COVID limitations, SIUE is on average 2% above the national average. The BSW seems to excel in competency #3 (Advance human rights and social, economic, and environmental justice) compared to the national average (+11.5% different) and placed higher in six out of nine competencies. The program acknowledges that it could improve in competencies #2 (Engage in diversity and difference in practice) and #6 (Engage with individuals, families, groups, organizations, and communities); the two competencies in which SIUE BSW students fall below the national SWEAP average rating by more than 1%. Overall, the program demonstrates success for the vast majority of the BSW students (> 98%) since they were identified in their field evaluations as meeting or exceeding the competencies assessed by field practicum, especially during the stressful and difficult conversion to online learning and on-going restrictions due to COVID-19 in 2020-2021.

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

In response to the recommendation to solve advising and space issues, the program worked with CAS to dedicate two advisors to work with BSW students to provide more program specific guidance. The program also rearranged and enhanced their main suite space in Peck Hall to provide a centralized and more welcoming environment for staff and students. In responding to the need to increase the diversity of students in social work, the self-study was primarily focused on faculty diversity rather than on student diversity. Elsewhere in the Self-Study and the Council on Social Work Education Commission on Accreditation Site Visit Report from 2020, however, there was adequate evidence that the program is committed to valuing, modeling, teaching, celebrating, and advancing appreciation for diversity and social and economic justice among students, as reflected in their mission. Additionally, the accreditation site visit noted that "intentional efforts are made by the program to attract a diverse mix of students across geographical regions and experiences," including first-generation students. Moreover, the program has made efforts to incorporate various equity measures in the admission process, such as "reviewing essays along with GPAs as part of the application process" to ensure a diverse student body. Diversity in terms of gender is evident as large proportion of the BSW students enrolled identify as

female. Racial/ethnic diversity, however, remains an area that needs improvement, as the majority of students in the BSW program are white. Furthermore, the program has endeavored to increase recruitment efforts to attract bilingual students to help meet community needs and has plans to increase recruitment events at regional community colleges. The program has also increased the racial/ethnic diversity of their faculty over the years and provided formal, on-going opportunities for faculty to “consciously think about how they engage in interpersonal interactions that are informed by their cultural knowledge and biases” to reduce microaggressions and other harmful transgressions. Recommendation three asked the program, to examine course scheduling and coordinating of schedules within the current staff. In response to this recommendation, the program modified existing MSW electives to open them to BSW students, thereby expanding the available elective options. It also reduced time between required classes and adding a five-day a week option for interested Juniors. The program has also addressed the final recommendation, focused on improving the senior assignment, by replacing it with the national standardized SWEAP test, which provides important preparation experience for students who are interested in pursuing licensure after graduation. It is worth noting that the previous review committee applauded the BSW program for the work it has done in this area.

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

1. The program will work on updating and revising the existing assessment plan to further align it with the competency standards set forth by accreditation as well as with University learning goals (at the time of this report, it has been noted that the CSWE will be changing its competences list so that this work will intentionally align with the changing of these standards).
2. The program will collaborate with the College of Arts and Sciences to introduce innovative recruitment strategies, including social media strategies.
3. The program will focus on creating continuity and stability for the position of the Program Director.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council unanimously rated the program “In Good Standing”. The Council was pleased with Social Work’s ability to continue to grow and adapt. They appear to have a cohesive faculty that is united in its goal of offering quality programs to its students. Their success in retention and degree completion are especially noteworthy.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Social Work
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 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 MSW program was successfully re-accredited by Council on Social Work Education (CSWE) without any recommendations for improvement, a testimony that it possesses considerable strengths. Student and faculty survey data show that most students and faculty believe the program is sufficiently rigorous, intellectually challenging, and useful. Recent changes to assessment measures and the streamlining of the practicum placement process have made the program decidedly stronger. The transition to the Advance Generalist curriculum is a clear improvement from the previous two-track model. The program boasts high graduation rates and passionate students. Several new faculty members brought in recently have injected new ideas and energy. The simulated client lab is well regarded and a clear asset of the program. The Department has also undertaken several promising initiatives responding to the needs to engage deeply with issues of diversity, equity, and inclusion.

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

The program review committee encourages the MSW program to revisit the curriculum. One way to do this is by decreasing redundancy in the course curriculum between the foundation year and the specialized year, where possible. It would be useful for the program to revisit the curriculum and examine how the duplication of course content could be reduced while at the same time ensuring that students acquire the requisite foundational skills, knowledge, and values needed to succeed in the social work field. Connected to this recommendation is the need to revisit elective courses. The program is encouraged to reexamine elective offerings and assess what changes are needed. The selection process for adjuncts teaching electives should also be reevaluated. The program should focus on the CSWE competency areas with lower SWEAP performance outcomes. The program review team felt it would be

useful for MSW faculty to consider how some of these competency areas can be most effectively integrated into the foundation year curriculum (at the time of this report, the faculty reported that due to pending changes to the CSWE competencies, this will be addressed). The program should assess how they can increase student engagement with assessment measures. The SWEAP exam was added as a second foundation year assessment following the last program review. The program should continue to expand its initiatives related to diversity, equity and inclusion. The Social Work Department (and the MSW program) have clearly worked hard to integrate a greater array of DEI related efforts into both the explicit and implicit curriculum. The Department could also consider adopting a strategic plan related to DEI efforts (at the time of the review, the department has commenced this work). The MSW program has diversified its faculty since the last program review and taken steps to increase student diversity. The Department should continue exploring pathways to further diversify student enrollment. The team also recommends an overhaul of the Department's website to make it more navigable, including a separate tab on its DEI efforts. This would be an avenue to bring greater visibility to the Department's efforts in this area. The program should review student advising and mentoring structures and investigate how the advising and mentoring process could be better streamlined. Finally, the department is urged to work with the College to secure needed resources so that the maintenance of current enrollment levels is feasible.

