



Southern Illinois University System
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August 30, 2024

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Kaia Ford
Sara Salger
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 12, 2024, at 9:00 a.m. at SIU Edwardsville's School of Dental Medicine, Roller Hall, Room 1511 in the Main Clinic Building 263, 2800 College Avenue, Alton, Illinois, with Zoom or YouTube options.

The agenda, Program Quality Assurance Report, and minutes from the July 11, 2024, 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: Hannah Connolly
Ed Curtis
J. Phil Gilbert
John Simmons
Roger Tedrick

Dan Mahony
Austin Lane
James Minor
Jerry Kruse
Other Interested Parties

Office of the President

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

AGENDA

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

Thursday, September 12, 2024
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 11, 2024
3. Inventor of the Year Award Presentation to Philip Jensik
4. Faculty Collaboration Award Presentation to Mina Sumita (SIUE) and Mohtashim Shamsi (SIUC) and Natasha Flowers (SIUE) and Christie McIntyre (SIUC)
5. Informational Report: *Program Quality Assurance FY2024*
6. Informational Report: *Grant Awards and Contracts FY2024*
7. Other Business
8. Adjournment

**BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY**

**Minutes of the Academic Matters Committee Meeting
Thursday, July 11, 2024**

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

The Academic Matters Committee met at 9:00a.m on Thursday, July 11, 2024, in person and via Zoom. Present were: Kaia Ford, Ed Hightower, Sara Salger and Subhash Sharma. Other Board members present were: Hannah Connolly, Ed Curtis, J. Phil Gilbert and Roger Tedrick. Executive Officers present were: President Dan Mahony; Senior Vice President Duane Stucky; Chancellor Austin Lane, SIUC; Chancellor James Minor, SIUE; Dean and Provost Jerry Kruse, SIU School of Medicine, and General Counsel Luke Crater.

Announcements

President Dan Mahony introduced two videos highlighting a student from SIUC and one from SIUE who participated in the SIU System Online Course Exchange program which allows a student from one campus to take a class on another campus which helps current students to take courses they cannot get on their campus thereby helping progression or enrichment of their educational experience. The SIUC Student video was shown first followed by the SIUE student video.

President Mahony thanked Dr. Gireesh Gupchup for his leadership and for those across the SIUC and SIUE campuses who have made this happen the last couple of years. He hopes to be able to continue to expand this opportunity for students.

Trustee Hightower asked President Mahony to extend the Board's appreciation for Dr. Gupchup's endeavors and they are looking forward to future growth. He noted both students commented about the platform and hopes that will be addressed.

Approval of the Minutes of the April 11, 2024, Meeting

Motion was made by Trustee Sharma to approve the minutes of the April 11, 2024, meeting. The motion was duly seconded by Trustee Salger. Madam Secretary called roll call with Ford, Hightower, Salger, and Sharma passing the motion.

SIU System Academic Planning

President Mahony introduced Provost Denise Cobb (SIUE) and Provost Sheryl Tucker (SIUC) who shared their academic program planning process and how they forecast what they are doing both individually and together as campuses to plan effectively to meet student and regional need, identify opportunities to strengthen and add value to their programs.

Trustee Hightower commented that he was happy to see the campuses collaborating on their academic planning.

He had a question about the criteria used for eliminating programs with low enrollment. Dr. Cobb responded that IBHE provides a low-performing program report that triggers an analysis on an annual basis. They have criteria based on enrollment and degrees conferred over the last three years. The campuses need to have a plan to remediate, eliminate, eventually sunset the program, or provide an explanation as to why it is acceptable to continue to offer. She said IBHE is not necessarily the driving force, but conversations with faculty are found to be more helpful and they (faculty) are more likely to eliminate a program without any trigger from IBHE. Conversations through program review and annual assessment reports allow SIUE to keep their portfolio refreshed overtime.

Provost Tucker agreed that conversations with faculty, from the ground-up, are a more robust way. At SIUC, those conversations are happening organically with deans and academic colleges where faculty express concerns on the viability of programs. She noted that higher education has changed dramatically, and their faculty are catching up with those conversations. They feel good about the opportunities to tighten up what they are doing and maximizing the resources to leverage what they do in the least disruptive way for their students.

Trustee Sharma stated he is impressed and pleased with the academic planning and the collaboration between the campuses. He brought up an issue with SIUC concerning weak or few PhDs due to faculty not willing to take on additional programs.

Provost Tucker communicated with the deans that they must review the faculty workloads to determine if it is appropriate to what they are contributing. Some deans have made changes and are reviewing what is an equitable workload and if faculty are not meeting the metrics, the workload will go up next year.

President Mahony thanked the provosts for their presentation and for their collaborative work, along with the Academic Affairs Council, on the academic planning.

Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2023 through June 30, 2024 (Board Agenda Item H)

President Mahony introduced Item H.

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

Proposed Revisions to Board of Trustees Policies: Prohibiting Participating in Malign Foreign Talent Recruitment Programs, Addition of Board Policy 7-O, (Board Agenda Item K)

President Mahony introduced Todd Wakeland who provided an overview of Board Agenda Item K, the new policy by the CHIPS and Science Act of 2022 requiring all universities to pass the policy before August 2024 in order to receive National Science Foundation funding for research. The Malign Foreign Talent Recruitment Program looks to prevent faculty members from entering into agreements with foreign talent programs in China, North Korea, Iran and Russia.

Trustee Gilbert reiterated that this is required of all universities in the country to keep them safe from possible litigations.

Todd confirmed and further stated that more regulations and policies from the federal government will be seen to avoid situations such as Trustee Gilbert mentioned.

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

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:30 a.m.

Adjournment

GVG/pm

Program Quality Assurance

July 1, 2023 – June 30, 2024



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

Submitted to the
Illinois Board of Higher Education
September 2024

by the Office of
Academic Innovation, Planning and Partnerships

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*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 2032.

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
2023-2024**

<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)	2021	Accredited	2024	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)	2023	Certified	2025	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2023	Accredited-extension granted	2025	Student Health Center Laboratory
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
American Camp Association (ACA)	2023	Accredited	2026	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)	2023	Accredited	2029	B.S. in Interior Design
National Architectural Accrediting Board, Inc. (NAAB)	2020	Accredited	2024	Master of Architecture
National Association of Schools of Music (NASM)	2021	Accredited	2030	B.A. in Music; B.F.A. in Musical Theater; Bachelor of Music; and Master of Music
National Association of Schools of Theatre (NAST)	2022	Good Standing	2030	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
2023-2024**

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)	2022	Accredited	2029	Master of Public Administration

COLLEGE OF ENGINEERING, COMPUTING, TECHNOLOGY, AND MATHEMATICS

ABET, Computing Accreditation Commission	2022	Accredited	2028	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	2023	Accredited	2029	B.S. in Automotive Technology
Association for Behavior Analysis International (ABAI)	2022	Accredited	2028	M.S. in Behavior Analysis and Therapy (on-campus)
Association of University Programs in Health Administration (AUPHA)	2019	Certified	2025	B.S. in Health Care Management
Aviation Accreditation Board International (AABI)	2019	Accredited	2029	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)

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2023-2024**

Commission on Accreditation of Rehabilitation Facilities (CARF)	2023	Accredited	2026	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	2021	Accredited	2027	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)	2022	Certified	2024	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)	2023	Accredited	2025	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 (JRCDFS)	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2018	Accredited	2026	A.A.S. in Radiography Program
	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)
	2023	Accredited	2031	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
2023-2024**

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)	2021	Accredited	2025	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	2024	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	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	2028	
<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	2024	Accredited	2029-2030	Baccalaureate program in Mass Communications
American Art Therapy Association	2019	Accredited	2024	Master's program in Art Therapy
American Chemical Society	2020	Reapproved	2027	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	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	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	2022	Accredited	2029	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	2023	Accredited	2030	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2022	Accredited	2027	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	2023	Accredited	2031-2032	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 March 2025.

Updated 08/19/2024

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Business Analytics (M.S.)
3. **Date:** December 1, 2023
4. **Contact Person:** Sheryl A. Tucker, 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. Kevin Sylwester, Professor and Director, School of Analytics, Finance and Economics, Southern Illinois University Carbondale
- Dr. Jim Nelson, Associate Professor, Analytics Program Coordinator and Director of The Pontikes Center for Advanced Analytics and AI, Southern Illinois University Carbondale
- Nicholas Hoffman, Coordinator of Assessment and Online Graduate Programs, Southern Illinois University Carbondale

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

Three changes in the program occurred:

- 1) An independent studies course, BA 591, was added to the set of discipline specific analytics courses that students could choose. The initial set consisted of:

BA 529A: Accounting Analytics
BA 529B: Financial Analytics
BA 529C: Marketing Analytics
BA 529D: Management Analytics

The change occurred for two reasons. One, the preferred course a student wanted was not always offered during that semester. The independent studies course allowed students to work on a project most beneficial to them. Two, some of our students have career interests outside a traditional business field such as in sports or healthcare management. The independent studies course allowed such students to, again, pursue the topic that most interested them.

- 2) Another core business course, BA 522: Operations and Supply Chain Management, was added to the set of Core Business Courses that students must take. Instead of taking all four, they now select four out of five. Again, this change was made to better accommodate students' interest while also providing more flexibility for students to schedule their courses.
- 3) We changed the name of the program from "Masters in Strategic Analytics" to "Master in Business Analytics" since the latter term is more familiar to potential applicants.

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

Please see the attached that provides an overview of assessment practices and results. In summary, the assessment results exceed the benchmarks presented in the New Unit of Instruction.

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

Since this is the initial third-year review, no previous review exists. The changes described in 5.1 outline the changes since the program's inception.

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

Two changes are coming:

1) Another course will be added to the set of Discipline Specific Analytics Courses, BA 529E: Supply Chain Analytics. This course will be added as some students have expressed an interest in this topic. SIU is also creating the Supply Chain Center with emphases on supply chain research as well as partnering with companies where supply chains comprise an important component of their operations. A master's level course will provide a teaching complement to this endeavor.

2) The Core Business and Discipline Specific Analytics courses will be paired so that students have a more coherent curriculum. These pairings are:

BA 529A: Accounting Analytics – BA 510: Managerial Accounting and Control Concepts

BA 529B: Financial Analytics – BA 520: Financial Management

BA 529C: Marketing Analytics – BA 550: Marketing Management

BA 529D: Management Analytics – BA 540: Managerial and Organizational Behavior

BA 529E: Supply Chain Analytics – BA 522: Operations and Supply Chain Management

A student takes the Core Business Course first and then the Discipline Specific Analytics Course.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Degree	Enrollment				Completion			
	F21	F22	F23	3 Year Avg	FY21	FY22	FY23	3 Year Avg
M.S.	4	17	25	15.3	0	0	3	1

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Cybersecurity and Cyber Systems (M.S.)
3. **Date:** January 5, 2024
4. **Contact Person:** Sheryl A. Tucker, 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. Chun-Hsi Huang, Professor and Director, School of Computing, Southern Illinois University Carbondale
- Dr. Spyros Tragoudas, Professor and Director, School of Electrical, Computer and Biomedical Engineering, Southern Illinois University Carbondale

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

This is a new program:

Given the existing Master of Science (MS) in Electrical and Computer Engineering (ECE) and the MS in Computer Science (CS), the faculty in the School of Electrical, Computer, and Biomedical Engineering (ECBE) and the School of Computing submitted in May 2019 to the Illinois Board of Higher Education (IBHE) a New Unit of Instruction (NUI) proposal to establish a complementary MS degree in Cybersecurity and Cyber Systems (CCS). The program is supported by the faculty of the two schools. It was approved in the Spring of 2020 as an interdisciplinary MS program housed in the College of Engineering, Computing, Technology, and Mathematics (ECTM). The program's CIP is 111003. The program appeared in the AY 2020-2021 graduate catalog and the inaugural class of students enrolled in Fall 2020.

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

- Enrollment in the MS has not been satisfactory. During the preparation of the NUI, it was expected that the proposed program would increase graduate enrollment significantly. This goal has not been met in the first three years of the program. First off, the program started in the fall of 2020. The COVID-19 pandemic started in the Spring of 2020 and prevented the schools and the college from advertising the promoting the program. Therefore, only two students were enrolled in the fall of 2020 and both withdrew because the program was delivered online.
- Of the three students who were enrolled in the second year, one was deceased, one was placed on academic probation, and the other one was in good standing.

- During the third year, the program’s enrollment increased to four. All students are in good standing but none has graduated thus far. However, in the fall semester of 2023, five students were enrolled in the program, and as of 1/12/2024, there are 10 registered students in this program.

Demand for this program is evidenced by the exponential increase in the number of applications. The table below shows that the number of applications for the fall semesters has tripled or doubled in the last four years.

<u>Term</u>	<u>Applicants</u>	<u>Admissions</u>
Fall 2020	4	2
Spring 2021	3	0
Summer 2021	2	1
Fall 2021	12	3
Spring 2022	11	3
Summer 2022	7	3
Fall 2022	35	13
Spring 2023	46	15
Summer 2023	13	3
Fall 2023	70	32
Spring 2024*	45	22

*As of 9/11/23

- The direct assessment score for the program was acceptable (given that one of the two students could not take any graduate-level courses). The indirect assessment score was unsatisfactory due to poor retention and placement but a justification was provided earlier in the section.

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

- In AY 2020-21 most courses were offered online and students enrolled in on-campus courses were paying online tuition due to the Covid-19 pandemic. Furthermore, international students who were expected to arrive on campus for either the fall semester of 2020 or the spring semester of 2021 but were unable to obtain visas were allowed to register remotely for courses. A student could decide to record a grade U for any course for their GPA not to be impacted due to the online modality in delivering courses. In the fall semester of 2021, international students who were studying remotely in the AY 2020-21 but couldn’t schedule appointments to obtain a visa were allowed to enroll in a 1 credit hour of continuing education.
- The MS in CCS was built upon the existing resources for the MS in the Electrical and Computer program in the School of ECBE and for the MS in Computer Science (CS) in the School of Computing. The program is overseen by the two school directors (and assisted by the schools’ graduate program directors) who review proposals regarding courses, graduation requirements, and changes to the graduate program and make recommendations to the Faculty involved in the program. Admissions, student status, and graduation clearances are handled by a staff member in the College of ECTM.

- The program requires a minimum of 30 credit hours for graduation and includes a thesis option. Students can either concentrate in Cybersecurity or Cyber Systems by selecting a different number of courses from two lists of either Electrical and Computer Engineering or Computer Science courses. The admission requirements to the MS in CCS program are 2.75 or higher on a scale of 4.0 on a scale of 4.0 on approximately the last 60 semester hours of undergraduate coursework, class ranking, and faculty recommendation letters. GRE scores are not required for admission. The minimum TOEFL score requirement for international applicants is 550 (paper-based) or 80 (computer-based). Applicants with a BS in Computer Science, Engineering, Physics, Mathematics, Management Information Systems, or equivalent degrees are admitted directly as long as their GPA satisfies Graduate School requirements. For students who lack the required specific background, conditional admission status may be offered until completing prerequisite courses.
- Any student in the CCS program whose cumulative grade point average falls below 3.0 on courses that count towards the degree will be placed on departmental academic probation. Any graduate student on academic probation whose grade point average remains below 3.0 on courses that count towards the degree for two consecutive semesters in which she or he is enrolled will be permanently suspended from the program unless an exception is granted
- The degree requires 3 courses that will ascertain an understanding of the fundamental areas in computer security, systems programming, and networks, and a solid foundation for the remainder of the program. Fundamentals in computer security will be completed by either CS 410 or ECE 434. (Only one of these courses will count towards the degree.) Fundamentals in systems programming will be completed by either CS 407 or ECE 536. (Only one of these courses will count towards the degree.) Fundamentals in network systems will be completed by either CS 440 or ECE 553. (Only one of these courses will count towards the degree.)
- A student should then seek a concentration either in cybersecurity or in cyber systems by selecting at least 5 elective courses in cybersecurity or in cyber systems. Students who select the cybersecurity concentration must complete 4 courses in cybersecurity and 1 course in cyber systems. Students who concentrate in cyber systems must complete 4 courses in cyber systems and 1 course in cybersecurity. The list of cybersecurity courses for the MS degree in CCs includes CS 408 - Applied Cryptography, CS 409 - Ethical Hacking, CS 413 - Digital Forensics, CS 415 - Network Forensics, ECE 418 - Hardware Security, ECE 475 - Introduction to Biomedical Security, ECE 517 (renamed to ECE 503) - Modern Cryptography, ECE 518 - Advanced Hardware Security and Trust, ECE 519 - Advanced Computer Systems Security, CS 531 - Security in Cyber Physical Systems. The list of cyber system courses includes ECE 417 - Systems Modeling and Verification, ECE 419 - Computer Systems Reliability, CS 425 - Principles of Virtualization and Cloud Computing, ECE 431 - Cloud Computing, CS 441 - Mobile & Wireless Computing, ECE - 512 Wireless Networks, ECE 528 - Programmable ASIC design, CS 540 -Advanced Computer Networks, and ECE 548 - Quantum Information and Devices.
- One fundamental area may be satisfied by a course that was taken before admission or the student has established a prior record of accomplishment in the subject matter content. In this case, the student must select at least 6 elective courses in cybersecurity or in cyber systems. Students must take at least two five hundred level courses not cross-listed to a four hundred level course. Students must take at

least two ECE and at least two CS courses. Only three credit hours of ECE 592 (special investigations) or CS 598 (special investigations/project with paper) can count towards the degree. For students in the MS thesis option, 6 credit hours of thesis (ECE 599 or CS 599) can substitute for 6 credit hours in a concentration area.

