September 5, 2025

Members of the Board Academic Matters Committee

      Ed Hightower, Chair
      Mo Abuzaneh
      Sara Salger
      Toni Williams

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 18, 2025, immediately following the Executive Committee in the SIU Edwardsville East St. Louis Center, 601 James R. Thompson Blvd., Building D, Multipurpose Room, in East St. Louis, Illinois, with YouTube option.

The agenda, Program Quality Assurance Report, and minutes from the July 10, 2025, meeting can be viewed through the Board portal system.

I look forward to seeing you at the meeting.

Sincerely,

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

GVG/jl

Attachments

c: Deb Barnett
     Hannah Connolly   Dan Mahony
     Ed Curtis   Austin Lane
     J. Phil Gilbert   James Minor
     John Simmons   Jerry Kruse
                               Other Interested Parties

Office of the President
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AGENDA

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

Thursday, September 18, 2025
Immediately following the Executive Committee Meeting

SIU Edwardsville – East St. Louis Center
601 James R. Thompson Blvd.
Building D, Multipurpose Room
East St. Louis, IL 62201

1.   Announcements

2.   Approval of Minutes of the Meeting July 10, 2025

3.   Inventor of the Year Award Presentation to Ken B. Anderson

4.   Faculty Collaboration Award Presentation to Sinan Onal (SIUE) and Chao Lu (SIUC) and Eric Ruckh (SIUE) and Jyotsna Kapur (SIUC)

5.   Informational Report: *Program Quality Assurance FY2025*

6.   Informational Report: *Grant Awards and Contracts FY2025*

7.   Other Business

8.   Adjournment

BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting
Thursday, July 10, 2025

Auditorium, SIU School of Medicine
801 North Rutledge
Springfield, Illinois
Also available via live stream video at siusystem.edu

The Academic Matters Committee met at 9:00a.m on Thursday, July 10, 2025, in person and via YouTube. Present were: Tonnnette Williams (chair pro-tem), Mo Abuzaneh, Ed Hightower, and Sara Salger. Other Board members present were: Hannah Connolly, Ed Curtis, J. Phil Gilbert, and John Simmons. Executive Officers present were: President Dan Mahony, Senior Vice President Duane Stucky; Vice President Gireesh Gupchup; Vice President Sheila Caldwell, Chancellor Austin Lane, SIUC; Chancellor James Minor, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Gupchup introduced Josi Rawls of SIUC and Tyann Cherry of SIUE to provide an update on the Transfer Network Improvement Community (NIC) work that the SIU System is doing with the National Association for Higher Education (NASH). He mentioned that this is a grassroots effort that utilizes improvement science in developing and testing measurable change to help improve 2-year to 4-year transfer rates on our campuses.

Josi Rawls presented first, then Tyann Cherry.

Dr. Gupchup invited Todd Wakeland, Director of Export Controls for the SIU System, to provide a short update on the International Travel Policy as requested by the Board.

Todd Wakeland provided his update.

Trustee Hightower thanked Mr. Wakeland for his diligence in providing the Board with an update.

Approval of the Minutes of the April 17, 2025, Meeting

Motion was made by Trustee Salger to approve the minutes of the April 17, 2025, meeting. The motion was duly seconded by Trustee Hightower. Madam Secretary called roll call with Abuzaneh, Hightower, Salger, and Williams passing the motion.

Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2024, through June 30, 2025 (Board Agenda Item H)

Dr. Gupchup introduced Item H.

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

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:15 a.m.

Adjournment

GVG/jl

Program Quality Assurance

July 1, 2024 – June 30, 2025

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

Submitted to the
Illinois Board of Higher Education
September 2025

by the Office of
Academic Innovation, Planning and Partnerships

TABLE OF CONTENTS

*includes the SIU School of Medicine in Springfield

Introduction

For more than three decades, the Illinois Board of Higher Education (IBHE) has required all approved units of instruction, public service, and research offered by the public universities to be evaluated on a periodic basis.

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

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

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

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

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

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
2024-2025

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit	Notes
INSTITUTIONAL ACCREDITATION					
Higher Learning Commission	2020	Accredited	2030	Southern Illinois University Carbondale	
VICE CHANCELLOR FOR RESEARCH					
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2021	Accredited	2024	Laboratory Animal Program	Site visit was in Fall 2024. Reached out to program for update. Awaiting their response.
VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE					
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2021	Accredited	2027	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	
VICE CHANCELLOR FOR STUDENT AFFAIRS					
American Camp Association (ACA)	2023	Accredited	2026	Touch of Nature Environmental Center - Camp Little Giant	
COLLEGE OF AGRICULTURAL, LIFE, AND PHYSICAL SCIENCES					
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)	
COLLEGE OF ARTS AND MEDIA					
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	The 2024 Annual Report was reviewed during April 18-19, 2025 NAAB Board Meeting. Board action pending next NAAB meeting October 2025.