Evidence of learning outcomes:

Assignments and coursework in the MSW program directly relate to meeting the nine CSWE competencies (ethics and professionalism, diversity, human rights, research, policy, engagement, assessment, intervention and evaluation) and the numerous CSWE practice behaviors (31 for the foundation year field evaluation and 35 for the specialized year field evaluation). The curriculum is explicitly designed to support student learning benchmarks/outcomes. Additionally, the inclusion of an additional assessment measure in the foundation year and the more demanding expectations set for the capstone project have helped to boost the overall rigor of the program.

The program utilizes four assessment measures. The afore-mentioned SWEAP exam and the foundation year field evaluation are the two assessment measures used in the first year. The MSW capstone project and the specialized year field evaluation are the measures used in the second year. Of the four measures, student performance has been the lowest in the SWEAP exam. SWEAP tests student competency in the knowledge domain across all nine of CSWE's competency areas. The program did not meet the benchmark of 80% of students being competent in the knowledge domain across five competency areas in AY 2020/2021. This represents a decline in SWEAP outcomes from the preceding two years - for AY 2018/2019, the benchmark of 80% of students being competent was not met in only one competency area and for AY 2019/2020, the benchmark was not met for three competency areas. As the program observes in its documentation, part of the reason for this decline could be the widespread disruption and uncertainty caused by the COVID-19 pandemic. It is indeed possible that the abrupt transition to an entirely online mode of instruction for AY 2020/2021 coincided with a decline in exam outcomes. That being said, it would be prudent to pay close attention to SWEAP outcomes going forward with emphasis on competency areas where performance has been less than satisfactory.

Student outcomes have been far superior across the other three assessment measures. The AY 2020/2021 cohort performed much better in the foundation year field evaluation with all students meeting or exceeding expectations across all competency domains and areas. The MSW capstone project outcomes were very good for AY 2020/2021 with 36 out of 37 students completing the capstone project, thereby meeting the requisite standard to graduate from the MSW program. Specialized year field evaluation results were also excellent in AY 2020/2021 with all 37 students completing the field

practicum successfully. Aside from the assessment measures, students have performed well across courses offered by the MSW program.

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

The primary recommendations were to develop a clearer vision for the program, improve lines of communication, and to continuously revisit the curriculum. The MSW program has made an earnest and admirable effort to address the suggestions contained within the first recommendation. Out of the many steps taken by the program, two stand out. First, the program has fully aligned its assessment requirements to be in compliance with CSWE criteria. The second notable response has led to restructuring of the specialized year of the curriculum. Previously, the program had two specialized tracks (micro and macro) for the second year. Concerns were expressed by faculty and students that having a two-track model may lead to discrepancies in enrolment, overlap in course content and create perceptions of an arbitrary dichotomization of micro- and macro-related social work. In response to such concerns, the program has eliminated the two-track model and instead developed a singular curricular track called the Advanced Generalist (AG) specialization. As the accreditation site report notes, the AG model is suitable for this institution and region, given the many diverse communities that surround it. Additionally, the program has instituted a number of other changes in response to the above recommendation. Several new faculty members have been hired since the last review, thus injecting fresh energy and ideas to the Department. To manage the simulated client program, the Department has formalized the role of the Clinical Lab Director. The new Field Education Director has instituted a number of measures to better streamline the field education program. As part of developing a clear vision for the MSW program, the previous program review report recommended greater integration of research into the curriculum. While some progress has been made in this respect, it remains an area of concern.

In terms of enhancing the clarity of communication with potential applicants and current students, the program has taken several steps since the last review. A departmental Blackboard page has been established with full access to all BSW and MSW students, faculty and staff and this page serves as a helpful internal communication hub. The program website has also been updated since the last review. While the present version of the website contains a plethora of pertinent information, the Department may want to consider tweaking the layout to make the website more easily navigable and to compartmentalize MSW related information more clearly. The program has made significant and noteworthy progress in better preparing students for their practicum experience and taking a more hands-on role in facilitating practicum placements. In the 2020-21 Winter session, the Department piloted a field readiness course for both BSW and MSW students; this appears to be an extremely helpful and promising endeavor and the Department is encouraged to have a conversation about making this a permanent part of the program.

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

1. The program will continue its active engagement in diversity, equity, and inclusion as well as seek innovative ways to increase the diversity of students' population.
2. The program will also assess and re-imagine the mentoring model in the program, to improve outcomes and experiences for the students.
3. The program will continue to review its curriculum to ensure that course content duplication is minimized while also seeking ways to increase students engage with the SWEAP examination.

4. The program will work with the Marketing Department to update and streamline its website.
5. The program will complete the work related to creating a EDI strategic plan that align its vision and actions related to CSWE competencies and University goals in general.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

Overall, the review team was impressed with the MSW program in terms of the curriculum, assessment measures, student learning outcomes and the quality of the faculty. The program has worked diligently to implement the recommendations suggested by the previous review team and continues to improve and provide high quality education. The fact that the CSWE reaccredited the program without any major concerns is a testament to that quality. The MSW program can aspire to even greater heights by continually revisiting the curriculum and assessment measures and making adjustments where necessary.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Sociology
3. **Date** 2021-2022
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
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5. Major Findings and Recommendations

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

The program has made several changes since its last review, including introduction of a Diversity and Social Justice program of study and a proposed accelerated path into the Master's program (this was approved by at the time of this review). The most significant change that impacts all students includes updates to the Senior Assignment/Exit requirements. Since completing a research project and paper was a barrier for students to complete the program and at times was not perceived as providing the most valuable experience for preparing students for work after graduation, the requirements were updated to allow more student autonomy. The Senior Assignment allows for students to choose between different tracks, including applied community project, individual research project, or internship. If students are in the specialization tracks, Diversity and Social Justice or Employment Relations, they complete an internship as their exit requirement. In addition to the above changes, the department has discussed several different changes to the statistics course that can be a barrier for program progression and retention. Ongoing discussions include removing the required statistics course from the program, simplifying the course by removing certain math components, or adding a lab component to enhance learning. A current ad hoc committee is working on this course redesign. Additionally, it is important to point out that the Sociology department has been at the forefront of our institutional efforts focused on diversity, equity, and inclusion efforts, and has been instrumental in defining SIUE's anti-racism and social justice commitments, which has had a wide impact on the entire campus.