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

The faculty in the School of ECBE recently developed new courses that will be included in the MS in CSS program. They include network security (ECE 433), a new course in IoT (ECE 504) that includes security considerations, and a revision of Embedded Systems (ECE 514) that includes security considerations. The school recently hired a new faculty in the IoT and embedded systems area who will support MS in the CCS program. The online track in CCS that started in the fall of 2022 is expected to grow enrollment. The success of the program relies heavily on the availability and offering of online courses. A fully online program with significant enrollment will also improve student diversity. With this vision, the faculty in the school is currently developing online courses that are offered online in an asynchronous modality. The college has renovated three classrooms so that on-campus students have the option to attend lectures synchronously but the lectures are recorded and are accessible asynchronously by students who are enrolled online. Recently, the School has recruited one new assistant professor in the area of electrical and computer engineering whose teaching interests include CCS and he is committed to developing online courses that will help grow the enrollment of the program. The School has also been able to acquire new equipment and develop laboratories for research and curricular growth. In the coming years, there is a plan to make some of these resources available online so that the students enrolled in the program can remotely access the equipment and perform laboratory experiments as required in the courses. Software tools can be accessed remotely. The School of ECBE plans to incorporate some of these software tools into new and existing courses, that can fulfill the curricular requirement and help better assess the program outcomes.

The School of Computing has added three tenure-track faculty members in the area of Cybersecurity since Fall 2022. A few additional courses have been offered as technical electives for students in the MS program in Cybersecurity and Cyber Systems. These include CS515 Computational Blockchain, CS525 Security Issues in Cloud Computing, and CS535 Advanced Machine Learning with topics on adversarial learning algorithms to enforce information security and privacy. Two additional new hires are expected to start in Spring 2024. Their specialized areas cover network security and IoT. The School expects additional course options for the MS program in Cybersecurity and Cyber Systems. To encourage our undergraduate students to pursue an MS degree from this program, the School of Computing restructured our tracks of study for both BS and BA programs in 2021. Computer science majors can use their electives to form an optional track in five different computer science areas, including cyber security; data science; artificial intelligence and machine learning; software engineering and system development; and computer networks and distributed systems. Computer science majors must take three courses (out of their 400level electives) on a particular topic to receive a certificate in that area. The course list for the Cybersecurity track includes CS408 Applied Cryptology, CS413 Digital Forensics, and CS415 Network Forensics. This will incentivize undergraduate students pursuing the Cybersecurity track of study to

continue pursuing an MS degree in Cybersecurity and Cyber Systems. The School also actively involves students in the MS program in Cybersecurity and Cyber Systems in our outreach activities and external competitions to broaden their experience. For example, Tyler Joseph, who enrolled in this program in Fall 2022, participated in a team with 5 other CS graduate students in the Department of Energy’s Cyber Force Competition held on November 5, 2022. The competition aimed to enhance participants’ knowledge of the critical infrastructure and cyber security nexus, the awareness of hands-on cyber education to college students and professionals, as well as a fundamental understanding of cyber security within a real-world context. The 2022 Cyber Force Competition included a range of Cyber Security activities related to renewable energy scenarios involving an electric vehicle manufacturing plant and its solar power generation facility. 144 teams from 108 institutions across the nation participated in the 2022 Cyber Force Competition. The SIUC team, Cyber Salukis (Team-108), placed 16th, which is a laudable accomplishment.

We anticipate more students in the MS Cybersecurity and Cyber Systems to continue participating in such activities.

Advertising and promoting the program has been somewhat challenging given the availability of limited resources. Any support along the line can benefit the program. Regarding outreach efforts, the school of ECBE is promoting the program through its Industrial Advisory Councils (IAC). Hopefully, the college will promote the program by reaching out to alumni through the SIU Alumni Foundation and via advertisements. These efforts, in the future, could attract potential students who could benefit from as well as contribute to its success.

These efforts led to a recent increase in enrollment. As of 1/12/2024, there are 10 registered students in this program. Further evidence of the demand for this program was provided earlier in Section 5.2.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Degree	Enrollment				Completion			
	F21	F22	F23	3 Year Avg	FY21	FY22	FY23	3 Year Avg
M.S.	3	1	5	3	0	0	0	0

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Radiologic Sciences Cardiac-Interventional Radiography (B.S.)
3. **Date:** October 3, 2023
4. **Contact Person:** Sheryl A. Tucker, 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:

- Katilyn Sullivan, Assistant Instructor, School of Health Sciences, Southern Illinois University Carbondale

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

No major changes in the program were discussed or implemented. The program is in its 3rd year. Some issues arose during the unit's analysis of the data and they list potential changes they are considering. None would be considered major.

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

- 1) Per the CI Assessment Plan 2022-2023 report, all benchmarks were met for the year, save two (1.3, 3.2). Those had no data (see below). For three others, ideas for improvement arose from the data and are listed below.
- 2) For Goal 1.1 (Graduates indicate satisfaction with program), while the benchmark was met, student feedback is leading the unit to consider adding a lab component for Track 1 students.
- 3) Goal 1.3. Graduates passing the ARRT exam. Neither cohort has taken the exam yet and the unit therefore has no data.
- 4) Goal 2.2. Students studying for ARRT exam in various ways. A failed student (removed from program) has led them to consider stricter policies about turning in assignments. (The Goal was met, but unit review may produce change).
- 5) Goal 3.2, Graduates participating in continuing education as measured by 6- and 12-month post-graduation surveys. No surveys were returned. The unit promises in 2023 that "more contact and encouragement" will be used to obtain completed surveys.

Dean's office observation: this will be a continual problem. Units across the college (and university) are struggling with tracking graduates. The only motivation former students have for completing assessments 6, 12, 18 months after graduation is

whatever goodwill they hold for the unit. Units get no cooperation from the Foundation in the form of lists of alumni name and addresses (I guess the Foundation is worried about units poaching donors).

- 6) Goal 6.1 Track 1 students are satisfied with clinic sites. One student interning at DePaul encountered a lack of staff toward the end of the clinical. The unit plans to address this with the site. The goal was met; this was the only site issue reported.

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

Not applicable. Third year review of new program.

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

While all benchmarks save one were considered met, the unit discussed some changes it believes will improve the program. This are listed above in 5.2. Nothing specific was stated or proposed.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Degree	Enrollment				Completion			
	F21	F22	F23	3 Year Avg	FY21	FY22	FY23	3 Year Avg
B.S.	7	16	27	16.67	0	0	2	0.67

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Radiologic Sciences (M.S.)
3. **Date:** July 8, 2024
4. **Contact Person:** Sheryl A. Tucker, 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. Breanne Pleggenkuhle, Associate Professor, School of Justice and Public Safety, Southern Illinois University Carbondale
- Dr. Robert D Adams (FASRT, FAAMD), Director and Assistant Professor, University of North Carolina at Chapel Hill, Department of Radiation Oncology, UNC School of Medicine

The program is poised to grow and has many exceptional qualities and strong leadership.

Major recommendations were to continue current practices, consider future asynchronous on-line offerings, and the unit should help faculty support professional development including courses.

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

There were few major changes to the program. Some curricular reorganization, better methodological approach to collecting assessment data and linking that data with specific SLOs.

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 programs SLOs are appropriate, that the unit is collecting the data it says it is in the manner outlined in the self-study. The data shows student performance met or exceeded the SLOs.

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

The reviewers found the whole unit examined assessment data and made curricular changes as a result which the team lauded and deemed fit changes to make.

The unit reported in its self-study it had made programmatic changes: cross-referencing several courses with the Master of Health Administration; eliminating the internship

course which streamlined the degree process. It also reported faculty changes, though it represents a standard churn of faculty.

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

The sum of the report’s recommendations are for the program to keep doing what it is doing, the way it is doing it. It does suggest the unit explore more asynchronous educational opportunities in the future.

The report also strongly recommends that the university support the program’s faculty with adequate professional development as their certification requires mandatory continuing education.

6. Outcome

6.1 Decision:

Programs in Good Standing

Programs Flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

Degree	Enrollment				Completion			
	F21	F22	F23	3 Year Avg	FY21	FY22	FY23	3 Year Avg
M.S.	27	37	38	34	12	9	16	12.3

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Sociology (B.A., M.A., Ph.D.)
3. **Date:** January 25, 2024
4. **Contact Person:** Sheryl A. Tucker, 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. Melinda Messineo, Professor of Sociology, Ball State University
- Dr. Carol Walther, Professor of Sociology, Northern Illinois University

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

The recent CoLA reorganization and budget challenges, along with faculty retirements and resignations, comprised the largest change in the program. As a consequence, all three programs underwent considerable declines, even when considering the decline in faculty FTE (8 FTE in 2014 to 6 FTE now) and SIU enrollment (11,873 in 2014 to 6,868 in 2023). Enrollment in the BA program declined significantly and is below the IBHE threshold for a low-enrolling program. In addition, the percentage of sociology majors to total SIU's full-time enrollment for this review period decreased by 58% (from roughly 31 to 18); the ratio of sociology majors to the number of faculty FTE decreased by 37% in this review period (from 3.875 majors per faculty to 2.83 majors per faculty). Clearly, the addition of 2.5 more faculty between 2022 and 2023, and the decrease in first majors, helped decrease the majors/faculty FTE ratio.

The SOC MA program has been a consistently low-enrolling and low-graduating program since 2015; the PhD program is above the threshold in enrollment but has also seen a decline in graduates since 2020 (in 2022 the PhD program became IBHE low-graduating). Currently, as the external review indicates, the graduate programs have rebounded with 5 students in the MA and 15 at the PhD levels, all making significant progress towards graduation.

The self-study pegs a direct relationship between these enrollment declines and SIU's decrease in enrollment generally. Though this is undoubtedly the case, other factors such as the lack of curricular interdisciplinarity, external internships opportunities, and integrated workplace relevance also have a deleterious impact on the number of sociology undergraduate and graduate students.

The overall decrease in faculty, in addition, directly impacts the student experience in multiple ways: the ability to innovate with the new courses; a decline in diversity of faculty; and a decline of simply the number of sections needed for students to successfully navigate the program (unquestionably, this also affects the choices available to students in the core curriculum as well). Undergraduate students who were interviewed reported they felt uncertain about what to do with a sociology degree.

Both the Self-study and the External Reviewers noted major changes in the M.A. and Ph.D. programs—the most notable being the severe decline in the MA program and the lack of enough faculty (currently Sociology has 6.0 FTE for all three programs) to mentor and advise undergraduate and graduate students (especially through theses and dissertations). This move had at least two direct consequences to the graduate programs in sociology: the loss of 2 FTE since 2014 and several sections (a marked decline in overall credit hours produced); and the loss of most faculty diversity that once existed in the program, leaving it with a mostly male, mostly white faculty. In addition, both graduate programs now have very low enrollments.

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

The external review team offered nine recommendations for the undergraduate program. For the sake of brevity, I'll combine a few to make five since they are closely related:

- 1) Use the National Association of Colleges and Employers (NACE) competencies to communicate what transferable skills sociology brings and scaffold career preparation throughout the curriculum. The external reviews suggest steps such as integrating these competencies into syllabi, providing more awareness of job opportunities generally, focus on transferable skills, articulate specific career paths, and include faculty in these efforts so they are also more aware of the contemporary applications to the workforce. They also suggest turning an unfurnished room in the program into a student lounge with this kind of information posted and made available to students.
- 2) Increase marketing and communication efforts highlighting the strengths of all programs, especially around ADEI efforts that are so prevalent in sociology coursework. These faculty are highly affiliated with other efforts on campus and, in these interactions, could help get the word out about this expertise in sociology. The reviewers “encourage the [program] to amplify their expertise in topics and issues connected to diversity, equity, access, and inclusion.” Such marketing efforts for the new minor in Social Justice will also benefit from this.
- 3) Update and revisit the sociology curriculum. Reviewers especially noted adding qualitative and quantitative statistical analysis throughout the curriculum. They also note the possibility of further integration with the other programs in the school (anthropology and political science).
- 4) Improve the overall assessment plan for sociology. Adding job placement, on-time graduation, and graduate school admissions to the assessment plan, as well as making sure the current assessment outcomes produce useful data. Specifically, the reviewers note the possibility of using portfolios for assessment, which will provide

students a place for reflection and integration—in addition to exit surveys. The reviewers also suggest incorporating online learning into the overall assessment plan (and the need for learning outcomes specific to that).

- 5) Evaluate and balance faculty service as part of the overall workload in a more deliberate way.

The external review team did not offer any recommendations for the graduate program, but within the report a few are evident:

1. The graduate programs are in decline and need to be reassessed as to whether they are sustainable given the current faculty composition.
2. Assessing only one outcome for the MA program is insufficient. The graduate programs both likely require another look at their assessment plans and make them more robust—perhaps including placement data as part of the assessment.
3. Though the PhD program has a strong reputation and is largely successful in placing graduates, the current number of faculty FTE creates an unsustainable thesis and dissertation advising load distribution.

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

Instructional Resources and Practices

- Between 2014 and the spring of 2022, faculty FTE who teach in the major and in the graduate programs declined from 8 to 4, or 50%, while the university's faculty numbers have declined 12%. Since 2022, sociology hired 2.5 faculty, bringing them to 6 FTE total (a decline of 25%, which is double the decline experienced by SIU in the same period).
- The cost study data in the self-study reveals that the BA program consistently costs more per credit hour than the state average for sociology programs, but they are lower than SIU's average program cost as a whole. This cost is expected to improve with the recent 2.5 FTE hires for sociology. The MA program costs twice as much, though lower for the university as a whole. The PhD program costs less than the state average for sociology programs (and below the cost of PhD courses at SIU); this cost remains about the same as the state average generally and below the cost of PhD courses at SIUC.
- The reorganization modestly reduced the overhead cost of instruction since the last review (estimated 5-10%), but the decrease in staffing may have outsized effect for the graduate programs.

Curricular Changes

- The BA program made few changes during this review period. Three courses have been eliminated from the course catalog. The program is reviewing courses and improving the variety of courses offered. The internal review concludes that it is currently able to offer enough sections to keep the BA

program meeting student needs, though it also concedes that it must offer fewer elective courses with current faculty levels.