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 Studies (Fashion Design Specialization)
	2017	Accredited	2027	B.S. in Interior Design
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)	2025	Accredited	2031	B.S. in Hospitality, Tourism, and Event Management
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; B.S. in Mechanical Engineering; and B.S. in Biomedical 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	Preaccreditation		Occupational Therapy Doctorate
American Bar Association (ABA) - Standing Committee on Paralegals	2018	Accredited	2025	B.S. in Paralegal Studies
American Board of Funeral Service Education (ABFSE)	2025	Accredited	2032	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)
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)	2025	Accredited	2035	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)
Commission on Accreditation of Rehabilitation Facilities (CARF)	2023	Accredited	2026	Evaluation and Developmental Center
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Probation	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	2028	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	2033	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	2026	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	
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2024	Accredited	2032	M.S. in Counseling and Rehabilitation Education (CARE)	
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 (JRCDMS)	2020	Accredited	2035	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)	
	2018	Accredited	2026	B.S. in Radiologic Sciences (Magnetic Resonance Imaging and Computed Tomography Specialization)	
	2023	Accredited	2031	M.S in Medical Dosimetry	

COLLEGE OF LIBERAL ARTS

Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)	Waiting to see if program will seek reaccreditation. Moved to COLA. Applied to extend accreditation for another year.

SCHOOL OF EDUCATION

Council for the Accreditation of Educator Preparation (CAEP)	2020	Accredited	2027	Teacher Education Programs	

SCHOOL OF LAW

Association of American Law Schools (AALS)	2014	Approved	2023	School of Law	
American Bar Association - Section of Legal Education and Admissions to the Bar	2018	Accredited	2023	Juris Doctorate	There are areas that need to be addressed and the Law School has a deadline of 1/10/25 to

respond. Areas of concern are still being address pending ABA review. A response was requested by June 27, 2025, showing they meet the Standards listed in Conclusion (1). The report will be reviewed at the August 2025 meeting.

SCHOOL OF MEDICINE

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)	2024	Accredited	2031	M.D. Medical Education Program

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

ACCREDITING AGENCY	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission	2025	Accredited	2035	Undergraduate, graduate, and the doctoral programs in nursing, dental medicine and pharmacy
INSTITUTIONAL AFFILIATIONS				
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	
VICE CHANCELLOR FOR STUDENT AFFAIRS				
Early Childhood Center	2018	Accredited	2028	
PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS				
CENTER FOR INTERNATIONAL PROGRAMS				
National Association of Foreign Student Affairs		Membership	Renewable annually	
ENROLLMENT MANAGEMENT				
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	
INSTITUTIONAL DIVERSITY AND INCLUSION				
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	
COLLEGE OF ARTS AND SCIENCES				
Accrediting Council on Education in Journalism and Mass Communications	2024	Accredited	2029-2030	Baccalaureate program in Mass Communications
Commission on Accreditation of Allied Health	2019	Accredited	2027	Master's program in Art Therapy
American Chemical Society	2020	Reapproved	2027	Baccalaureate program in Chemistry
Council on Social Work Education	2020	Accredited	2028	Baccalaureate program in Social Work
Council on Social Work Education	2020	Accredited	2028	Master's program in Social Work
National Association of Schools of Music	2021	Accredited	2031 (final re-affirmation pending)	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2019	Accredited	2025	Master's program in Public Administration

Accreditor	Year	Status	Next Review	Programs
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

Accreditor	Year	Status	Next Review	Programs
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

Accreditor	Year	Status	Next Review	Programs
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

Accreditor	Year	Status	Next Review	Programs
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		All teacher education programs
National Association of School Psychologists	2019	Accredited	2027	Specialist degree in School Psychology
Council for the Accreditation of Educator Preparation	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	2031	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

Updated 08/15/2025

PROGRAM REVIEW REPORT

1. **Reporting Institution:**   Southern Illinois University Carbondale

2. **Programs Reviewed:**   Health Administration (MHA)

3. **Date:**   December 17, 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. J. Tobin Grant, Professor, Southern Illinois University Carbondale
    - Dr. Laura Morthland, Associate Professor and Program Director, Interior Design, Southern Illinois University Carbondale

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

    An on-campus track to provide a maximum of options/opportunities for students:

    - Post-baccalaureate certificate in infection prevention and control
    - Dual track agreements (known as concurrent degrees) developed between the MHA and the:
        - Master of Health Informatics (MHI)
        - Master of Science in Radiologic Sciences (MSRS)
        - Master of Medical Dosimetry (MSDos)
        - Juris Doctorate (JD)

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

    MHA Core Strengths:

    - An in-demand program that excels in enrollment growth
    - A program offering high-quality instruction with strong research activity
    - Excellent utilization of a highly engaged Community Advisory Board
    - A strong commitment to regional service

    In addition, the review team described a "culture of assessment" in the program, with TT and NTT faculty highly engaged in discussions of yearly assessment data. They have clear SLOs and adequate measurement tools. The program has also shown responsiveness by implementing changes based on this data.