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

The program review team made several recommendations. The first one was the need to strengthen the mid-point evaluation of student learning outcomes. As such assessment data could provide benefits, such

as help identify students who could use more mentoring, advising, and supporting earlier while improving their chances to complete the program. This includes identifying student factors that could predict successful completion of program and/or difficult courses, such as the statistics course. The second recommendation was for additional meeting space, even as a flex space shared with other departments, to support mentoring and advising of students in the program as well as allow for a place for tutoring. An additional faculty member/instructor to support needs of the program and prevent burnout was also recommended. The final recommendation was to create an assessment plan for tracking retention and/or degree completion based on race/ethnic, non-resident alien (international), male/female, and ability status apparent. This data would provide valuable information for degree completion and retention efforts and would help provide valuable information to guide current and future recruitment, mentoring programs, and course design.

Evidence of learning outcomes:

The program utilizes a variety of assessment methods across the curriculum to observe student learning outcomes. The Exit Requirement currently provides the bulk of assessment data to measure student learning outcomes within the program. Student survey showed a high satisfaction with meeting the learning outcomes and in interviews students were very positive in their assessment of the program, and believe they are learning skills that will be useful to them in the workforce. When reviewing the program self-assessment, it was noted that Undergraduate Assessment Committee had recommended a more robust mid-point assessment of student learning outcomes. The program currently is developing a student self-assessment of learning outcomes at the mid-point but does not have learning outcomes assessed at mid-point by faculty.

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

In responding to the recommendation to improve recruitment and retention efforts, the program has extensively pursued various avenues and approaches. A few examples of recruitment strategies implemented include an improved recruitment campaign, updated department website, working more closely with CAS and SIUE advisors to better educate on the sociology program, increasing faculty involvement with the SIUE Undergraduate Research and Creative Activities (URCA) program, working with the Chairs of Sociology from Southwestern Illinois College (SWIC) and Lewis & Clark Community College (LCCC) and providing recruitment materials and information about SIUE program, transforming the exit requirement to add an applied project option. The program has also hired faculty to support employment relations (ER) and diversity and social justice (DSJ) tracks as well as for the specialization in Medical Sociology and Sports, expanded program options such as easier path to double-majoring, increased involvement in online degree completion programs, and completed the groundwork for accelerated master's program.

In response to the need to improve the consistency of student progress measurements, the Department has updated the senior exit requirements and rubrics. Students now have the option of a written senior assignment or internship, which is individualized to each student and their future goals and learning needs. Rubrics are provided to all faculty as well as students. One faculty member now grades all final papers to aid in consistency, and then other faculty are involved in oral presentations using updated rubrics. As the transition is relatively new, faculty feel more time is needed to gauge effectiveness of the new assessment practices. The Department has also evaluated different mentoring programs as they continue to evolve. Per survey and interview data, students and faculty appear to be satisfied with current mentoring and advising. In response to the recommendation for further

institutional support and focused leadership, the Sociology Department is now separate from the Criminal Justice program with a dedicated Department Chair. This has allowed more autonomy for the Department and cleared up confusion on blended leadership with other departments. The faculty now meet monthly, have a faculty listserv, and a shared folder for faculty program information.

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

1. Continue the work of the department in revising assessment points, including the midpoint assessment of students as they progress to completion. The Office of the Provost will be happy to assist.
2. The department will work with institutional leadership to find EDI-focused collaborations across disciplines to reduce the service burden on the sociology faculty, who have been pioneering these efforts across campus.
3. The program will work with the College of Arts and Sciences on creative solution for finding shared space for further collaborations and interactions among faculty and students.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program excels in diversity, equity, and inclusion efforts both in and out of the classroom and provides an environment that encourages application of knowledge and skills. Sociology has also developed and sustained an improved mentorship and advising structure for current students. The program has improved efforts for student retention and degree completion since the last program review, but efforts to create an assessment plan for tracking retention and/or degree completion based on various student characteristics could strengthen this area.

Program Review Schedule (Including Accredited Programs)

Southern Illinois University Carbondale

July 1, 2022

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x							9
	University Core Curriculum	PVC	2002-03	2018-19		x		overdue					
	University Honors Program	PVC	2018-19	2019-20		x		Incomplete review					
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 Sciences	CHHS	2012-13	2021-22		x		Good Standing					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	CHHS	2018-19	2022-23			x	Accredited	ASE Education Foundation (ASE)			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; 3/18/2022 Region 1 approved;	1, 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

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
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
51.0907	M.S. Medical Dosimetry	CHHS	2017-18	2022-23			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007		3/3/2009	5, 10
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. Business Analytics	COBA		2022-23	Initial 3rd yr. review					12/16/2019			9
52.1399	B.S. Business Analytics	COBA		2022-23	Initial 3rd yr. review					8/9/2019			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 Resources	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 (ABA)			8/15/2003	9
49.0102	A.A.S. Aviation Flight	CHHS	2018-19	2023-24			x	Accredited	Aviation Accreditation Board International (AABI) & Flight Standards District Office				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
50.0408	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. Cardiac Interventional Radiography	CHHS		2023-24	Initial 3rd yr. review					6/13/2019			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 2018-19		10/7/2015			9
51.2306	O.T.D. Occupational Therapy	CHHS		2023-24			x	Candidacy Status	ACOTE	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	x				8/10/2019			9
13.1101	M.S. Counseling and Rehabilitation Education	CHHS		2024-25	Initial 3rd yr. review	x				6/30/2020			9
13.1206	M.A.T. Curriculum & Instruction Secondary Education	SED		2024-25	Initial 3rd yr. review	x		Reinstated 2021-22		8/14/2003			1,9
14.0501	B.S. Biomedical Engineering	CECTM		2024-25	Initial 3rd yr. review	x				4/8/2020			9
14.0501	M.E. Biomedical Engineering	CECTM		2024-25	Initial 3rd yr. review	x		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