- The external reviewers recommended adding capstone courses for the curriculum, as suggested by the American Sociological Association;
- Faculty made two changes to the graduate program curricula: they condensed two theory course requirements into a single course requirement; and they reduced the number of required elective seminars from 5 to 4 to increase coverage efficiency;
- As faculty numbers declined during this review period, the graduate program has also not been able to offer sufficiently diverse elective courses.

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

Both the self-study and the external reviewers assessed the current state of the sociology program as experiencing an enrollment decline. The undergraduate program and the MA are both low-producing, the curriculum needs refreshed, and it needs to take more advantage of the recent medical sociology expertise present. Additionally, the PhD program is graduating too few students as well. The reorganization and budget cuts have clearly taken a negative toll on sociology: its faculty, programs, and students. Given recent hiring, however, time will tell if the sociology program can turn itself around. If it is to be sustainable, five substantial changes are required:

- 1) Review and revise the undergraduate and graduate curricula focusing on current strengths and a vision for a focus area for the future of sociology at SIU, especially with an emphasis in medical sociology. Consider building on the new minor in Social Justice by also adding a certificate version;
- 2) Once the curriculum is revised and the focus determined, hire 1 faculty within two years to implement it, stressing faculty diversity as well as interdisciplinarity with these hires.¹
- 3) Overhaul the current assessment plan to align the new curriculum with the vision for the programs in sociology—keeping in mind the reality of what can actually be regularly taught, given a realistic view of resources; consider the changes suggested by the external reviewers around including a capstone course, requiring internal and/or external internships, and assessment outcomes.²
- 4) Set out to build interdisciplinarity, community, and other kinds of connections within the School of Sociology, Political Science, and Sociology, as well as in other

1 Sociology needs to deliberately hire enough faculty to move from 25% loss (after the 2022-2023 hires) compared to the 12% loss experienced by the university at large (according to the numbers provided by the provost). This translates to an expected loss of 1.44 faculty rather than what will soon be the case (6.5 FTE loss). Strictly by math, this would mean one additional FTE for sociology will roughly be at the same level of faculty lost within the university as a whole

2 Assessment plans are meant to be living documents that can change as programs change. The external reviews concluded that the outcomes need improvement, in both number and the quality of data produced. Assessment could be exactly the tool needed to make sociology sustainable again.

areas at SIU such as the School of Africana and Multicultural Studies, the Paul Simon Public Policy Institute, student organizations, the Medical School, and local non-profits.

- 5) Consider pausing the MA program until there are sufficient faculty and/or resources to address its “low-producing” status, either by reforming the existing program into an online program, or by reimagining it as an interdisciplinary program within the school at large

There are other important factors here that may be built out later, but in the interest of not *adding* to the administrative and service burden that already exists in sociology, these additional items may need to wait until new instructional resources are added (such as adding a fully online MA program). If requested, CoLA will support a retreat/workshop for faculty in sociology to have dedicated time to address these five items above and carve out a new future for all of its programs.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Degree	Enrollment				Completion			
	F21	F22	F23	3 Year Avg	FY21	FY22	FY23	3 Year Avg
B.A.	18	17	18	17.7	9	7	2	6
M.A.	5	5	3	4.3	1	0	2	1
Ph.D.	17	15	16	16	2	0	0	0.67

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Bachelor of Science in Accountancy
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Bachelor of Science in Accounting (BSA) program curriculum has been rigorously updated based on the 2017 BSA program review recommendations. Those updates have contributed to the recent improvements at the BSA program. The BSA program has been offering quality accounting education (in both its course offerings and the quality in the program), as observed in the improving trend in a better CPA exam pass rate compared to the 12 universities in the SIUE comparative region. The BSA program is making a strong effort to ensure their curriculum stays relevant and is working on extending its regional footprint, recruiting students and maintaining high standards of excellence through its curriculum and its faculty productivity.

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

The recommendations of the review team focused on increasing the gender and racial diversity of the student body and further improving graduation rates. One additional recommendation related to enrollment is for the program to review comparative enrollment data from peer institution to determine what is optimal enrollment for the program. Finally, the review team also recommended increasing opportunities for students to engage in research while pursuing their education.

Evidence of learning outcomes:

Student performance at the CPA exam is impressive and demonstrates the quality of the program compared to other peer institution. The program also uses the senior assignment as one of the program's assessments of student learning. The structure of the assessment using the senior assignment appears thorough with the following three different required activities such as reviewing 10-K fillings for multiple companies, writing a research paper and making a presentation (to the BSA faculty

member and Advisory Board). As a result, the CPA exam pass rate is above the average of the 12 academic institutions around SIUE (i.e., the BSA at SIUE’s ranking is above 6th (median)).

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

First recommendation asked the department to utilize tools to measure the impact that its degree programs have in terms of economic impact in the region or community especially with respect to placement and career progress of its graduates. The BSA responded to this recommendation by utilizing “LinkedIn profile” (as suggested by AACSB). However, the self-study report does not describe how the collected “LinkedIn profile” is utilized. The second recommendation asked the Accounting Department to review its criteria for faculty qualifications specifically with regard to Scholarly Academics and how the status is assigned to college administrators. The BSA program responded to this recommendation by stating that it has amended the policy to require Chairs to have regular publications to maintain Scholarly Academic status.

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

1. The program will continue its work to recruit and enroll a diverse student body, inclusive of gender and racial groups.
2. The program will study the possibility of offering additional research opportunities for students, including a larger engagement with URCA and other high impact practices across the curriculum.
3. The program will continue its effort to increase enrollment and improve the student experience in advising and mentoring.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The BSA program has been offering quality accounting education as observed in the improving trend in a better CPA exam pass rate compared to the 12 universities in SIUE neighbor region and continues to keep the curriculum relevant. It should be commended for its effort and encourage to maintain high quality course offerings while also growing the diversity of its student body.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24*	3-yr avg (FY21-23)	3-yr avg (FY22-24)
BS Accountancy	192	150	160	184.33	167.33	77	77	51	59	68.33

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Science in Accountancy
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The MSA program is well regarded with positive ratings by students and praise for its academic rigor, further evidenced by superior performance by students in CPA pass rates compared to other peer institutions. Students are also able to pursue internship opportunities and job placements. Students are encouraged to take the CPA exam and a moderate percentage of them excel in it. The program also offer great professional training for the students to fit into the job market. The program has made three changes in the curriculum. Those three changes include the creation of a new tax course (ACCT 552: State and Local Tax); the creation of the MSA Online path and revamping ACCT 510: Accounting and Its Environment.

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

Overall, the MSA program appears to be a strong graduate program with a few areas that present an opportunity for improvement. The review committee identified three recommended areas for improvement. Those areas of improvement are 1) student diversity and a detailed description of diversity, equity, and inclusion initiatives in the program, 2) intentionality and structure as it relates to student advising, and 3) clearer course names so that students can easily identify the focus of the course (e.g., international accounting procedures in ACCT 510, data analytics as appropriate in specific courses, etc.). For example, including the phrase “data analytics” in course names or concentrations, as appropriate, to make the coverages of the topic clearer.

Evidence of learning outcomes:

Lightcast reports that of 193 SIUE MSA alums, 89% are employed in the accounting field and 71% reside in the region. Indeed, over 43% are employed directly in the standardized occupation code (SOC) “Auditors and Accountant” (SOC13-2011). Their estimated average wage is nearly \$67,000.” The

program also relies on projects spread throughout multiple courses that cover emerging and current topics in accountancy. These projects provide students with a hands-on learning component and practical experience working with real-world problems in accounting. The department's introduction of ACCT 596 Professional Accounting Experience which offers credit for internships or work experience has seen a high enrollment, meaning many students partaking in internships. Successful learning outcomes are also evident in the fact that SIUE consistently ranked 4th or 5th overall in terms of its students' CPA exam pass rates.

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

The previous Programs Committee recommended that the program consider diversifying the courses in which student benchmarks are assessed considering the current reliance on mostly two courses. The current review committee agrees that the MSA program adequately responded to this recommendation. To respond to the need to develop measures and tracking of research quality over time, the review committee agrees that the MSA program adequately responded to this recommendation by implementing journal quality review program especially adopting "quality review program" based on "point classification" (assuming that "point classification is a quality index (e.g., "impact factor"). The program developed a new policy ("Scholarly Academic Policy") by adopting the existing policy from the Accounting Department as its response to address the recommendation that faculty qualifications specially regarding scholarly academic preparation.

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

1. The program should increase its intentional efforts to recruit students from diverse backgrounds.
2. The program will also review and implement improvements in mentoring and advising programs.
3. The program will also look into diversifying course offerings in the area of data analytics in order to align the importance of new and emerging trends in business to the profession of accounting.

6. Outcome

6.1 Decision:

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

6.2 Explanation

MSA program appears to be a strong graduate program with a few areas that present an opportunity for improvement. With its potential to grow its enrollment by expanding the program online and adding a

STEM assigned CIP code, the program is uniquely positioned to draw a larger student body of applicants.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24*	3-yr avg (FY21-23)	3-yr avg (FY22-24)
Master of Science in Accountancy	37	48	52	40.67	45.67	29	27	38	26.67	31.33

*FY24 completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. in Business Administration
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Bachelor of Science in Business Administration (BSBA) program has many strengths. These strengths include a strong commitment to quality improvement and a robust well-established process that does not rely solely on university committees of assessment or accreditation reviews. The School has solid committees, administrators, and faculty who incorporate annual continuous internal program review in the form of the Assurance of Learning (AoL) process, written into their curriculum committee bylaws. The school has strong core courses, undergraduate learning goals across all specialties, and written undergraduate learning goals. Faculty are strong mentors as reported by students. In addition, faculty have industry experience. The school is proactive and responsive to suggestions from accrediting bodies and university program reviews. In 2019, the school began a complete overhaul of its specializations, which led to a phase-down of the CIS and Economics and Finance degrees and an introduction of the CMIS degree and cybersecurity specialization. A supply chain specialization was eventually added. These curricular changes are evidence that the school follows suggested changes for continuous improvement. The BSBA program has recently acquired multiple resources to augment student learning that include an instructional designer, an internship services office, credit-bearing internship courses, faculty development resources to sponsor faculty research, the WRDS premier business data platform for research and international travel study programs. School leaders were innovative in implementing differential tuition and boosting enrollment in the online MBA program. The school has built upon previous identified strengths and expanded its internship programs to include credit bearing internship courses.

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

The program review team signaled two problem areas related to the Major Field Test (MFT) performance, specifically legal and social environment competencies, where students' scores appear low. The

program is encouraged to explore the possible causes for low scores in this area and create interventions to address the deficiency. Some students reported lower satisfaction with advising, which might be an area of improvement. The program review team also recommended including information related to student engagement and collaboration. Additionally, there was expressed concerns via faculty surveys that that the support for faculty scholarship could be improved. Finally, the program is encouraged to expand on inclusion efforts beyond the one-day orientation mentioned in School of Business program review report.

Evidence of learning outcomes:

The BSBA program utilizes a variety of benchmarks to determine that students are meeting program outcomes, including a senior assignment that challenges students to analyze an organization based on financial, industry, and company criteria and the Major Field Test (MFT). Unique and high-impact practices to measure the school's outcomes include evaluating presentation skills through AI avatar interactions. Each year, the School of Business engages in an Assurance of Learning Process in which course data is collected and sent to Program Directors, and then a report is sent to the Associate Dean. These reports are reviewed by the School's Curriculum Committee and compared against standards from previous years, feedback is given to Program Directors. In the late Fall, these reports are shared with faculty to gain input and suggestions for continuous improvement.

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

The School of Business continues to grow internship opportunities for undergraduate students. This was a program strength identified in 2017 and continues to be a strength of the program at the time of this interim review. In 2019, the School of Business launched an internship services office and provided internships to an average of 45 students a year for the last three academic years. In addition, since the 2017 review, the School of Business added credit bearing internship courses in five of its undergraduate disciplines. Recommendations for change set forth in the 2017 program review included restoring access to research databases and travel funds to boost faculty scholarship contributions and improving faculty to student course ratios. Since the 2017 review, the school secured WRDS a business data platform for research in 2020. In 2019, the school also began offering faculty funds for research in the amount of \$1,500 every other year. It appears that several faculty and staff have taken advantage of this opportunity, but it is unclear how many scholarly products have come about from faculty because of this financial support. Travel funds to present research are offered through the graduate school and faculty development funds but the School of Business does not present data on how many times these resources were utilized. At the time of the previous review, the School of Business was down six faculty. The school had a dramatic financial improvement from 2017 due in part to differential tuition, a boost in enrollments in the Master of Business Administration (MBA) Program, and a SIUE Innovation Grant. These efforts were made to increase the number of faculty to improve student to faculty ratios. In 2023, the School of Business continues to have some challenges in the number of faculty on staff available to teach. There are 53 faculty (Tenure Eligible and Instructors) compared to 48 in 2017. Therefore, there has been some success in increasing the faculty since the last review. In addition, the school, following accreditors recommendations, streamlined degree offerings by eliminating the MS in Economics and Finance Degree, phasing out the BS in CMIS and Economics and Finance to create more robust specializations with the BSBA degree in these specializations. The school has reduced course capacities in several major courses since the last program review despite continuing challenges with the lack of faculty available and the increased demand of faculty to teach in the MBA program.

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

1. The program will continue to review and improve curriculum offerings and monitor students' performance on foundation knowledge.
2. The program will continue its efforts to enhance the student experience in the area of advising and other student support.
3. The program will continue to promote the existing support for faculty scholarship and research.
4. The program will continue to increase its initiatives related to diversifying the student population, as well as infusing the curriculum across all specializations with relevant content in the area of ADEI.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The BSBA program has been commended for its excellence and continuous improvement efforts. The school has an internal framework focused on outcome assessment and continuous improvement. The school is responsive to accreditation and university recommendations for continuous improvement. Numerous high impact practices are utilized in courses throughout the curriculum. Efforts and creative solutions to boost enrollments and improve the fiscal status of the school have been successful. We encourage the school to engage students in giving feedback for program improvement and to explore concerns about satisfaction with advising experiences.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24*	3-yr avg (FY21-23)	3-yr avg (FY22-24)
B.S. in Business Administration	682	708	724	668.33	704.67	245	300	297	313	280.67

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master's in Business Administration
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The MBA program has many strengths thanks to the efforts of administrators, faculty, support staff and students. These strengths include responding to the recommendations provided by accreditors and university program review, students, and faculty. The MBA program is innovative and responds to the needs of adult learners through its online delivery of courses in a seven-week format. Enrollment has skyrocketed since the last program review thanks to diligent efforts to revamp the program and its specializations to include Health Administration and Management. The program has been innovative and proactive in recruitment strategies for graduate students. There have been many valuable additions to the team, such as an additional graduate advisor, an instructional designer, and additional faculty members. The School of Business has well-qualified faculty who are dedicated and have high satisfaction ratings. The school supports faculty research by offering research project start funds and awards. In addition, the school has made clear recommendations to faculty on which journals are suitable for publication to aid in the scholarship requirement for tenure-line faculty. The program is dedicated to continuous improvement and a major strength of the program is its annual Assurance of Learning (AoL) internal processes. As a result of commitment to excellence, the MBA program has a high quality well mapped curriculum to assure that program graduates have met professional competencies in the field of business.

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

It is recommended that the School of Business consider hiring another academic advisor for the MBA program. With the MBA program being almost entirely online, the advisor is likely one of the main points of contact with SIUE for the MBA student. The additional advisor may relieve some of the workload from the two current advisors. The review team also recommended a mentorship program. One possible suggestion on how to connect with students would be holding a synchronous lecture once a semester in

each course. The team also suggested sending annual surveys during the middle of the Spring or Fall semester, to avoid the impact of grades, workload, and graduation on the responses of both students and faculty. The MBA program may also wish to conduct exit interviews or focus groups to soon-to-be graduates. Support within the School of Business for MBA faculty was mentioned in university workshops and monetary support of research start up. However, internal support for teaching and faculty-to-faculty mentoring was not mentioned. We recommend internal teaching development workshops to share teaching methodologies and trends, such as faculty “brown bag” lunches on high-impact practices, course design and evaluation methods, and research ideas and resources.

Evidence of learning outcomes:

The MBA is a practitioner degree. The MBA program has an extensive, well mapped plan for accessing student competencies. Multiple methods are employed across the MBA curriculum to measure student competencies. Many changes have been made in the MBA program due to university and internal assessment. The program has developed and completely mapped out how MBA students are assessed in terms of competencies. These changes were the result of assessment and accreditation requirements. Assessments of student’s achievement of competencies are mapped down to each course and each assignment rubric. No singular method is used to assess competency, but rather multiple methods of assessment are utilized. An example of the various methods of assessment used to measure competencies include, but are not limited to, simulations, exams, case papers, case analyses, and the capstone project.

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

Reviewers commend the School of Business for their proactive response to recommendations set forth in the previous program review. The previous program review first recommendation was to “closely monitor MBA program enrollment trends”. In Spring 2019, the MBA program launched an online accelerated option which allows students to complete courses in 7 weeks and progress faster through the program. Some students can complete the 36-month MBA program in one year due to this option. These changes in how students take classes support the needs of adult learners. The program went from a total enrollment of 112 in 2017 to 414 in Fall 2023. It is also commendable that the program used generated revenue from increased enrollment and differential tuition to invest in program improvements. Much work and the addition of positions to support the growth of the online accelerated program occurred including the addition of instructional designers, facilitator support, and an additional graduate advisor. Faculty has been added. In 2017 there were 48 faculty, in 2023 there are 53.

In the previous program review, student dissatisfaction with availability of elective offerings was noted. Students can explore new specializations and electives and advisors now work with students to set up their entire degree schedule to assure that there is adequate access to elective courses.

An additional recommendation made by the program review committee was congruent with a previous recommendation made in the Association to Advance Collegiate Schools of Business (AACSB) report. The recommendation was to track faculty research quality and the economic impact of the program in terms of graduate workforce impact in the local region. The school was responsive to this suggestion and responded by developing a standard list of journals considered of quality for publication. This was to inform and improve the quality of publication journals. It appears that the overall percentage of faculty with intellectual contributions in the different specializations (Accounting, CMIS, Economics, Finance, Marketing, and Management) ranged between 80 to 100% for the last accreditation period. It

seems that the quality of journal rankings in which MBA faculty publish has improved or remained constant in the 2016–2021–time frame, the time frame since the last program review. Currently, the school tracks undergraduate and graduate alumni through the social media platform LinkedIn. Most MBA students already have professional roles at organizations but use the MBA degree to advance within their organization or gain promotion.

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

1. The program will continue to seek effective ways to incorporate feedback from students into the program continuous improvement efforts.
2. The program will study and evaluate the need to improve the advising experience for the growing number of students in the MBA specializations.
3. The School of Business will continue to enhance the visibility of course support and instructional development resources available to faculty.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The MBA program has experienced tremendous growth through creative and innovative approaches. Enrollment has increased due to these efforts which include converting the MBA program to being almost exclusively online to meet the learning needs of working adults. New programs were developed to meet industry demand, including specializations like Health Administration. There are opportunities to improve advising, mentorship, faculty development and support, and student engagement and feedback for continuous improvement.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24*	3-yr avg (FY21-23)	3-yr avg (FY22-24)
Master’s in Business Administration	444	381	419	405.67	414.67	204	200	192	182.33	198.67

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville

2. **Program Reviewed** B.S. in Early Childhood Education
B.S. in Elementary Education

3. **Date** 2023-2024

4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Undergraduate Elementary Education and Early Childhood programs in the School of Education, Health, and Human Behavior are accredited by the Accreditation for Education Preparation (CAEP). The program make note of adjusting to current standards and changes in the education professions. Their accrediting body and the state of Illinois hold them to standards which must be met, thus ensuring continuous improvement. The changes made by the program also are reflective of changes following COVID. The programs use a variety of methods to support learning and meets regularly to discuss student needs and ensure student success. The programs insert theory and concepts into several classes throughout a student’s progression. The programs’ faculty strive to maintain rigor by assuring that students are obtaining the knowledge, skills, and professional development expected of students graduating in the programs. Some faculty have integrated childcare and early education experience into the coursework and encouraged students to participate in ECE-related extra-curricular and professional development activities. Students also earn the Gateways ECE Level 5 Credential to ensure that every student is ready to teach effectively. The ECE program is part of the state Early Childhood Access Consortium for Equity (ECACE) initiative which focuses on accessibility, equity and inclusion for ECE workers. The ECE program has implemented this initiative in their program admissions and degree completion. Both programs have worked to integrate the new Culturally Responsive Teaching and Leading Standards across their program courses.

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

Finding #1: Under-supported faculty. The department is currently understaffed, and current staff are pulled in a myriad of directions preventing them from succeeding to their fullest potential.

Recommendation #1: Hiring of additional tenure track faculty or one to two instructors to evenly distribute the workload of the department.

Finding #2: Under-supported program administration. The program director is performing many tasks over the summer to complete enrollment and application review duties.

Recommendation #2: Hiring office support staff, especially during the summer to conduct some of these tasks to ensure current faculty are not overloaded.

Finding #3: The formation of informational hubs and repositories for student needs and information. The accrediting body highlighted several recommendations for student repositories and generalized hubs for information which students could easily access.

Recommendation #3: Continue to troubleshoot and brainstorm what these information hubs would include and require.

Evidence of learning outcomes:

The students are supported in the programs. Students who reach out with external stressors are supported by a full-time advisor and faculty who meet on a regular basis to address any issues for students. The students are successful throughout the programs, gaining knowledge from experienced faculty and a traditionally low attrition rate. Student success rates are in-line with those of other programs in the area. Additionally, the programs follow requirements from their accrediting body and the state of Illinois. Changes are frequently made based on Illinois state requirements. The programs also gained membership to organizations which would increase student exposure to education areas identified as a societal need. The programs have increased the students' exposure to Data-Guided Instruction.

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

The CAEP provided the program with several recommendations which were addressed in the programs' self-studies. Communication/housing of information and obtaining additional faculty were two areas which were highlighted in several recommendations. The programs have responded to each recommendation set forth by the accrediting body either in action or with a plan of action. The CAEP recommended that the programs continue to provide curriculum and course content which is up to date with current research. They additionally recommended that working from a university-wide scheduling matrix for course curriculum was not beneficial to the students and could impact retention and reputation through word-of-mouth marketing. The programs pointed out that they make attempts to "stack" course offerings to be mindful of students' time on campus and optimize time for student teaching opportunities. Most of their classes are offered in Founders Hall. The CAEP also recommended the program increase marketing efforts to increase student enrollment.

Increasing enrollment seems like it would be a challenge without additional faculty and/or university support staff. The recommendation for increased marketing fell in line with increasing program support as the programs are currently shorthanded. There have been some staffing changes since the last program review, and the department currently needs one tenure-track faculty member.

The CAEP also recommended increased communication efforts with the students and community. The programs agree that a centralized location for communication, including information about licensure, would be beneficial for all. The programs also utilized OneDrive more readily to house information and documentation for ease of use.

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

1. The programs will continue to work collaboratively with the leadership of the School to evaluate instructional needs and support areas of growth as well as the necessary support to sustain such growth.
2. Following CAEP recommendations, the programs will continue to seek opportunities to troubleshoot and brainstorm what repositories for student information can look like, including exploring options such as Blackboard Organizational Course Shells as well as other digital archival networks.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Overall strengths of the programs include the dedicated faculty and program director. They provide the students with a wealth of professional experience and maintain accrediting body and state requirements to ensure the success of their students. The full-time advisor is also a strength of the department as this person provides support to student progression. The programs have done a great job of addressing recommendations from the accrediting body given their resources.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)
BS Early Childhood Education	97	102	97	93.00	98.67	28	32	27	29.00	29.00
BS Elementary Education	188	174	161	179.67	174.33	57	61	64	59.67	60.67

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Doctor of Educational Leadership
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The unique structure of the Doctorate in Educational Leadership program provides considerably more support than traditional doctoral programs, allowing greater access and more success to a wider range of students. The strong and integrated ADEI focus is timely and valuable. Highly dedicated and hardworking faculty keep the program healthy, vibrant, and up-to-date. Faculty also highlighted the well-balanced combination of research and practical elements in the curriculum as a strength. The program has a very good reputation and can be truly transformational to many of its graduates. The program works diligently and successfully at balancing current theory with professional practice. Faculty are among SIUE's "master pedagogues." Recent improvements have been made to the screening admission process, the qualifying exam, and the overall program with the addition of a new course. At this time, evidence suggests that the screening and exam improvements have been useful.

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

Recommendation 1: Increase the number of faculty teaching in the Educational Leadership Ed.D. program through strategic hiring initiatives and/or expanding partnerships across programs within the School of Education, Health, and Human Behavior.

Recommendation 2: Consider reducing reliance on capstone as primary source of assessment data and mentoring/advising opportunity.

Recommendation 3: The program should continue to refine its screening process and monitor its recent testing and curricular changes and adjust if/as needed.

Recommendation 4: Relying on (optional) Summer teaching carries both risks and additional costs, and alternatives should be explored.

Recommendation 5: Look for ways to strengthen regional ties to encourage future enrollment. Monitor the health of related and feeder programs such as the Superintendent Program because the health of these programs directly impacts the health of the ED.D. program.

Recommendation 6: Consider adding a Higher Education strand. While perhaps not feasible at the moment, doing so in future might help offset politically-driven reductions in the popularity of the Superintendent program.

Evidence of learning outcomes:

The program does assess student learning adequately. This program invests considerable time and effort in its capstone experience, which is its primary assessment tool. While there is always room for improvement, the faculty constantly monitor and adjust the capstone as new data emerges. The capstone is an appropriate metric by which to assess student outcomes and aligns directly to coursework and learning outcomes throughout the program, earlier interventions may be useful to assess student learning benchmarks prior to the culminating project. As such, the program review team recommended reducing reliance on capstone as primary source of assessment data and mentoring/advising opportunity. This program has a good reputation among school personnel in the region due to the high level of scaffolding provided to students by a set of very committed faculty members.

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

There was only one salient recommendation in the prior review: increase the number of faculty teaching in the program. This was not accomplished. Determining actual FTE staffing levels in this program is challenging. The Educational Leadership Ed.D. program does not have its own corps of faculty, but rather shares faculty with multiple programs in the Department of Educational Leadership, primarily Educational Administration and Diversity and Equity in Education. While new faculty have begun working in this program, others have either left or been re-assigned. A new faculty member has recently been hired who intends to teach in the Educational Leadership Ed.D. program in the near future, but the number of program faculty actively teaching in the program at the time of this review (three faculty, including the program director) was fewer than the number of faculty teaching in the program at the time of the last program review (four faculty).

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

1. The program will continue monitoring faculty numbers and evaluate the need for new hires.
2. The program will focus on introducing additional assessment data points, as well enhancing mentoring and advising opportunities.
3. The program will also refine its screening process and monitor its recent testing and curricular changes and adjust if/as needed.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The program has a uniquely scaffolded and well-structured sequence of courses that meet student learning benchmarks and keep students on track to complete their degree. The program is exemplary in its commitment to embedding ADEI into its curriculum and in making continuous, data-driven changes to improve outcomes and student success.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21- 23)	3-yr avg (FY22- 24)	FY22	FY23	FY24	3-yr avg (FY21- 23)	3-yr avg (FY22- 24)
Doctor of Educational Leadership	38	34	31	35.00	34.33	17	32	11	19.33	20.00

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S/B.A. in International Studies
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The International Studies (INTS) Program was established in 2015 and this is its first program review. The program was designed as an interdisciplinary offering that builds upon the diverse expertise of SIUE faculty in many areas of global studies, while also offering the students flexible options to design areas of focus that fits their interest. Over the years, key strengths of the program have been its leadership, the value that the exposure to international and global perspectives through cross- disciplinary coursework and extracurricular activities offers to students, and the flexibility of the degree. The INTS curriculum is simultaneously robust while also providing flexibility for students to navigate the program. The three concentrations offer a range of experiences for students. Four core courses allow students to identify with the program and provide opportune moments for assessment, while a range of electives across many disciplines allow students a great deal of flexibility to pursue a wide range of interests. The Moreover, the review committee remarked that the program sets a standard of excellence through its social media presence, International Studies Day programming, and connection to international agencies and speakers in the area, providing high visibility of career options and networking opportunities for the students. Graduate of the programs have pursued advanced academic degrees in business, nonprofit, government, and international organization settings and have set a model and inspiration as well as served as resources, for the program’s current students.

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

The INTS program is in dire need of additional resources, including a dedicated support staff member, additional release time for the program director, and financial resources to aid in event planning and allay student costs for the study abroad requirement. The program, therefore, should continue to advocate for a greater investment from the College of Arts and Sciences and the University in these resource needs. The INTS program is an extremely valuable program to the College of Arts and Sciences

and the SIUE community, providing valuable exposure to global perspectives and cultures unique among SIUE undergraduate programs. The leadership and hard work of the program director has maintained the vitality of the INTS program and weathered the threat to enrollment presented by the COVID-19 pandemic. The program director should continue his excellent work in leading and directing the INTS program. Some faculty expressed concern about how program decisions are made, and a lack of awareness of the overall direction of the program and curriculum. Accordingly, there are opportunities for more collaboration and communication among affiliated faculty and the program director. Therefore, it is recommended that the program director organize a required all-faculty meeting or retreat at least once every semester for all affiliated program faculty. The INTS curriculum is simultaneously robust and rigorous, while also flexible to allow students to pursue a wide range of interests and career options. However, the current list of available electives is outdated and includes courses no longer offered by some departments. Additionally, some students find the extensive list unwieldy and difficult to navigate. It is recommended that the program should undertake a careful audit of its elective offerings to find out which courses are no longer offered at all, and which courses are offered most regularly. This information should also be communicated to students for the purposes of advising and course planning. The INTS program has a robust and logical assessment tool that tracks student progress at three different points. The assessment plan was developed in 2016–2018 and has not been reviewed since. Some faculty expressed a desire for more involvement in the assessment process beyond an invitation to review senior assignments each semester. The program should undertake a comprehensive review of its assessment process to ensure that the program is able to adapt in line with assessment data. This process should include as many affiliated faculty as possible. One possible improvement could be to enhance the student voice in providing suggestions to the program based on their experience at these three touchpoints. The exit survey can also improve by adding questions about first destinations for students. The program includes a study abroad component that faculty find to be very beneficial, and a unique opportunity for SIUE students. INTS students also enjoy the study abroad opportunity, but in interviews expressed some concern about its flexibility. International students are often unable to leave and then reenter the country, making a true study abroad experience impossible. Some students and faculty expressed concern about the study abroad requirement being financially prohibitive and disproportionately affecting students from disadvantaged socioeconomic backgrounds. The program director indicated that exceptions to the study abroad requirement are handled as needed on an ad hoc basis. Therefore, the program should revisit the study abroad requirement and make alternative possibilities for the requirement more transparent, including listing those alternatives on the program website. This would help address student concerns, while also potentially helping increase recruitment and retention.

Evidence of learning outcomes:

The International Studies faculty developed an assessment plan in between 2016–2018 and has implemented this assessment plan in subsequent annual performance reports. The plan includes assessments at the INTS 200 Essentials of International Studies course, following study abroad coursework, and in the INTS 499 senior assignment course. These appear to be logical touchpoints for assessment of student learning. To date, no changes have been made in the program as a result of assessment. The stated reasoning is that no problems have been identified. While the student learning outcomes have been met or exceeded by all International Studies students to date, there may be other assessment-driven opportunities to continuously improve the program. The program faculty can revisit the assessment process to ensure that the program is able to adapt in line with assessment data. One possible improvement could be to enhance the student voice in providing suggestions to the program based on their experience at these three touchpoints. The exit survey can also improve by adding questions about first destinations for students.

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

This is the first review for the International Studies program.