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
51.0201	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	x				8/5/2020			9
51.2208	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
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	x				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	x				3/11/2021			9
26.0202	B.S. Biochemistry	CALPS		2025-26	Initial 3rd yr. review	x				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

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40.0601	M.A. and M.S. Geology	CALPS	2017-18	2025-26		x		Good Standing				5/29/2001 5/17/2002	9
40.0601	Ph.D. Geosciences	CALPS	2017-18	2025-26		x		Good Standing		10/12/2010		2/9/2011	9
40.0801	B.S. Physics	COS	2017-18	2025-26		x		Good Standing					9
40.0801	M.S. Physics	COS	2017-18	2025-26		x		Good Standing					9
40.0801	Ph.D. Applied Physics	COS	2017-18	2025-26		x		Good Standing		2/1/2005			9
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	x				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. Radiological Sciences, Spec. Magnetic Resonance Imaging/Computed Tomography	CHHS		2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
51.2212	M.S. Human Sciences	CHHS		2025-26	Initial 3rd yr. review	x				5/28/2021			9
52.0201	B.S. Business and Administration	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0201	M.B.A.	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0201	Ph.D. Business Administration	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	B.S. Accounting	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			3/18/2022 Region 1 approved	1, 9
52.0801	B.S. Finance	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9
52.1301	B.S. Management	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9

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52.1399	M.Acc. Master of Accountancy	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. Marketing	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				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 Energy Institute (AEI)	VCR	2017-18	2025-26		x		Good Standing				10/16/2014; 01/14/2022	9
90.4202	Clinical Center	PVC	2017-18	2025-26		x		Good Standing					9
90.4228	Center for Autism Spectrum Disorders	CHHS		2025-26	Initial 3rd yr. review	x		Permanent IBHE status approved 2021		7/7/2003		8/17/2021	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
13.0101	Ph.D. Education	SED		2026-27	Initial 3rd yr. review	x				6/23/2022			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 Education	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

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
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
13.1311	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
13.1322	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
14.0801	B.S. Civil Engineering	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. Computer Engineering	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9
14.1001	B.S. Electrical Engineering	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
14.1901	B.S. Mechanical Engineering	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
15.0303	B.S. Electrical Engineering Technology	CECTM	2020-21	2026-27			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	2020-21	2026-27			x	Accredited	Association of Technology, Management, and Applied Engineering (ATMEAE)	10/18/2007		5/31/2001	1, 2, 5, 6, 7, 8, 9, 10
19.0799	B.S. Child and Family Services	SED	2021-22	2026-27	Initial 3rd yr. review 2021-22	x		Good Standing		1/29/2018			9
19.0901	B.S. Fashion Studies	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			9/29/2021	9
23.0101	B.A. English	COLA	2018-19	2026-27		x		Good Standing					9

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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
43.0202	B.S. Public Safety Management	CHHS	2021-22	2026-27			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2011		3/15/2016	1, 9
43.0202	M.S. Public Safety Administration	CHHS	2021-22	2026-27			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2016		3/15/2016	1,3,6,8,9,10
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	2007	2026-27		x		Good Standing				5/11/2020	9
50.0702	B.A. Art	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			4/4/2016	9
50.0702	B.F.A. Art	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	M.F.A. Art	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)				9
50.0703	Post-Baccalaureate Certificate in Art History	CAM		2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)	7/17/2000	9		9
51.2208	Ph.D. Population Health	CHHS	2018-19	2026-27		x		Good Standing				6/23/2022	9

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51.3801	B.S.N. Nursing	CHHS	2021-22	2026-27			x	Accredited	Commission on Collegiate Nursing Education (CCNE)	8/9/2019			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
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	CHHS	2019-20	2027-28			x	Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)			4/11/2007	9
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

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
90.4005	Fermentation Science Institute	PVC	2019-20	2027-28		x		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	CHHS	2020-21	2028-29		x		Good Standing				7/15/1999	3,9
51.0201	B.S. Communication Disorders and Sciences	CHHS	2020-21	2028-29		x		Good Standing					9
51.0907	B.S. Radiologic Sciences, Spec. Radiation Therapy Technology	CHHS	2020-21	2028-29			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				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 Outdoor Education Center	VCSA	2020-21	2028-29		x		Good Standing					9
09.0102	M.A. Media Theory and Research	CAM	2021-22	2028-29		x		2022 Priority Review				9/12/2005	9
09.0102	Ph.D. Mass Communication and Media Arts	CAM	2021-22	2028-29		x		Good standing					9
09.0199	M.S. Professional Media and Media Management Studies	CAM	2021-22	2028-29		x		Good standing				9/12/2005	9
09.0701	B.A. Radio, Television & Digital Media	CAM	2021-22	2028-29		x		Good standing				8/21/2006; 12/5/2012	9
51.0907	B.S. Radiologic Sciences, Spec. Radiologic Sciences Management/Education	CHHS	2021-22	2029-30		x		Good Standing		Summer 2014			9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
03.0501	B.S. Forestry	CALPS	2020-21	2030-31			x	Accredited	Society of American Foresters (SAF)			8/4/2004	9
50.0901	B.A. Music and B.Mus.	CAM	2010	2020-21			x	Accredited	National Association of Schools of Music (NASM)				9
50.0901	Master of Music	CAM	2010	2020-21			x	Accredited	National Association of Schools of Music (NASM)			6/13/2003	9
51.2399	M.S. Behavior Analysis and Therapy	CHHS	2018-19	2020-21			x	Accredited	Association for Behavior Analysis International (ABAI)				9
09.0101	Ph.D. Communication Studies (Theatre)	COLA	2010-11	2021-22			x	Accredited	National Association of Schools of Theatre (NAST)				9
11.0701	B.S. Computer Science	CECTM	2015-16	2021-22			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9
42.0101	Ph.D. Psychology, Conc. Counseling	CHHS	2014-15	2021-22			x	Accredited	American Psychological Association (APA)				9
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
50.0501	B.A. Theater	CAM	2012	2021-22			x	Accredited	National Association of Schools of Theatre (NAST)				9
50.0501	M.F.A. Theater	CAM	2012	2021-22			x	Accredited	National Association of Schools of Theatre (NAST)				9
50.0599	B.F.A. Musical Theater	CAM	2012	2021-22			x	Accredited	National Association of Schools of Theatre (NAST)	5/23/2008			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
49.0101	B.S. Aviation Technologies	CHHS	2011	At FAA Discretion			x	Accredited	Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999	8,9
13.1001	M.S.Ed. Special Education; Enrollment suspended Su18	SED	2010-11			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 (CACREP)			Jul-2014 name change	9
13.1314	B.S. Physical Education Teacher Education; Enrollment suspended Su2017	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			11/20/2007	9
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