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

1. The program will work collaboratively with the College of Arts and Sciences to explore opportunities for additional administrative support.
2. The program director will develop a plan to have regular meetings with key instructional faculty to discuss curriculum and assessment outcomes as well as continuous improvement efforts.
3. The program will conduct an examination of existing electives to evaluate how they align with student needs and interests.
4. The program will revisit the study abroad requirement and make alternatives visible and flexible for the students.
5. The program will re-evaluate the assessment plan to include the ability to collect qualitative feedback from students as indirect measure of student learning outcomes. This effort should also involve key faculty members from various connected areas of study.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program received significant praise for being outstanding in many areas. Special recognition was also given to the strong leadership of the program director, Dr. Nastasia, who has been the inaugural and ongoing steward of the program’s success.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)
BS/BA International Studies	17	16	14	20.00	17	5	3	6	7.00	4.67

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.S. Management Information Systems
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The MIS graduate program is a STEM-designated business program. MIS is an applied business program that focuses on the areas of information systems; software development; computer system architectures; business intelligence and data analytics; information security; cloud management; and related management issues. The program has two specializations in project management and business analytics. A post-baccalaureate certificate is also available in business analytics. The majority of students in the MIS program were working professionals, completing program requirements as part-time students but recently more international students are enrolling in the program as fulltime students. Some of the changes that have been made include offering many electives in both hybrid and online formats, development of a new required course CMIS 538, addition of a new Post Baccalaureate Certificate in Analytics, and a new course, CMIS 562 Data Visualization. New students are now given an option of taking a non-credit, online, asynchronous course that covers the basics of accounting and information technology fundamentals to ensure they are prepared to be successful in the program. This program is accredited by the Association to Advance Collegiate Schools of Business (AACSB). An advisory board consisting of industry members provides recommendations on both undergraduate and graduate curricular change. These industry representatives also serve as stakeholders in the region that connect students with project management and employment opportunities. The personalized programs of study and planning for success for each student, which is overseen by graduate advisors and the program director, creates an individualized approach that promotes retention and program completion.

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

Evaluation of Student Learning Outcomes - This program saw a 300% admission increase in the Fall of 2022. As a result, the faculty has successfully adopted a capstone course to evaluate student learning outcomes which will evaluate student achievement of knowledge in a less laborious process. This new

procedure was implemented in the last academic year, so there is no long-term data supporting the use of this new evaluation process. The program should continue to develop the new assessment plan and monitoring of student learning outcomes for program assessment purposes.

Online Courses & International Students – The online pre-requisite courses that are required in the first semester for under-prepared students admitted to the program are primarily offered online. These are non-credit courses that students pay a fee to enroll in and complete. These pre-requisite courses used to be offered in-person, but lack of enrollment has eliminated this option. The program should continue to investigate ways to ensure all students, particularly the international students who may not be able to take online courses, are appropriately prepared to be successful in completing the program curriculum.

DEI – The self-study identifies a focus on DEI integration into the curriculum and alignment with changes recommended by the School of Business. The program should continue to explore and implement ways to promote, integrate and monitor DEI initiatives in student recruitment and retention and with the program faculty and their research.

Faculty Scholarship Transparency – While there are no specific operating papers for this program, the matrices for the School of Business are being modified. The program retains that many of its faculty have been published in reputable journals and integrate this research into their curricula. There is an ongoing concern from the external accreditor about the quality of faculty research and skills. The program should continue to address the AACSB recommendation on faculty research and development. Faculty should be provided with clear guidance on requirements for advancement and the opportunities and resources to achieve those requirements.

Faculty Support - Faculty and staff input on how the program can continue to improve and succeed is essential for continuous improvement. The concerns and needs of program faculty are not clear. The concerns and needs of faculty should be evaluated via another faculty survey, maybe in the spring (but before summer) and/or program faculty meetings. There is opportunity to investigate this topic to ensure all those involved in supporting students succeed have what they need to make that happen.

Student Support – Given the dramatic changes in enrollment in the last few years, the monitoring and controlling of enrollment should be continued with institution support. Methods for advising and mentoring students and methods to involve them in faculty scholarship, program activities and with industry partners should continue to be an area of focus.

Evidence of learning outcomes:

The presented data for the last five years indicates that students are either meeting or exceeding program and university learning objectives. Student exit surveys indicate that the students also feel that they were able to achieve the program learning objectives. In the last few years, the program enrollment has changed dramatically such that the previous program assessment procedures were no longer adequate. The program is currently working on a complete revision of the program assessment plan. Student learning outcomes were clearly defined in the previous assessment plan but these are getting overhauled with the new plan. Students now take a capstone course rather than just taking a final exam for assessment purposes. SIUE's MIS program completion rates have consistently grown in volume since 2018 and are aligned favorably with the EMSI Labor Market Research provided by the ERSA.

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

According to the Fact Book data, enrollment in the MIS program is no longer an issue. The fact book data indicates that the CIP Code was changed in FY2016 from a business code 52.1201 titled "Management Information Systems, General" to a computer and information sciences and support services code, 11.0101 titled "Computer and Information Sciences, General." For years before the change enrollment

in the MIS program had been steady then dropped significantly immediately after the code change then gradually began to increase, but not quite up to previous levels. Then there was a substantial increase in enrollment in 2021 doubling the number of students in the program and then abruptly in 2022 there was over a 300% increase in enrollment which undoubtedly overwhelmed the program dramatically. The enrollment has now decreased to more manageable levels but is still more than three times what it has historically been, even before the CIP code change. So the program has undergone some dramatic shifts since the last program review. The assessment process is being overhauled such that the previous exit exam has been replaced with a new capstone course. New assessment measures are being developed and the entire program is in the process of revision in response to rapid changes in enrollment and type of student in the program as discussed in Item 1) above. The program is continuing to address the first of the three listed 2016 AACSB items. The items involved concern by the AACSB about tracking the quality of faculty research. The AACSB prefers pedagogical type publications. The program continues to develop a list of research publication journals for faculty. The program also strives to ensure other methods are implemented to measure faculty research impact including article citation count and the impact of research to the society and community. The second and third items under this recommendation were addressed and resolved by the AACSB in 2021. The School of Business posts information on program graduation rate, program retention, program persistence rate, and median credit hours to the degree. Graduate placement rates are posted with 2020 being the most current available on the website. The AACSB determined that this issue had been addressed and was resolved in 2021.

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

1. The program will revise its assessment plan improve collection of student learning outcome data and its analysis to guide continuous improvement.
2. The program will continue continuous improvement efforts regarding the international student experience, such as mentoring and advising and other student support initiatives.
3. The program will continue to strategize on implementing further DEI effort in recruiting students, but also integrating those in the curriculum.
4. The program will address the AACSB recommendation on faculty research and development.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The program has recently experienced a huge increase in international enrollment which has created additional pressures on faculty and resources. Curriculum adjustments to address the needs of international students entering the program are required to avoid a negative impact on course

progression for these students. The program recognizes the need for and has worked to develop a diverse faculty and continues to find ways to attract and support a diverse student population.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)
Master of Management Information Systems	37	48	52	40.67	45.67	29	27	38	26.67	31.33

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Master of Marketing Research
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Master of Marketing Research program (MMR) has solid curriculum and a committed faculty. Faculty have asserted their commitment to the program and its students, through constant engagement and through their eagerness to develop program content that remains current and in-line with emerging trends within the MMR field. They do this through their expertise or by the introduction of seminars and competency-based workshops related to the MMR industry. This is also shown in the willingness of program Alums to give back to the program as a constant source of support in identifying new internships, job opportunities and financial support, to name a few. Another strength of the program comes from their internship program, which is one of the most unique programs in the country. Most MMR students graduate the program with at least 1 year of part-time work experience in a marketing research role. The MMR program appears to have a strong advisory board that is responsible for keeping the program current with industry standards and expectations. This board has contributed over \$100,000 to the program in the past years. The program collects and analyzes data on the program quality and works to address issues or concerns supported by the data. For example, when data showed the faculty did not feel the program was “timely and up to date,” the faculty put in the required work to modify the curriculum and assessment practices to meet industry standards and improve the overall quality of the program. This new program design will be launched in the Fall 2024 term. The program continues to produce quality graduates who gain employment in the field almost immediately upon graduation.

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

The review team delivered two major recommendations. The program should accept marketing assistance and Graduate School funding to enhance recruiting efforts. In the past, the program has rejected funding from the university to travel for recruiting, due to not being confident that the recruiting

trips were benefiting program enrollment. The program is encouraged to accept assistance from the university and track the recruiting efforts to determine the effectiveness of recruitment travel efforts. Additionally, the program should carefully monitor student perceptions of their learning. While the current review provides only four student surveys, the data indicates that 50% of students felt their knowledge gained from courses was poor. The program should continue to survey students and monitor their perceptions of their learning experiences within program courses. The program should routinely analyze student survey data and work to resolve any issues identified by students as negatively impacting their learning in required program courses.

Evidence of learning outcomes:

The program appears to address student learning adequately through various learning goals and objectives. The learning goals and objectives of the program are clearly outlined and written in an active tense and using strong, achievable verbs. The program has developed an integrative framework which matches the learning goals to specific learning objectives/outcomes which are continuously developed throughout the maturation of the program. The program has designed a curriculum that fosters the development of specific cognitive and practical skills to ensure that students can achieve the learning objectives/outcomes. In the past 10 years, all learning outcomes across the review period have witnessed less than 20% of students not meeting expectations. In those seven instances, faculty incorporated sufficient modifications with positive results. The MMR program successfully places 100% of its graduates within 3 months of graduation. 60-75% of these students were placed prior to graduation. The average starting salary over the past five years is approximately 65k. The Lightcast report matched 141 SIUE MMR alums. It was able to gather/infer the following: 94% are employed in the field, 40% reside in the region, and they have estimated average wages of \$92,800.

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

Recommendation 1 & 3: Develop measures and tracking of research quality overtime. Align journal quality definitions across the School of Business. Response 1 & 3: The MMR program operates under the umbrella of the School of Business personnel procedures and operating conditions. Since 2017, the School has created journal lists, and the marketing faculty also created journal list to assist the faculty in publishing quality journal outlets. It has not been found throughout the Self-Study where the program indicated that they have developed measures and tracking of research quality overtime.

Recommendation 2: Track the economic impact of the program in the region with regard to the placement of graduates. Response #2: The internship coordinator for the School of Business tracks student placement statistics for all departments. Moreover, the MMR program maintains an up-to-date database of 90% of graduates since its inception in 1986. The program updates the database monthly with information related to any contact and job profile changes. In the 2013 program review recommendations, the program rejected recommendations 1&2, and stated that recommendation #3, 6, 7, & 8 are already in place. Recommendations 4&5 were out of the program's control. Recommendation #9 was rejected because the benefits of past recruiting trips were difficult to detect.

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

1. The program will collaborate will University Marketing and Communication and with the Graduate School to widen the reach of the marketing campaign for the program

and align with University-wide efforts to promote its quality graduate programs and and recruit students.

2. The program will also incorporate several student-driven assessment measures to collect direct feedback from students about the quality of their experience and implement such feedback in the program quality improvement efforts.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The MMR program has strong faculty who are committed to providing a quality program. The program may benefit from accepting help from university resources, outside of their program, to assist with issues that continue to plague them, such as recruitment of underrepresented students and under enrollment in the program. Additionally, student perception of knowledge gained in required courses within the program are split. The program has an opportunity to improve the quality of the required courses within the program to improve overall student satisfaction.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24*	3-yr avg (FY21-23)	3-yr avg (FY22-24)
Master of Marketing Research	17	15	15	15.67	15.67	9	9	7	8	8.33

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S/B.A. in Mechatronic and Robotics Engineering
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Mechatronics and Robotics Engineering (MRE) Program was established in 2015 and this is its first program review. SIUE is the first and only institution in the Midwest that offers a bachelor's degree program in Mechatronics and Robotics Engineering. The program was also recently reviewed by the Accreditation Commission (EAC) of ABET and the Summary of Accreditation Actions provided by the ABET EAC stated that no deficiencies, weaknesses, or concerns were found. Since its launch the MRE program has demonstrated a commitment to hiring faculty members based on expertise and program market needs. The program has also adopted high standards for course prerequisites (minimum of C for all MRE courses) as well as offering the MRE courses twice a year for the purpose of retention and early completion. Faculty have reported feeling satisfied with working spaces and resources provided, to include the newly built Fowler Student Design Center and Enterprise Robotic Laboratory. These resources allow faculty to engage in research projects, Undergraduate Research, Creative Activities (URCA) Program and extra-curricular activities (i.e., student organization, student competitions). The program also uses assessments to implement changes as identified by semesterly or yearly formative assessments outcomes. These semesterly and yearly assessments are made promptly.

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

In addition to the above strengths and weaknesses identified, the review team learned that the MRE program faculty members work in collaboration with other faculty from the Department of Mechanical Engineering (where the MRE is housed) and Electrical and Computer Engineering department. From the review of faculty feedback, the program needs attention in terms of both human and physical resources. For instance, the program needs to hire more qualified teaching assistants, find ways to increase the budget for resources (i.e., laboratory equipment), as well as recruit students for enrollment internationally rather than relying on fewer students that are traditionally recruited locally or

regionally. The program should also collect more data from students regarding their overall satisfaction in the program and more specific feedback to obtain more descriptive data. Encouraging exchange programs for students and faculty would be beneficial in marketing and introducing the program to the mechatronics and robotics community, hopefully increasing recruitment for diverse potential students regionally, nationally, and internationally. Having an advisory board for external opinions or suggestions for the program and recruitment of students both domestic and internationally would be helpful as well. If the budget allows, providing support funds, opportunities to travel for professional development, and resources in teaching, research, and service activities would be beneficial.

Evidence of learning outcomes:

The assessment plan for the program was established in 2018 and first implemented in the academic year 2018-2019. The MRE faculty hold regular meetings to discuss assessment results (usually once a semester) and or general update/discussion meeting (usually once a year). Major changes in the program are discussed during the MRE faculty meeting. Some of the major changes include hiring of new faculty members and the departure of several faculty members to diversify the current core faculty members of this program. Technical electives are regularly reviewed to address changes of faculty members and their expertise, curriculum development, market needs, feedback gathered from senior exit survey. Additionally, because of new ABET criteria, minor changes in course assessment plan (mainly focus on the definition of performance criteria) were proposed and implemented shortly after. The MRE program maintained a continuous improvement log that captures changes to the program and the curriculum. As a result, students by and large are meeting the learning outcomes and are able to pursue careers in the professional field or pursue advanced studies.

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

This is the first review for the Mechatronics and Robotics program.

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

1. The program will continue its outreach campaign to diverse populations to encourage and attract more students globally within and across continents, allow for continued growth and diversity (ethnicity, gender, religion, race, etc.) within the student population.
2. The program will also begin tracking, analyzing and sharing data on student retention efforts and well as efforts to increase an inclusive learning environment for all students.
3. The program will develop better formative and summative assessments to support implementation of the department vision and mission, including collecting and utilizing the senior exit survey as well as other assessment measures.
4. The program will develop a plan to address its instructional needs, including such needs for faculty and teaching assistants.

6. Outcome

6.1 Decision:

Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Mechatronic and Robotics program has been a notable example of innovation in academic programming and has been recognized for its success as a relatively new program at SIUE that offers a unique opportunity for students to pursue specialized education in the realm of robotics and mechatronics. There are notable strengths, the program has identified strong tracking measures, but there is need for improvement in areas such as recruitment/retention of a diverse student and faculty population as well as increasing the number of faculty members available to teach in this program.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24*	3-yr avg (FY21-23)	3-yr avg (FY22-24)
BS in Mechatronic and Robotics Engineering	37	39	45	38.67	40.33	18	24	15	21	19.00

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** Doctor of Pharmacy
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Doctor of Pharmacy program has successfully addressed the recommendations from the previous program review, demonstrating an organized and clear approach to program improvement. The program has made substantial investments in teaching and research facilities, incorporating simulation equipment to enhance clinical skills development, and it has a new health science building in construction. The program's commitment to quality improvement is evident in its rigorous curriculum and proactive response to accreditation standards updates. Additionally, the SOP has implemented initiatives to promote diversity and inclusion, resulting in increased enrollment of underrepresented minority students. The program has made changes as a result of the assessment. In 2017, the program's new curriculum was approved after a review and revision process. The implementation began in 2018, and the program takes a proactive approach to its curriculum review process in anticipation of the upcoming update to the ACPE Accreditation Standards in 2025. SOP also added a new Clinical Training Center for skills lab and interprofessional education activities. To better track student learning and use assessment data to inform pedagogical and programmatic decisions, the SOP adopted newer technologies and assessment processes, including ExamSoft and Enflux. These changes are appropriate responses to the assessment data and the discipline's current accreditation standards.

- 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 for the program to continually monitor the changing industry landscape for opportunities to tailor the program's offerings and obtain a competitive advantage. Trends to monitor include the pharmacist workforce and potential shifts in demand, such as the rise of online prescriptions, personalized medicine, pharmacogenomics, and telepharmacy, and pharmacists working in healthcare and patient care settings. The program should engage in more targeted and

innovative recruitment strategies and continue to expand its successful initiatives like Rxcellence, the conditional entry program and the revamped transfer process. Global opportunities such as international study programs, exchange opportunities, or collaborations with overseas institutions could be considered. Another area to consider is community engagement and service, such as outreach programs that provide students with practical experience. The program should look for innovative ways to effectively manage international recruitment. It should also continue to stay proactive in aligning the curriculum with upcoming accreditation standards and industry needs. The program should also expand the diversity initiatives that attract and retain a diverse student body. Global initiatives can also provide students with a global perspective and cross-cultural experiences, which may foster a more inclusive program and enhance the retention of a diverse student body. Finally, the program should continue to assess, explore, and request additional revenue streams such as scholarships and clinical affiliation agreements or cost-saving measures without compromising program quality.

Evidence of learning outcomes:

As indicated in the SOP Assessment Plan, the SOP curriculum is based upon a solid core of knowledge aligned with SIUE's Goals of Graduate Student Learning. The program maintains rigor in its assessment practices through the rate of students being certified and measuring its students' success to the national benchmark. SOP is implementing curricular changes in response to external accreditation standards. There are also plans to offer students additional curricular opportunities through specialized supplementary programs that use existing SIUE resources and curricula, including collaborations with other units. The program now has five concurrent degree programs and three specializations; it also has expanded its offering of IPE (interprofessional education) cocurricular activities. These improvements support student learning and prepare them for the industry. The SOP offers sufficient hands-on learning opportunities for its students so they are well-equipped with the skills required for success in the discipline. Opportunities such as interprofessional education simulation, simulated patient interaction, and training with preceptors and mentors provide SOP students with plenty of opportunities to learn and apply their knowledge and skills. As result, Pharmacy students rank on their licensure exam pass rates regionally first among students in Illinois and Missouri and in the top 25 nationally.

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

Teaching and Research Facilities: Current teaching and research facilities have been updated with simulation equipment to help develop clinical skills. Additionally, a new health science building is under construction. It will house the School of Nursing and the SOP. The anticipated completion is 2025.

Enrollment: The SOP has taken steps to increase enrollment. For example, it has eliminated the supplemental application to reduce issues associated with the application process. The program recognizes the nationwide decrease in applications and has made several attempts to increase recruitment since 2014, when a need for "increased recruiting efforts, marketing, and further exploration of CEP-like programs with other colleges and universities" became a focus. Examples of these efforts include the Rxcellence program for high school students in STEM courses, the Upward Bound and East St. Louis Charter High School, Pharmacy Careers Program for college students, High school and college counselor virtual sessions, and lastly there is a greater presence on social media.

Programming: The program is committed to adapting to the changing educational needs and standards. The program continues to be rigorous, introducing various concurrent degree programs, specializations, and collaborations with other departments. The program's rigor and adaptations demonstrate a commitment to offering responsive educational opportunities to students.

Financial: The program has provided a detailed and comprehensive overview of how the SOP has managed its finances. It outlines the challenges, cost-cutting measures, revenue diversification, and strategies for addressing financial shortfalls. The special state appropriation seems crucial in explaining how the program maintains a positive financial position despite declining enrollment.

Assessment Plan: The response provides a clear and organized explanation of the SOP’s graduate program assessment plan. It outlines the basis for the program’s educational outcomes and how they guide program development. The use of six primary assessment methods to evaluate student learning outcomes is well defined, and high NAPLEX pass rates and minimal curriculum changes indicate the effectiveness of the current curriculum. Furthermore, the SOP plan to categorize exam questions for more in-depth assessment shows the program’s forward-looking approach and commitment to continuous improvement.

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

1. The program will closely monitor trends in the profession and respond with innovative curriculum and recruitment strategies.
2. Pharmacy will broaden further their already innovative recruitment strategies, reaching out to diverse student populations and potential recruitment from abroad.
3. The program will continue to consider pathways to alternative revenue stream to support the program’s financial stability.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council was very impressed with the outstanding quality of the faculty, the student learning outcomes as captured by licensure exams rates, and the rigorous curriculum of the program. The Council also acknowledge that many of the challenges that have led to enrollment decline have been out of the program’s control and due to the global COVID pandemic and its impact on the health professions and the program is well poised to tackle these challenges in the future.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)
Doctor of Pharmacy	297	269	249	293.33	271.67	80	66	68	74.67	71.33

*FY2024 Completions are preliminary

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S. in Special Education
3. **Date** 2023-2024
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

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

The special education program presents a comprehensive learning experience that combines quality coursework, practical experiences, and rigorous assessments. This is supported by the variety of assessment instruments and performance measures used throughout the program, such as the ILTS Special Education Content exam, CCAST and EDA instruments, and the edTPA portfolio assessment. The program also requires candidates to maintain a minimum GPA with a grade of C or better in all Special Education coursework, ensuring that students consistently perform at a high academic level. The structured field placements expose students to a range of disabilities, age levels, and service delivery models. The high standards set by the program are evident from its exemplary rating and reauthorization with distinction by the Illinois State Board of Education (ISBE) in 2022. The Special Education Program is in a unique position to capitalize on a shortage of trained, credentialed teachers throughout the country. The need for qualified special education teachers will only increase, and the program knows this and is working to position themselves to fulfill that need. The program is innovative, in-tune with SIUE's values and initiatives, and is responsive to the ever-changing educational landscape and state requirements. The introduction of software platforms such as GoReact and the Virtual Professional Practice Lab enhance students' instructional and classroom management skills and demonstrate the program's dedication to practical, experiential learning. Student success is clearly a priority of the special education faculty and their comprehensive support systems enable students to excel academically and professionally.

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

Considering the upcoming retirements, swift faculty hires should be completed to ensure a smooth transition and to maintain the program's success and reputation. Consideration should be given to creating at least one Graduate Assistantship from the pool of the many graduate education programs in

the School of Education, Health and Human Behavior. The program works diligently to stay current with state mandated requirements but implementation of changes as a response to these requirements seem to stall at the university level. The Illinois State Board of Education (ISBE) has rated SIUE's LBSI Program as "Exemplary" and reauthorized the program with distinction in 2022. The program has a solid plan to continue to increase student enrollment but is not able to provide a pathway for current paraprofessionals to obtain their teaching endorsements due to limitations from the current Lincoln Plan. Consideration should be given to creating a taskforce to evaluate alternative curriculum plans that would align with the state-approved modifications for this population.

Evidence of learning outcomes:

The program employs a comprehensive assessment plan, including summative data at key points, field performance consensus forms, and state-required tests. The Candidate Preservice Assessment for Student Teaching (CPAST), Educator Disposition Assessment (EDA) have been used as the senior assignment to evaluate student performance and learning outcomes until the state mandated Educator Teaching Performance Test (edTPA) is reinstated. The curriculum is designed so that teacher candidates progressively build their knowledge and skill in a structured and sequential manner ensuring that students are well-prepared for their professional careers. This is evident from the 100% pass rate of Special Education Program candidates on the edTPA from 2015-2019, showcasing that the curriculum aligns with national standards and effectively prepares students for licensure. The program boasts high retention and completion rates and has demonstrated a strong regional standing, producing the highest number of special education teacher graduates in comparison to other institutions in the region, according to the Emsi trend report.

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

The program has made substantial efforts to address the recommendations from the previous program review. Notable actions include personnel change that resulted in higher morale, establishing a new MAT program, increasing online course offerings, and promoting collaboration with other disciplines. Additionally, there has been a focus on adapting to changes in licensure requirements and the educational landscape, with an emphasis on integrating technology for teaching and feedback. Efforts to enhance diversity and inclusion, both in student recruitment and the curriculum, have been evident, along with a commitment to expanding access through online and hybrid learning options. The responses to previous recommendations are thorough, detailed, and appropriate.

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

1. The program should work with the School leadership to determine the best way to address instructional needs.
2. The program should work on convening a taskforce to evaluate alternative curriculum plans that would align with the state-approved modifications for this population.

6. Outcome

6.1 Decision:

Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

While the dedication of the faculty and the success of the students in the Special Education Program are clearly apparent, there are opportunities for improvement to ensure the program's sustained growth and effectiveness. The program should also persist in its efforts to expand hybrid courses to provide flexible learning options and continue to explore potential pathways for current paraprofessionals to obtain their teaching credentials.

	Enrollment					Completions				
	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)	FY22	FY23	FY24	3-yr avg (FY21-23)	3-yr avg (FY22-24)
BS in Special Education	60	55	42	55.67	52.33	21	20	18	21.67	19.67

*FY2024 Completions are preliminary

**Program Review Schedule (Including Accredited Programs)
Southern Illinois University Carbondale**

CP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.	Status/Notes
24.0101	B.A. and B.S. University Studies	COA	2010-11	2018-19	extension granted						9	A
42.0101	University Core Curriculum	PVC	2002-03	2018-19	overdue							A
42.0101	B.A. Psychology	CHS	2012-13	2021-22		Good Standing					9	A 1-year extension granted 2/18 [IBHE]; next review will remain 2028-29
42.0101	M.A. and M.S. Psychology	CHS	2012-13	2021-22		Good Standing					9	A 1-year extension granted 2/18 [IBHE]; next review will remain 2028-29
42.0101	Ph.D. Psychology, Conc. Applied Psychology, Conc. Brain and Cognitive Center for Archaeological Investigations	CHS	2012-13	2021-22		Good Standing					9	A 1-year extension granted 2/18 [IBHE]; next review will remain 2028-29
90.4503	Center for Archaeological Investigations	COA	2014-15	2022-23		Good Standing					9	A
90.5207	Small Business Development Center	CHAN	2014-15	2022-23		Good Standing					9	A
51.0907	B.S. Radiologic Sciences, Spec. Diagnostic Medical Sonography/Ultrasound	CHS	2019-20	2023-24		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 (JCERT)	8/9/2019			9,10	A
51.2306	O.T.D. Occupational Therapy Center for English as a Second Language	CHS	2014-15	2023-24		Candidacy	ACOTE	8/9/2019			9	Self-Study due by 11/01/23
22.0101	J.D. Doctor of Jurisprudence University Honors Program	LAW	2017-18	2023-24		Accredited	Commission on English Language (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College International English Examinations				9	Seeking extension through CEA in November 2024. Per email dated 12/16/22 from Dean Davidson, site visit scheduled for 11/12-15/23
51.1201	M.D. Doctor of Medicine	SOM	2015-16	2023-24		Accredited	American Bar Association				9	Program review took place in 2023-24 but external review report was never submitted. The external auditor was email multiple times but no response.
90.2615	Neuroscience Institute	SOM	2018-19	2023-24		Accredited	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association	4/9/2015			5	A Full survey during 2022-23 academic year.
90.1418	Materials Technology Center	VCR	2014-15	2023-24		Good Standing					9	A 1-year extension granted IBHE 08/01/2022 due to no director. Next review will be in 2023-24 with the following review in 2030-31.
03.0103	B.S. Geography and Environmental Resources	CALPS	2015-16	2024-25		Good Standing					9	A 12.11.23 IBHE approval to postpone review until AY 2024-25.
03.0103	M.S. Geography and Environmental Resources	CALPS	2015-16	2024-25		Good Standing					9	12.11.23 IBHE approval to postpone review until AY 2024-25.
26.0102	M.S. Biomedical Science	CALPS	2024-25	2024-25	Initial 3rd yr. review			3/11/2021			9	
04.0201	M.Arch. Master of Architecture	CAV	2020-21	2024-25		Accredited	National Architectural Accrediting Board (NAAB)	10/10/2006			9	A
14.0501	B.S. Biomedical Engineering	CECTM	2024-25	2024-25	Initial 3rd yr. review			4/8/2020			9	
14.0501	M.E. Biomedical Engineering	CECTM	2024-25	2024-25	Initial 3rd yr. review			8/14/2007			9	A Next review 2027-28 with M.S. Biomedical Engineering
90.4405	Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		Good Standing		Jan-97			9	A
51.0201	M.S. Communication Disorders and Sciences	CHS	2016-17	2024-25		Accredited	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9	
13.1101	M.S. Counseling and Rehabilitation Education	CHS	2024-25	2024-25	Initial 3rd yr. review			6/30/2020			9	Seeking accreditation through CACREP; self-study submitted August 2022. Site visit conducted February 15-17, 2023.
51.0701	B.S. Health Care Management	CHS	2018-19	2024-25		Accredited	Association of University Programs in Health Administration (AUPHA)				1, 9	
51.0701	M.H.A. Health Administration	CHS	2019-20	2024-25		Good Standing		12/17/2015			9	A
51.0706	M.H.I. Health Informatics	CHS	2019-20	2024-25		Good Standing		12/17/2015			9	A
51.1208	M.P.H. Master of Public Health	CHS	2017-18	2024-25		Accredited	Council on Education for Public Health (CEPH)	6/8/2004			9	
52.0999	B.S. Hospitality, Tourism and Event Management	COBA	2017-18	2024-25		Accredited	Accreditation Commission for Programs in Hospitality Administration (ACPHA)				9	A