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
27.0101	B.A. Mathematics; Enrollment suspended	COLA											
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
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 (CACREP)				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
16.0101	M.A. Languages, Literatures, & Cultures; Enrollment suspended FA2021	COLA	2011-12	2024-25		x		Good standing				2/14/2002 5/31/2006	9
30.0601	P.S.M. Advanced Energy and Fuels Management - Enrollment suspended FA21	CECTM	2015-16	2023-24		x		Priority Review		6/2/2009			9

SIUC Program Review Accreditation Notes

CIP Code	Program Name	College	Last Review Year	Next Review Year	Program Review Status	Accreditation Agency	Notes
50.0901	B.A. Music and B.Mus.	CAM	2010	2020-21	Accredited	National Association of Schools of Music (NASM)	Accreditation site visit conducted 03/29-30/2021; Action by the commission is still pending
50.0901	Master of Music	CAM	2010	2020-21	Accredited	National Association of Schools of Music (NASM)	Accreditation site visit conducted 03/29-30/2021; Action by the commission is still pending
51.2399	M.S. Behavior Analysis and Therapy	CHHS	2018-19	2020-21	Accredited	Association for Behavior Analysis International (ABAI)	Accreditation site visit conducted 02/21-24/2022
09.0101	Ph.D. Communication Studies (Theatre)	COLA	2010-11	2021-22	Accredited	National Association of Schools of Theatre (NAST)	Accreditation site visit conducted 04/21-22/2022
11.0701	B.S. Computer Science	CECTM	2015-16	2021-22	Accredited	Accreditation Board for Engineering and Technology (ABET)	Accreditation site visit conducted 11/08-09/2021
42.0101	Ph.D. Psychology, Conc. Counseling	CHHS	2014-15	2021-22	Accredited	American Psychological Association (APA)	Status will be granted annually until teach-out is complete; Status report and fee payment are submitted annually.
44.0401	M.P.A. Master of Public Administration	CHHS	2014-15	2021-22	Accredited	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)	Accreditation site visit conducted 04/06-08/2022
50.0501	B.A. Theater	CAM	2012	2021-22	Accredited	National Association of Schools of Theatre (NAST)	Accreditation site visit conducted 04/21-22/2022
50.0501	M.F.A. Theater	CAM	2012	2021-22	Accredited	National Association of Schools of Theatre (NAST)	Accreditation site visit conducted 04/21-22/2022
50.0599	B.F.A. Musical Theater	CAM	2012	2021-22	Accredited	National Association of Schools of Theatre (NAST)	Accreditation site visit conducted 04/21-22/2022
51.0602	B.S. Dental Hygiene	CHHS	2014-15	2021-22	Accredited	Commission on Dental Accreditation (CODA) of the American Dental Association	Accreditation site visit conducted 11/09-10/2021

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		2031
Art & Design	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2031
Biological Sciences	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
					No interim reviews because of short ACS cycle		2020
Chemistry	2018-2019	In Good Standing	2008-2009	2026-2027			
Criminal Justice Studies	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
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	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
History	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
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		2031
Philosophy	2020-2021	In Good Standing	2013-2014	2028-2029	2023-2024		
Physics (includes Earth Space & Science)	2021-2022	Flagged for Priority Review	2013-2014	2028-2029	2024-2025		
Political Science	2021-2022	In Good Standing	2014-2015	2029-2030	2023-2024		
Social Work	2021-2022	In Good Standing	2017-2018	2029-2030	2024-2025		2028
Sociology	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
Theater & Dance	2018-2019	In Good Standing	2010-2011	2026-2027	2021-2022		2031
Business							
Accountancy	2017-18*	In Good Standing	2012-2013	2023-2024*	2020-2021		2026
Business Administration	2017-18*	In Good Standing	2012-2013	2023-2024*	2020-2021		2026
Business Economics/Finance	2017-18*	In Good Standing	2012-2013	2023-2024*	2020-2021		2026
Education, Health and Human Behavior							
Early Childhood Education	2015-2016	In Good Standing	2003-04	2022-2023*	2018-2019		2022-2023
Elementary Education	2015-2016	In Good Standing	2003-04	2022-2023*	2018-2019		2022-2023
						Note program changed from Exercise and Wellness to Exercise Science in 2011	2029
Exercise Science	2020-2021*	In Good Standing	2003-2004	2028-2029	2023-2024		
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		2022-2023
Speech Language Pathology & Audiology	2019-2020**	In Good Standing	2010-2011	2027-2028	2022-2023		2026
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	