24.0.001	B.A. and B.S. University Studies	COIA	2010-11	2018-19	extension granted	x		Accredited	Joint Review Committee on Education in Radiologic Technology (JCERT)			9	A	Accredited for a period of eight years; Interim report due Spring 2025; Next site visit Spring 2029.
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 (JCERT)			9	A	
90.0110	Brief Evaluation Station	CALPS	2020-21	2028-29		x		Good Standing				9	A	
90.0111	Illinois Soybean Center	CALPS	2020-21	2028-29		x		Good Standing				9	A	
90.0301	Touch of Nature Outdoor Education Center	VCSSA	2020-21	2028-29		x		Good Standing				9	A	
09.0102	M.A. Media Theory and Research	CAM	2021-22	2028-29		x		2022 Priority Review				9	A	1-year extension granted 3/26 (IBHE); next review will remain 2028-29
09.0102	Ph.D. Mass Communication and Media Arts	CAM	2021-22	2028-29		x		Good standing				9	A	1-year extension granted 3/26 (IBHE); next review will remain 2028-29
09.0199	M.S. Professional Media and Media Management Studies	CAM	2021-22	2028-29		x		Good standing				9	A	1-year extension granted 3/26 (IBHE); next review will remain 2028-29
09.0701	B.A. Radio, Television & Digital Media	CAM	2021-22	2028-29		x		Good standing				9	A	1-year extension granted 3/26 (IBHE); next review will remain 2028-29
15.0803	B.S. Automotive Technology	CHHS	2023-24	2028-29		x		Accredited	ASE Education Foundation (ASE)			9,10	A	Accreditation Expires 11/01/2033; On-site review scheduled for Fall 2023
49.0102	A.A.S. Aviation Flight	CHHS	2023-24	2028-29		x		Accredited	Aviation Accreditation Board International (AABI) & Flight Standards District Office			9	A	Per email dated 10/10/22 (Awendano), Self-Study submitted 05/01/23. Expected sight visit 10/2023.
51.0907	B.S. Radiologic Sciences, Spec. Radiologic Sciences Management/Education	CHHS	2021-22	2029-30		x		Good Standing	Summer 2014			9	A	
51.0907	B.S. Radiologic Sciences, Spec. Cardiac Interventional Radiography	CHHS	2023-24	2029-30		x		Good standing		6/13/2019		9	A	Next review in 2029-2030 with B.S. Radiologic Sciences, Spec. Radiologic Sciences Management/Education
03.0501	B.S. Forestry	CALPS	2020-21	2030-31		x		Accredited	Society of American Foresters (SAF)			9	A	
50.0901	B.A. Music and B.Mus.	CAM	2020-21	2030-31		x		Accredited	National Association of Schools of Music (NASM)			9	A	
50.0901	Master of Music	CAM	2020-21	2030-31		x		Accredited	National Association of Schools of Music (NASM)			9	A	
51.2399	M.S. Behavior Analysis and Therapy (on-campus)	CHHS	2021-22	2022-23		x		Accredited	Association for Behavior Analysis International (AABI)			9	A	Accreditation site visit conducted 02/21-24/2022; Deferred decision in October 2022. Self-study application is due by 01/31/23; Site visit 03/28-31/23.
51.2399	M.S. Behavior Analysis and Therapy (on-line)	CHHS	2018-19	2026-27		x		Accredited	National Association of Schools of Music (NASM)			9	A	Accreditation site visit conducted 02/21-24/2022; Deferred decision in October 2022. Recommended that online program submit a separate accreditation application. Plan is to seek accreditation for the online program per Redner email 4/20/23.
09.0101	Ph.D. Communication Studies (Theatre)	COIA	2021-22	2029-30		x		Accredited	National Association of Schools of Theatre (NAST)			9	A	Visit postponed from 2020-21 per NAST; Accreditation site visit conducted 04/21-22/2022; Membership in good standing, pending response to issues needing a response. Response due by 02/01/2024.
42.0101	Ph.D. Psychology, Conc. Counseling	CHHS	2021-22	2027-28				Accredited	American Psychological Association (APA)			9	A	Status of "accredited-inactive" with APA; this status will be granted annually until teach-out is complete; concentration is inactive in banner effective 2022.
50.0501	B.A. Theater	CAM	2021-22	2029-30				Accredited	National Association of Schools of Theatre (NAST)			9	A	Visit postponed from 2020-21 per NAST; Accreditation site visit conducted 04/21-22/2022; Membership in good standing, pending response to issues needing a response. Response due by 02/01/2024.
50.0501	M.F.A. Theater	CAM	2021-22	2029-30				Accredited	National Association of Schools of Theatre (NAST)			9	A	Visit postponed from 2020-21 per NAST; Accreditation site visit conducted 04/21-22/2022; Membership in good standing, pending response to issues needing a response. Response due by 02/01/2024.
50.0599	B.F.A. Musical Theater	CAM	2021-22	2029-30				Accredited	National Association of Schools of Theatre (NAST)			9	A	Visit postponed from 2020-21 per NAST; Accreditation site visit conducted 04/21-22/2022; Membership in good standing, pending response to issues needing a response. Response due by 02/01/2024.
51.0602	B.S. Dental Hygiene	CHHS	2021-22	2027-28				Accredited	Commission on Dental Accreditation (CODA) of the American Dental Association			1,9	A	
09.0401	B.S. Journalism	CAM	2022-23	2030-31		x		Good Standing				9	A	Accreditation (ACEJMC) lapsed May 2020
13.0401	Ed.S. Educational Administration	SED	2022-23	2027-28		x		Good Standing		1/16/2019		9	A	Third year review conducted in 2022-23;
14.1001	M.E. Electrical and Computer Engineering	ECTM	2022-23	2027-28		x		Good Standing		3/22/2019		9	A	Third year review conducted in 2022-23;
31.0504	B.S. Sport Administration	CHHS	2022-23	2030-31		x		Good Standing				9	A	
45.0201	B.A. Anthropology	COIA	2022-23	2030-31		x		Good Standing				9	A	
45.0201	M.A. Anthropology	COIA	2022-23	2030-31		x		Good Standing				9	A	
45.0201	Ph.D. Anthropology	COIA	2022-23	2030-31		x		Good Standing				9	A	
45.0401	B.A. Criminology & Criminal Justice	CHHS	2022-23	2030-31		x		Good Standing				9	A	
45.0401	Ph.D. Criminology & Criminal Justice	CHHS	2022-23	2030-31		x		Good Standing				9	A	
45.1001	B.A. Political Science	COIA	2022-23	2030-31		x		Good Standing		6/7/2011		9	A	
45.1001	Ph.D. Political Science	COIA	2022-23	2030-31		x		Good Standing				9	A	
45.1101	B.A. Sociology	COIA	2022-23	2030-31		x		Good Standing				9	A	
45.1101	M.A. Sociology	COIA	2022-23	2030-31		x		Good Standing				9	A	
45.1101	Ph.D. Sociology	COIA	2022-23	2030-31		x		Good Standing				9	A	
51.0907	M.S. Medical Dosimetry	CHHS	2022-23	2027-28				Accredited	Joint Review Committee on Education in Radiologic Technology (JCERT)			5, 10	A	10/2021: Reduced accreditation period to 5 years; Self-Study Report due 05/02/22; Site visit scheduled for 03/02-03/2023; Report of Findings received 6/21/23. Program found in substantial compliance to all standards. Response due by 7/14/23.
54.0101	B.A. History	COIA	2022-23	2030-31		x		Good Standing				9	A	
54.0101	M.A. History	COIA	2022-23	2030-31		x		Good Standing				9	A	
54.0101	Ph.D. Historical Studies	COIA	2022-23	2030-31		x		Good Standing				9	A	
90.0907	Radio Station WSU	CHAN	2022-23	2030-31		x		Good Standing				9	A	
90.0907	Television Station WSU	CHAN	2022-23	2030-31		x		Good Standing				9	A	
90.0907	Television Station WSU (Diney)	CHAN	2022-23	2030-31		x		Good Standing				9	A	

Program Review Schedule
Southern Illinois University Edwardsville

Undergraduate Programs

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences							
Anthropology	2019-2020	In Good Standing	2004	2027-2028	2022-2023		
Applied Communication Studies	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Art	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2021-2022
Art & Design	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2021-2022
Biological Sciences	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Chemistry	2018-2019	In Good Standing	2008-2009	2026-2027	No interim reviews because of short ACS cycle		2020
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	2022-2023	In Good Standing	2011-2012	2030-2031	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		2029-2030
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		2030-2031
Philosophy	2020-2021	In Good Standing	2013-2014	2028-2029	2023-2024		
Physics (includes Earth Space & Science)	2021-2022	Flagged for Priority Review	2006-2007	2029-2030	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		2030-2031

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business							
Accountancy	2023-2024*	In Good Standing	2017-2018	2031-2032	2026-2027		2026
Business Administration	2023-2024*	In Good Standing	2017-2018	2031-2032	2026-2027		2026
Business Economics/Finance	2023-2024*	In Good Standing	2017-2018	2031-2032	2026-2027		2026

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior							
Early Childhood Education	2023-2024	In Good Standing	2015-16	2031-2032	2026-2027		2031-2032
Elementary Education	2023-2024	In Good Standing	2015-16	2031-2032	2026-2027		2031-2032
Exercise Science	2020-2021*	In Good Standing	2003-2004	2028-2029	2023-2024	Note program changed from Exercise and Wellness to Exercise Science in 2011	2029
Nutrition	2022-2023	In Good Standing	new 2014	2030-2031	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		2027
Special Education	2023-2024	In Good Standing	2015-2016	2031-2032	2026-2027		2031-2032
Speech Language Pathology & Audiology	2019-2020**	In Good Standing	2010-2011	2027-2028	2022-2023		2026

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering							
Civil Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Computer Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Computer Science	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Construction Management	2020-2021*	In Good Standing	2012-2013	2028-2029	2023-2024		2025
Electrical Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Industrial Engineering	2017-2019	In Good Standing	2013-2014	2025-2026	2020-2021		2027
Mechanical Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Mechatronics and Robotics Engineering	2023-2024	new 2015		2031-2032	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	2022-2023	In Good Standing	new in 2017	2030-2031	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		
Forensic Sciences					2031-2032		2024-2025	new program
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	2011-2012	2014-2015	2027-2028	2022-2023		
Mathematics	2016-2017	In good standing	2008-2009	2012-2013	2024-2025	2019-2020		
Music	2017-2018	In good standing	2009-2010	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	2005-2006	2014-2015	2029-2030	2024-2025**		2025
Sociology****	2017-2018	Flagged for priority review	2014-2015	2010-2011	2024-2025	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	2023-2024*	In good standing	2017-2018*	2020	2031-2032	2026-2027		2026
Business Administration	2023-2024*	In good standing	2017-2018*	2020	2031-2032	2026-2027		2026
CMIS	2023-2024*	In good standing	2017-2018*	2020	2031-2032	2026-2027		2026
Marketing Research	2023-2024*	In good standing	2017-2018*	2020	2031-2032	2026-2027		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	In good standing		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	2023-2024**	In good standing	2015-2016	new	2031-2032	2031-2032		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	2029-2030	2024-2025	2008-09	2023
Nutrition and Dietetics			new 2018		2026-2027			2022
Psychology (including School Psychology)	2019-2020	In good standing	2010-2011	2013-2014	2027-2028	2022-2023		School Psych - 2027
Special Education (including the PM)	2015-2016	program closed	2003-2004	2010-2011	2022-2023	2018-2019		2020
Speech-Language Pathology	2019-2020*	In good standing	2010-2011	2013-2014	2027-2028	2021-2022		2026
Teaching	2011-2012	In good standing	2019	2006-2007	2027-2028	2024-2025	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		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	2023-2024	In good standing	2014-2015		2031-2032	2026-2027	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*	In good standing			2028-2029	2023-2024	2016-2017	2027-2028
Masters of Integrative Studies	2022-2023	In good standing			2030-2031	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	Last Review	Review Status, If Indicated	Next Review
Center for Advancement of Management and Productivity	2019-2020	In good standing	2027-2028
Center for STEM Research, Education, and Outreach	2016-2017	In good standing	2024-2025
Environmental Resources Training Center	2019-2020	In good standing	2027-2028
Radio Station WSIE-FM	2019-2020	In good standing	2027-2028
The University Museum	2019-2020	Flagged for Priority Review	2027-2028
University Services to East St. Louis	2020-2021	In good standing	2028-2029
National Corn to Ethanol Research	2016-2017	In good standing	2024-2025
Center for Predictive Analytics (C-PAN)	new in 2020		2027-2028
Geospatial Mapping, Applications, & Research Center (GeoMARC)	new in 2021		2028-2029
Interdisciplinary Research & Informatics Scholarship (IRIS)	temporary status est. 2020		2023 (3-yr report)
Center for Crime Science and Violence Prevention (CCSVP)	temporary status est. 2021		2026 (3-yr report)

Date: August 19, 2024
 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. Elizabeth J. Cali, Interim Associate Dean for Research and Graduate Studies, SIUE
 Re: Active Grant Collaborations Between Faculty Across the Carbondale, Edwardsville, and Springfield Campuses

Campuses	Project Title	
SOM/SIUC	The Impact of Early Life Stress On Amygdala Circuitry And Chronic Excessive Aggression	Award
	Geriatrics Workforce Enhancement Program	Award
	Not currently tracked – tracking to begin mid FY25 and fully tracked in FY26	Proposals
SIUC/SIUE	Curricular Flexibility NASH Network Improvement Community	Award
	Grant Writing Sessions with SIUC	Award
	Illinois Tutoring Project – Year 3	Award
	High Expectations and High Support: Improving DFW Rates on SIU Campuses to Enhance Student Success and College Completion	Proposal
	Illinois Tutoring Project Year 3	Proposal
	AI Vigilance: Deciphering the Surveillance Apparatus and its Societal Implications for Ethics, Privacy, and Racial Justice	Proposal
	IIN - CryptoSTEM: Fostering Minority Teenagers' Passion for STEM through Cryptography	Proposal
	IIN: AI-enabled equitable resource allocation for enhancing interdependent infrastructure resilience of underserved communities exposed to natural hazards	Proposal
	IIN - Fostering Cryptography Curiosity in Young Minds for Future STEM Advancements	Proposal
	IIN: Novel Interpretable Online Learning for Anomaly Detection in Data Streams	Proposal
	Creation of Degree and Certificate Pathways through Online Course Sharing at the Southern Illinois University (SIU) System	Proposal
	SCC IRG Track 2: EQUAL-RES: EQUitable post-disaster resource ALlocation for enhancing RESilience of underserved communities exposed to floods through AI	Proposal
	Supplement: Creation of Degree and Certificate Pathways through Online Course Sharing at the Southern Illinois University (SIU) System	Proposal

	High Expectations and High Support: Improving DFW Rates on SIU Campuses to Enhance Student Success and College Completion	Proposal
	Grant Writing Sessions with SIUC	Proposal
	IIN: Sustainable watershed management to address socio-environmental challenges in underserved communities: Education & Outreach	Proposal
SOM/SIUE	Disrupting Systemic Inequities in Health Career Preparation: Increasing High School Student Social Capital for Success in Health Professions	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 19, 2024
To: SIU President Dan Mahony
Members of the SIU Board of Trustees
CC: Austin Lane, Chancellor
Sheryl Tucker, Provost and Vice Chancellor for Academic Affairs
From: Constantinos Tsatsoulis
Vice Chancellor for Research and Dean of the Graduate School
Re: Executive Summary of FY24 Sponsored Projects at SIU Carbondale

The faculty and staff at SIU Carbondale successfully obtained a significant level of externally sponsored grants and contracts during FY24. Research, Training, Service, and Other grants and contracts received and processed by SIU Carbondale during FY24 totaled \$61,582,187. SIU Carbondale faculty submitted proposals requesting \$188,242,574 in external funds. Awards and requested funds are slightly down compared to FY23, but still above historical averages of previous years. In FY24 SIU Carbondale expended \$52,842,777 externally awarded funds, an increase over last year.

The following research projects have been selected to highlight the diversity of the research performed by SIU Carbondale faculty and units.

Topic: SolarSTEAM is a multifaceted nationwide heliophysics engagement program that advances national STEM and NASA engagement goals through Heliophysics Division objectives. SolarSTEAM includes solar-focused events, certificate programs, engagement of physical and online communities, student-driven events such as astrophotography, highlighting heliophysics programs and careers, etc. The overall goal is to engage communities and individuals in moments guiding them towards pathways into STEM careers.

Sponsoring Agency: NASA

- Award: \$2,616,000
- Investigators: Harvey Henson, Robert A Baer, Corinne Evalta Brevik, Justin T McDaniel
- Unit: STEM Education Research Center

Topic: Our faculty continue to acquire knowledge required to address furbearer and nongame wildlife management needs in Illinois. Previous work of SIUC faculty has contributed significantly to wildlife management, and the new project will assess apparently declining gray fox populations in

Illinois, and a related project will determine the utility of raccoon removal methods to reduce raccoon populations in northern Illinois, while providing valuable information about pathogens in raccoons. The project will provide information that biologists can use to manage and monitor furbearer and non-game wildlife populations in the State. Studies will provide important information on population dynamics, space use and survival rates, pathogens, occupancy, and response to predator control.

Sponsoring Agency: U.S. Fish and Wildlife Service through the Illinois Department of Natural Resources

- Award: \$364,000
- Investigators: Clayton Nielsen, Agustín Jiménez, and Guillaume Bastille-Rousseau
- Unit: Cooperative Wildlife Research Laboratory

Topic: The contamination of groundwater resources by per- and polyfluoroalkyl substances (PFAS) has become a widespread problem; thus, it is crucial to find effective and sustainable methods to clean sites polluted with these chemicals. The pervasive presence of PFAS has significantly impacted groundwater resources. In subsurface environments, PFAS is often commingled with other pollutants such as chlorinated solvents, exacerbating the complexity of remediation efforts. This research will use nanomaterials in the absence of light to concentrate contaminant types and partially degrade chlorinated compounds, followed by exposure of the nanomaterials to light to eliminate the remaining adsorbed contaminants, thereby achieving sustainable *ex situ* remediation of groundwater.