* - Abbreviated Program Review utilizing external program accreditation report

** - program review adjusted 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

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		2031-2032
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	2008-2009	2012-2013	2024-2025	2019-2020		
Environmental Science Management	2016-2017	Flagged for priority review	2012-2013	2012-2013	2024-2025	2019-2020		
Geographical Studies	2021-2022	In good standing	2014-2015	2010-2011	2029-2030	2024-2025		
History	2021-2022	In good standing	2014-2015	2010-2011	2029-2030	2024-2025		
Mass Communications	2019-2020	In good standing	2012	2014-2015	2027-2028	2022-2023		
Mathematics	2016-2017	In good standing	2009-2010	2012-2013	2024-2025	2019-2020		
Music	2017-2018	In good standing	2008-2009	2013-2014	2025-2026	2020-2021		2030-2031
Public Administration	2019-2020*	In good standing	2012-2013	2003-2004	2027-2028	2022-2023		2025
Social Work	2021-2022*	In good standing	2006	2014-2015	2029-2030	2024-2025**		2025
Sociology	2017-2018	Flagged for priority review	2014-2015	2010-2011	2023-2024	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		2026
Business Administration	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026
CMIS	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026
Marketing Research	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026

	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	2023-2024**	2018-2019		2023
Educational Administration (including the PM)	2015-2016	In good standing	2011-2012	2006-2007	2023-2024**	2018-2019		2023
Educational Leadership Doctorate Degree	2015-2016	In good standing		new	2023-2024**	2018-2019		2023
Instructional Technology	2017-2018	Flagged for priority review	2010-2011	2013-2014	2023-2024**	2020-2021		
Kinesiology	2016-2017	In good standing	2011-2012	2006-2007	2024-2025	2019-2020		2029
Diversity and Equity in Education	2021-2022	In good standing	2011-2012	2014-2015	2028-2029	2024-2025	2008-09	2023
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	2023-2024**	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

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Pharmacy								
Pharmaceutical Sciences			new 2016		2024-2025		2019-2020	
Doctor of Pharmacy	2014-2015	In good standing	2009		2022-2023	2018-2019	2009-10	2022-2023

	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	

* - Abbreviated Program Review utilizing external program accreditation report

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

*** - delayed because of COVID

**** program in currently in sunset

Center Review Schedule
Southern Illinois University Edwardsville

Centers, Institutes, and Public Service Units	Full Review	Review Status
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 Com to Ethanol Research	2024-2025	In good standing

Date: August 16, 2022

To: SIU President Dan Mahony
Members of the SIU Board of Trustees

From: Dr. Costas Tsatsoulis, Vice Chancellor for Research, SIUC
Dr. Donald S. Torry, Associate Dean for Research, SOM
Dr. Jerry B. Weinberg, Associate Provost for Research, SIUE

Re: Active Grant Collaborations Between Faculty Across the Carbondale, Edwardsville, and Springfield Campuses

Campuses	Project Title	
SOM/SIUC	Randomized Controlled Trial of an Alzheimer's Disease Prevention Program	Proposal
	Environmental Wastewater Epidemiology for Drug Use	Award
	Mary Kay Foundation Project	Proposal
	Impact of Early Life Stress	Proposal
	Modular Mechanisms Underlying Somatope Differentiation and Function	Proposal
	Computational Aided Spectroscopy for Fundamental Understanding of p53 DNA Binding Domain Mutations in Ovarian Cancer	Proposal
	A Combined Computational and Experimental Investigation of HE4-ANXA2 to Improve Early Detection of Ovarian Cancer	Proposal
	Transforming Health in Rural Illinois	Proposal
	Ending Transmission of HIV, HCV, and STDs and overdose in rural communities of people who inject drugs (ETHIC)	Proposal
SIUC/SIUE	Illinois Science Assessment Partnership - Item Development and Scoring	Award
	Apprenticeship Expansion Grant Writing Support	Award
	Illinois Tutoring Project - Year 1	Award
	IIN: Analysis of current aquatic habitat status	Proposal
	Integrating Hydrology and Social Science for Community Resiliency against Flooding Hazards: A Case Study for East St. Louis, IL	Proposal
	IIN: Sustainable Energy and Food Security in Illinois via Energy Storage and Agrivoltaics	Proposal
	Regional Watershed-based planning to address Nonpoint Source Pollution: Education and Outreach	Proposal
SIUE/SOM	Trauma Recovery Center	Award

Note: Some of these projects were initiated by proposals in response to and/or funding by the SIU System Collaborative Grant project: a competitive internal research funding mechanism co-sponsored by the Research Offices at each campus to specifically foster research collaborations between PIs within the SIU System.

Date: August 23, 2022
To: SIU President Dan Mahony
Members of the SIU Board of Trustees
From: Constantinos Tsatsoulis *C.T.*
Vice Chancellor for Research and Dean of the Graduate School
Re: Executive Summary of FY22 Research Awards at SIU Carbondale

The faculty and staff at SIU Carbondale successfully obtained a significant level of externally sponsored grants and contracts during FY22.

Research, Training, and Service-based grants and contracts received and processed during FY22 totaled \$79,019,758, of which \$25,552,270 were received by the SIU School of Medicine in Springfield.

In comparison to FY21, both SIUC and the SIU School of Medicine increased proposal submissions and received more award funds.