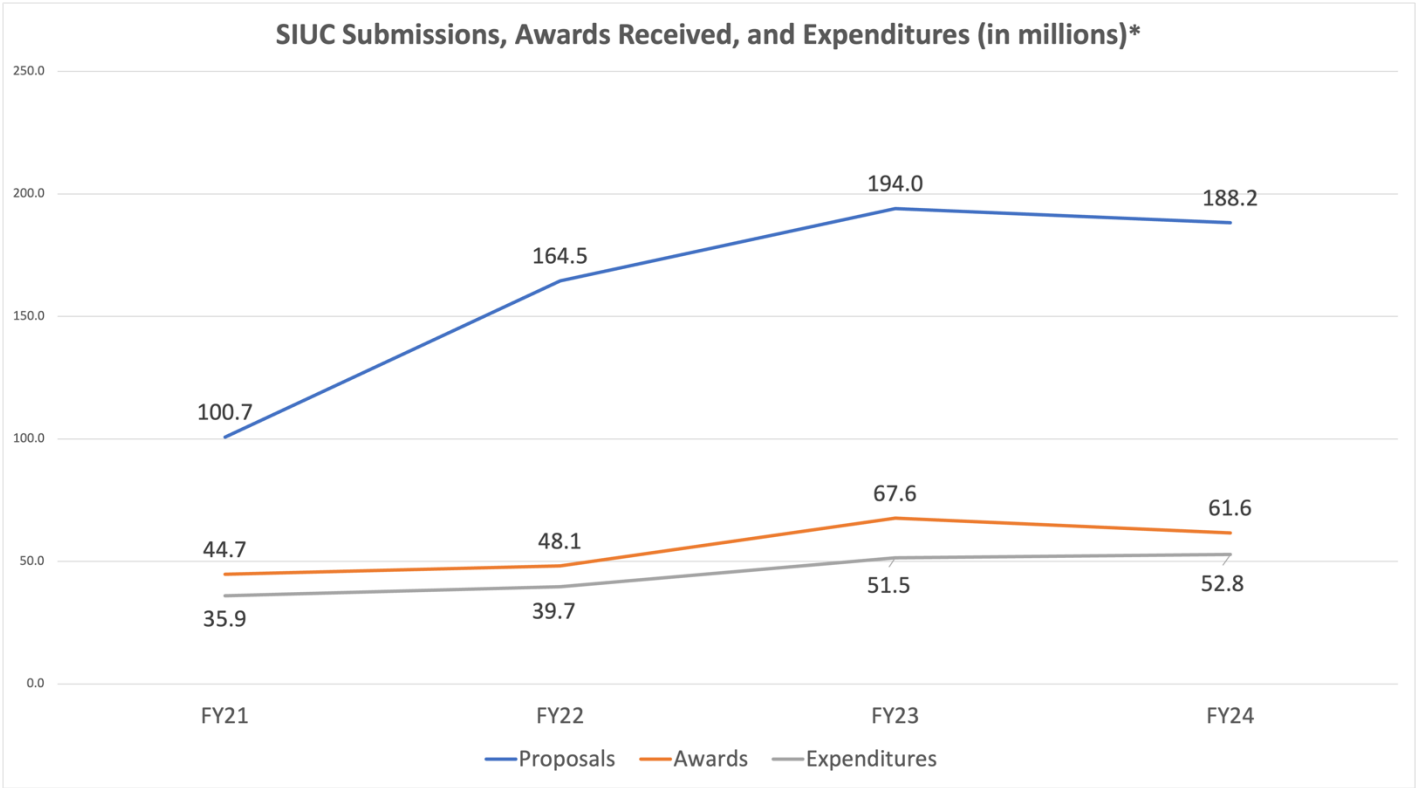
Sponsoring Agency: National Science Foundation

- Award of \$500,000
- Investigator: Jia Liu
- Unit: Civil, Environmental, and Infrastructure Engineering

Topic: SIU Carbondale researchers continue to develop technologies to extract rare-earth elements from coal acid mine drainage. Rare earths are necessary components of more than 200 products across a wide range of applications, especially high-tech consumer products, such as cellular telephones, and electric and hybrid vehicles. Significant defense applications include electronic displays, guidance systems, lasers, and radar and sonar systems.

Sponsoring Agency: United States Department of the Interior - Office of Surface Mining Reclamation and Enforcement

- Award of \$200,000
- Investigator: Liliana Lefticariu; Kelly Bender
- Unit: Earth Systems and Sustainability; Microbiology



* Numbers exclude COVID relief funds of \$20.9M in FY21, and \$5.4M in FY22.



SIU MEDICINE

Date: August 18, 2024

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

From: Donald S. Torry, PhD
Associate Dean for Research
SIU School of Medicine

Re: Executive Summary FY24 Extramural Research and Contract Funding SIU School of Medicine

SIU SOM faculty and staff remained successful in garnering extramural grant and contract support in FY24. Total dollar expenditures on extramural grants and contracts decreased slightly from the previous FY high mark to \$25,609,371, but remain substantially above historic average annual dollars for previous fiscal years. Total numbers of active projects and submissions in FY24 remained fairly consistent to previous years. The FY24 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 FY24

Translational Research Projects.

- Dr. Aida Adlimoghaddam, Assistant Professor, Department of Neurology, was awarded \$175,000 grant from the Alzheimer's Association to investigate the use of nilotinib, a selective tyrosine kinase inhibitor, in conjunction with lithium as a novel co-therapy treatment for Alzheimer's disease.
- Dr. Andrzej Bartke, Professor and Director of Geriatrics Research, Department of Internal Medicine, was awarded \$267,153 from The Hevolution Foundation to determine if early life nutritional interventions can reset pace-of-life aging to promote delayed aging and extend longevity
- Dr. Jacob Nordman, Assistant Professor, Department of Physiology, has been awarded a \$445,500 grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development at NIH to uncover how the effects of stress on the brain in childhood can lead to long-lasting aggressive behavior in adults.

Clinical Trials.

- Dr. Tom Ala, Professor, and Dr. Jennifer Arnold, Assistant Professor, Department of Neurology, received funding for a Phase 3 study of donanemab in patients with early symptomatic Alzheimer's disease with the presence of brain tau pathology. This investigational agent received FDA approval in July 2024 through fast-track, priority review and has been designated as a breakthrough therapy.
- Dr. Jeffrey Bennett, Associate Professor, Department of Psychiatry, received funding for a blinded, randomized, multicenter study to demonstrate that vagal nerve stimulation therapy



treatment is a reasonable and necessary adjunctive therapy to treat Medicare beneficiaries with treatment resistant depression. Enrollment in this study is the only coverage pathway available for Medicare beneficiaries with this condition.

- Dr. Abdul Moiz Hafiz, Assistant Professor, Department of Internal Medicine, received funding for a landmark study to evaluate whether using the IMPELLA® CP System temporary circulatory assist device prior to a catheterization procedure has the potential to reduce the damage to the heart caused by a heart attack.
- Dr. Abdullah Al Sawaf, Associate Professor, Department of Neurology, received funding for three Phase 3 studies to evaluate the efficacy of a novel and selective potassium channel activator in neuronal cells to prevent epilepsy-related (1) focal-onset seizures, (2) generalized tonic-clonic seizures and (3) to evaluate its efficacy in adults diagnosed with epilepsy.

Training and Community Service Projects.

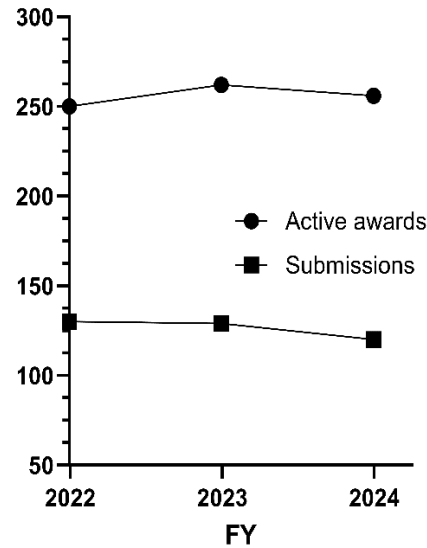
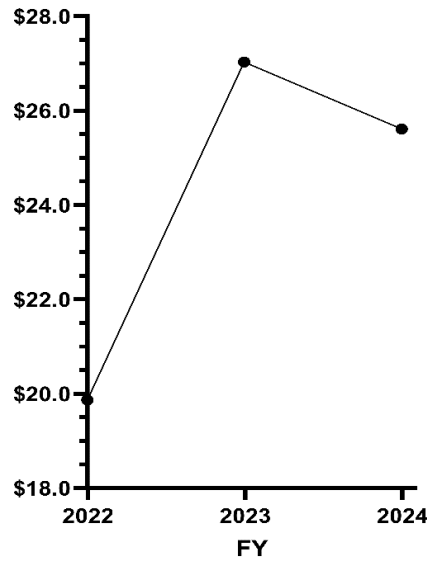
- Dr. Marit Tweet, Assistant Professor, Department of Emergency Medicine, received \$249,000 from the Illinois Department of Public Health to establish a toxicology surveillance system for illicit drugs in central Illinois. Primary goals of the pilot program include assessing the feasibility of toxicology testing in clinical settings to determine drug exposure in surrounding communities in order to better respond to emerging trends related to fatal and nonfatal overdoses.
- Dr. Wendi El-Amin, Professor, Department of Family and Community Medicine and Office of Dean and Provost, received \$125,000 funding from Meridian Health Plan of Illinois, Inc. to further expand and advance health equity. A variety of projects are being implemented as a result of this funding, including Health Depot videography, community forums and education, supplies for the Physician Pipeline P4 program, and other endeavors.
- Laura Kessel, Executive Director of telehealth services received an instructional grant of \$171,867 from US Department of Agriculture Rural Utilities Service for rural development distance learning and telecommunication to maximize telehealth, health literacy productions, and rural health provider education. The grant provides equipment for ~16 emergency medical service (EMS) agencies which will allow SOM to provide real-time educational sessions on a quarterly basis.

SIU SOM Sponsored Projects FY22, FY23 and FY24

	*Total Dollars	*Active Projects	*G&C Submissions
FY22	19,876,055	250	130
FY23	27,034,533	262	129
FY24	25,609,371	256	120



Total Dollars (M)



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

SEPTEMBER 4, 2024

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

FROM: Elizabeth J. Cali, Interim Associate Dean, The Graduate School

SUBJECT: Executive Summary of FY 24 Sponsored Projects

In FY 24, SIUE faculty and staff received 199 awards totaling \$39,275,399.

Notable grant awards in FY 24

1. Sharon Locke, Professor in Environmental Science, Director of the STEM Center, received \$1,320,000 from the **National Institutes of Health**, with Michael Olson, Professor in the SIU School of Medicine and Christopher Smyre, Assistant Professor in the SIU School of Medicine.

The project, entitled “**Disrupting Systemic Inequities in Health Career Preparation: Increasing High School Student Social Capital for Success in Health Professions,**” aims to increase high school students’ social capital with programming intended to reduce barriers to health careers. By implementing a four-year medical pathway program for high school students from racially and economically diverse populations, the project supports 95 students and provides a scalable model for potential local, regional, and national programs.

2. Erin Vigneau-Dimick, Executive Curator at the University Museum, received \$175,000 from the **Institute for Museum and Library Services**.

The project, entitled “**University Museum Collections Inventory Project,**” looks to improve stewardship of the collections held in The University Museum at SIUE. Museum staff, graduate assistants, and grant funded Research Assistants will inventory approximately 11,000 objects with origins across the Americas, providing a foundation for increased preservation of the museum’s collections and expanding the accessibility of the collections.

3. Kenneth Witt, Professor in the School of Pharmacy, received \$575,000 from the **National Institutes of Health**, with Mike Crider, Professor and Associate Dean for Research in the School of Pharmacy.

The project, entitled “**Dopamine and Sigma Receptor Mixed Modulators for the Treatment of Alzheimer’s Disease,**” offers a novel approach and viable means to treat cognitive decline and associated symptomology related to Alzheimer’s Disease. In a current context in which therapeutic options are limited, this project looks to contribute a viable therapeutic option for a disease that impacts an estimated one in eight individuals over the age of 65.

4. Rony Die, Associate Vice Chancellor for Student Affairs and Dean of Students, received \$137,000 from the **Illinois Board of Higher Education**, with Jessica Ulrich, Practicum Education Director and Instructor in the Department of Social Work.

The project, entitled “**Mental Health Early Action on Campus Act,**” aims to advance student awareness of and access to comprehensive mental healthcare resources through the implementation of

TimelyCare, which offers a variety of virtual 24/7 mental healthcare support services. The expanded resources this project makes available for mental health support will expand opportunities for preventative healthcare, crisis management, and peer support on campus.

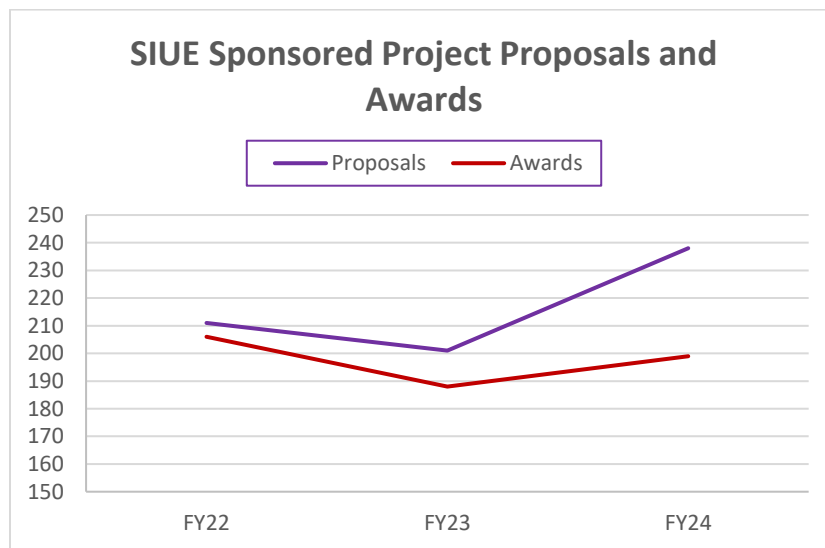
5. Myjal Garner, Assistant Professor in Nursing, received \$134,000 from the **Illinois Board of Higher Education**, with Jerrica Ampadu, Associate Professor in the School of Nursing, Amelia Pérez, Professor in the School of Nursing, Bernadette Sobczak, Assistant Professor in the School of Nursing, and Annie Imboden, Assistant Professor in the School of Nursing.

The project, entitled, “**IMAGINE (Increasing Mentorship and Graduation in Nursing Education) Summer Success Academy**,” hosts thirty high school students who participate in a summer academy aimed at advancing the recruitment and retention of underrepresented students from underserved areas. Academy leaders engage students in activities that acclimate them to the college campus and university resources and introduce them to nursing skills and nursing specific simulations.

6. Dennis Mares, Professor in Criminal Justice and Director of the Center for Crime Science and Violence Prevention, received \$100,000 from Alton Police Department, secured from the **Department of Justice**.

The project, entitled “**BJA Smart Policing Initiative Grant Program: Integration Technology and Transparency in Alton, IL**,” introduces new technologies, including license plate readers, cameras and surveillance tools, that will help prevent crime and hold offenders accountable. CCSVP plays a critical part in assisting with the development of an action plan for Alton PD to implement these tools.

Sponsored Project Proposals, Awards, and Expenditures FY 22, FY 23, and FY 24



SIUE Sponsored Project Expenditures