NOTABLE NEW RESEARCH EFFORTS AT SIU CARBONDALE

Sponsoring Agencies: Illinois State Board of Education & National Science Teaching Association

- Awards:
 - "Illinois Science Assessment Partnership-Item Development and Scoring"
 - "Special Education Behavior Assessment Training Project"
 - "Illinois Junior Science and Humanities Symposium 2022"
- Award Amount: \$10,646,276
- Investigators: H. Henson, J.T. McDaniel, D.A. Bruns, and L. Yoho
- Unit: Curriculum & Instruction (STEM Education Research Center)

Sponsoring Agency: Murphysboro School District #186

- Awards:
 - "Southern Region Early Childhood Programs- Early Childhood Preschool For All 3-5"
 - "Southern Region Early Childhood Programs- Early Childhood Prevention Initiative"
- Award Amount: \$5,209,737
- Researcher: L.A. Brown
- Unit: Curriculum & Instruction (College of Education and Human Services)

Sponsoring Agencies: United States Chamber of Commerce Foundation; Illinois Department of Human Services; Illinois Department of Commerce and Economic Opportunity; Iowa Workforce Development

- Awards:
 - “SNAP Employment and Training Data System”,
 - “TPM National Academy Cohort 19”
 - “Illinois Youth Investment Program (IYIP) - FY22”
 - “Iowa ePolicy app Maintenance and Hosting”
 - “Illinois Works Pre-apprenticeship Program”
 - “Illinois WorkNet-Rapid Response”
 - “Illinois WorkNet Strategic Workforce Development Initiatives”
- Award Amount: \$3,810,984
 - Researcher: N. Telger
- Unit: Workforce Education and Development (College of Education and Human Services)

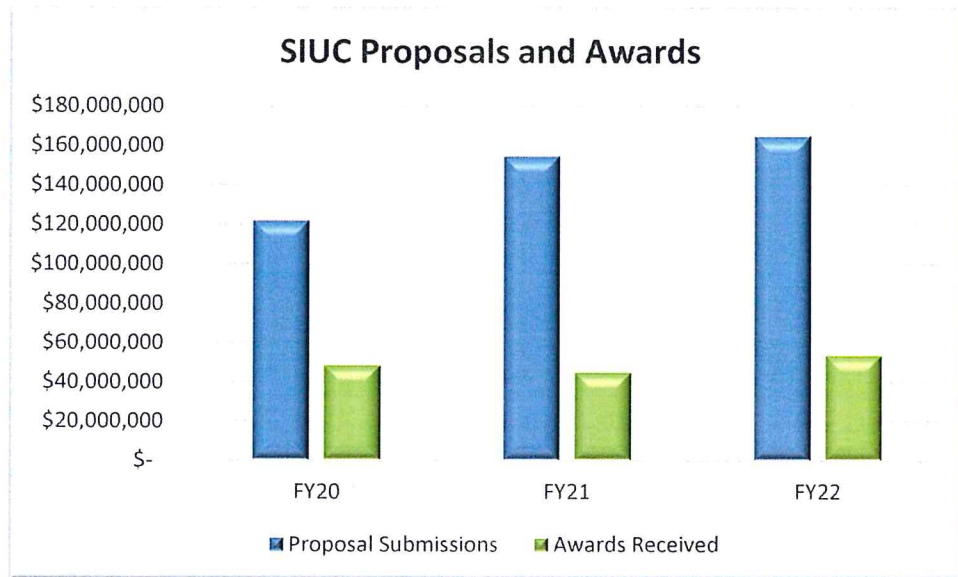
Sponsoring Agencies: National Institutes of Health; Illinois Department of Public Health; Iris Medicine; C. Anderson Consulting

- Awards:
 - “Nucleic Acid-Based Anti-CRISPR Inhibitors of Cas9”,
 - “Coupling Epitranscriptomics to Molecular Disease Mechanisms and Nucleic Acid Therapeutics in Persistent Residual HIV Infection”
 - “SARS CoV-2 Viral Genome Sequencing and Analysis”
 - “Evaluating Repeat-Targeted shRNAs as Potential Therapeutic Strategy for Repeat Expansion Disorders”
 - “Surveying SARS-CoV-2 genomes and Public Data in Near Real-Time for Pandemic Response in Chicago”
- Award Amount: \$2,763,412
- Researcher: K. T. Gagnon
- Unit: Biochemistry and Molecular Biology (School of Medicine, Carbondale Campus)

Sponsoring Agency: Illinois Department of Commerce and Economic Opportunity

- Award:
 - “Establishing the Southern Illinois BioLaunch Core Facility”
- Award Amount: \$2,734,008
- Researchers: M. McCarroll, G.R. Kinsel, L. Anderson Lindberg, L. Jayakody
- Units:
 - Biochemistry and Molecular Biology
 - Fermentation Science Institute (Office of Vice Chancellor For Research)
 - Office of Economic and Regional Development
 - College of Science

Proposal Submissions and Awards Received



Date: August 30, 2022

To: SIU President Dan Mahony
Members of the SIU Board of Trustees

From: Donald S. Torry, PhD
Associate Dean for Research

Re: Executive Summary FY22 Extramural Research and Contract Funding SIU School of Medicine

SIU SOM faculty and staff remained successful in garnering extramural grant and contract support in FY22. Total dollar expenditures are consistent with average annual dollars for the past two fiscal years at \$19,876,055. Active projects in FY22 increased to 250. The FY22 awards highlighted below represent a small sampling of the breadth of scholarly pursuits in biomedical research, healthcare implementation, and community service projects at the SOM.

Notable New Awards in FY22

Translational Research Projects.

- Dr. Brandon Cox, Department of Pharmacology, in conjunction with University of Mississippi Medical Center, received \$203,660 from NIH to define the role of a brain-specific protein in age-related hearing loss; one of the most common disabilities in the USA. Understanding the role of this molecule may define new avenues to restore or slow the rate of aging-related hearing loss.
- Dr. Ben Richardson, Department of Pharmacology, was awarded \$1,498,752 from NIH as a new investigator RO1 Award recipient. The project aims to identify potentially novel cerebellum-based contributions for autism spectrum disorders and may define new opportunities for diagnosis, reduction, prevention, and treatment.

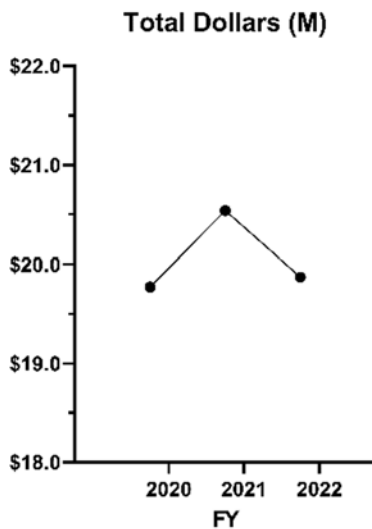
Clinical Trials and Community Service Projects.

- Dr. John Flack, Department of Internal Medicine, received funding for a Phase II clinical trial to evaluate the ability of ultrasound energy to sustain reduced blood pressure in patients with hypertension and lower requirements for anti-hypertensive medications.
- Dr. Thomas Ala, Alzheimer's Disease Center, initiated three separate clinical trials evaluating new treatments for mild to moderate Alzheimer's disease and one study to quantify healthcare resource utilization by Medicare patients participating in early Alzheimer's disease clinical trials.
- Dr. Jeffrey Bennett, Department of Psychiatry, initiated a Phase II clinical trial to determine the efficacy of an intranasally administered drug in adults with major depressive disorders and high risk of suicide.
- Iris Wesley with faculty and staff in the Department of Family and Community Medicine were awarded a \$5,422,125 Health Center Award by Health Resources and Services Administration (HRSA). The award supports distribution, administration and tracking of COVID-19 vaccines, increases workforce capacity, community outreach, and secures equipment and supplies to maximize readiness for future pandemics in underserved areas of Central and Southern IL.

Education and Training Projects.

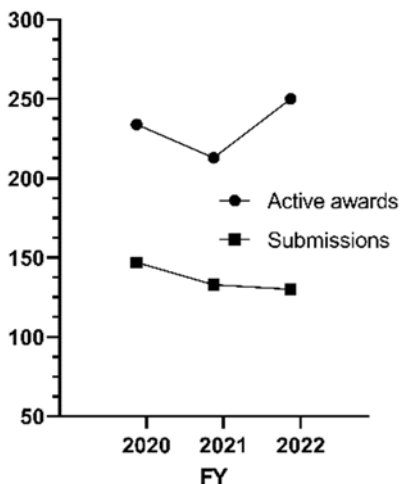
- Ginger Meyer, Department of Pediatrics, received \$479,875 from Health Resources and Services Administration (HRSA) to build an integrated interdisciplinary behavioral health workforce in rural and medically underserved regions of Southern Illinois. The program develops a trauma-based behavioral health fellowship program to increase training sites, competencies in trauma-informed clinical practices, multicultural sensitivities, and specific behavioral health competencies in addiction and co-occurring disorders.
- Dr. Kari Wolf, Department of Psychiatry, and the Office of Regional Programs were awarded \$2,215,965 by Health Resources and Services Administration (HRSA) to serve as the primary hub site for a State-wide Behavioral Health Workforce Education Center. The program will build spoke sites involving Universities/Colleges and other entities throughout the State to address barriers to behavioral health workforce development and will provide a pipeline training program to expand supply of behavioral health care professionals for the future.

SIU SOM Sponsored Projects FY20, FY21 and FY22.



	*Total Dollars	*Active Projects	*G&C Submissions
FY20	19,779,599	234	147
FY21	20,544,637	213	133
FY22	19,876,055	250	130

* Expenditures and active projects include SIUC-based SOM faculty; submissions are from Springfield-based SOM faculty only.



SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

SEPTEMBER 1, 2022

To: SIU President Dan Mahony
Members of the SIU Board of Trustees

FROM: Jerry B. Weinberg, Assoc. Provost for Research and Dean, The Graduate School

SUBJECT: Executive Summary of FY 22 Sponsored Projects

In FY 22, SIUE faculty and staff were successful in receiving more grant and contract awards than each of the previous two fiscal years with 206 awards totaling \$41,276,651.

Notable grant awards in FY 22

1. Tammie Busch, Assistant Professor and Catalog and Metadata Librarian in Lovejoy Library, received \$249,999.00 from the **Institute for Museum and Library Services**.

The project entitled, “Diverse Librarianship Career Training and Education Program” will develop a career training program that introduces 10 East St. Louis Senior High School seniors to careers in librarianship.

2. Alex Leith, Assistant Professor in the College of Arts and Sciences, received \$70,458.00 from the **National Science Foundation**.

The project entitled, “Collaborative Research: Future of Work at the Human-Teleconferencing Frontier” will enhance access and inclusion for some women and people of color (specifically with video game developers) in remote work by determining which features of virtual meetings counteract social inequalities and creating a virtual reality based virtual meeting platform prototype that incorporates these features.

3. Adriana Martinez, Associate Professor in Geography, received \$1,500,000 from the **National Science Foundation**.

The project entitled, “At the Confluence: Supporting Critical Transitions for Graduate Students in Sustainable Watersheds Research” will provide low-income, academically talented STEM graduate students with the knowledge and skills necessary for successful careers in watershed science or advancement to doctoral training.

4. Shannon McCarragher, Assistant Professor in Geography, received \$140,465 from the **National Science Foundation**.

The project entitled, “The Socio-Ecological Role of Greenways in Urban Systems” will provide research experiences to underrepresented students to pursue scientific and policy careers. The collaborative effort with the University of Tennessee at Chattanooga will also provide a framework on how to mentor students in interdisciplinary research across social and natural sciences.

- Jayme Swanke, Associate Professor in Social Work, received \$919,474 from the **Illinois Department of Health and Human Services**.

The project entitled “Community Recovery Support Specialist Training Program” will establish a Community Recovery Support Specialist (CRSS) training program. The training program will consist of coursework and an internship and will focus on support services for people with substance use disorders and recovery support services for people with mental illnesses.

- Yanhong Zhang, Associate Research Professor in the National Corn to Ethanol Research Center (NCERC), received \$1,875,569 from the **Illinois Department of Commerce and Economic Opportunity**.

The project entitled “Aloha Life-Science Academy: Knowledge Advancing Industry” will effectively facilitate the commercialization of new biorenewable products and technologies by dramatically expanding its research and development capabilities.

Sponsored Project Proposals, Awards, and Expenditures FY 20, FY 21, and FY 22