    MHA Areas of Concern:

    - A program that has grown beyond faculty and resource capacity. Specifically mentions increases in course caps from 25 to 40 and on occasion 65.

- High faculty to student ratios in on-line sections which is leading to shifts in program structure and faculty burnout.
- Communication breakdowns between the unit and higher administration (school, college, and university level).

The lack of alignment between on-campus and on-line experiences was also noted by the review team. On-campus students get access to field trips, proprietary software used by SIH (the company many will go on to work for), and are taught mainly by T/TT faculty. On-line students do not have those experiences or options.

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

- Implementation of an on-campus MHA degree track in addition to the fully on-line option
- Reduction of course hours required for degree completion
- Increased offering of courses to better prevent delays in graduation
- Creation of a post-baccalaureate certificate in infection prevention and control
- Dual track agreements (now known as concurrent degrees) developed between the MHA and the Master of Health Informatics (MHI), the Master of Science in Radiologic Sciences (MSRS), Master of Medical Dosimetry (MSDos), and the Juris Doctorate (JD)
- Updating mission, goals, and SLOs for 2025 – adding a greater focus on research to be more reflective of an R1 institution

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

The Review team had the following recommendations:

1) Restore trust and communication between the MHA faculty and leadership and the college and school.

2) Collectively revisit the program structure. Equalize educational resources and experiences between the on-campus and on-line programs.

3) Focus on program capacity. With budget model changes leading to staffing model changes, the program is currently experiencing staffing issues (reduction of overloads for T/TT faculty). The review team states: "The MHA Program, in collaboration with the CAB, leadership of the School, and leadership of the College must determine how to balance program integrity and effective student-faculty interaction with enrollment".

6.   Outcome

6.1   Decision:

___X___ Programs in Good Standing
_____ Programs Flagged for Priority Review
_____ Program Enrollment Suspended

6.2   Explanation

Degree	Enrollment				Completion			
	F22	F23	F24	3 Year Avg	FY22	FY23	FY24	3 Year Avg
MHA	79	79	89	82.3	43	52	31	42

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale

2. **Programs Reviewed:** Health Informatics (MHI)

3. **Date:** April 15, 2025

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:

- Karen Johnson, Associate Professor, Southern Illinois University Carbondale
- Seung-Hee Lee, Professor, Southern Illinois University

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

    No changes since last review as this was the first program review.

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

    1) Enrollment has a strong upward trend, but degrees conferred are low.
    2) With the increase in section enrollment due to combining on-line sections, due to TT faculty overloads being unavailable, the review team was concerned with the quality of instruction. They fear a "move towards a seemingly degree-mill type environment."
    3) There are no dedicated MHI faculty. Nor is there a faculty devoted to being program director (the program director oversees multiple programs).
    4) Assessment plan is sufficient. Both on-campus and on-line courses use the same syllabi and SLOs. Advisement and facilities are also adequate.
    5) MHI is not externally accredited.
    6) No formal opportunities to connect students with employers.
    7) Concerns were expressed about effective communication between the unit and the school and the unit and the college. They reported a: "perceived disconnect regarding course management and faculty needs which seems to be having a negative effect on faculty morale."

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

    None, this is the first program review.

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

1) Be clear in advertising about who is teaching courses (TT or NTT faculty).
2) Explore pursuing accreditation.
3) Develop an annual student survey for formal program feedback.
4) "Enforcing enrollment caps on classes to prioritize quality of instruction over quantity of degrees conferred."
5) Consider hosting industry members to develop connections and consider creating a report that "highlights current and projected industry personnel needs for MHI degree."

6. **Outcome**

6.1 **Decision:**

__X_ Programs in Good Standing
_____ Programs Flagged for Priority Review
_____ Program Enrollment Suspended

6.2 **Explanation**

Degree	Enrollment				Completion			
	F22	F23	F24	3 Year Avg	FY22	FY23	FY24	3 Year Avg
MHI	35	43	42	40	13	16	17	15.3

PROGRAM REVIEW REPORT

1.   **Reporting Institution:**   Southern Illinois University Carbondale, SIU School of Medicine

2.   **Programs Reviewed:**   Physician Assistant Program (DMSc)

3.   **Date:**   September 12, 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. Jacob Ribbing, Assistant Professor, DMSc, PA-C, Director of Doctoral Education, SIU School of Medicine.

The SIU Doctor of Medical Science (DMSc) program has made significant strides since its 2021 approval and 2022 launch, including curriculum refinements, enrollment growth, and expanded faculty support. Students are meeting key learning outcomes, with strong performance in leadership and evidence-based practice, and high-quality capstone projects. Initial feedback led to improvements in course design, faculty development, and resource investment. As a result of this review, the program plans to streamline content, enhance student support, refine assessment tools, and strengthen diversity efforts to ensure continued academic excellence and relevance in the evolving healthcare landscape.

5.1   Description and Assessment of Any Major Changes in the Program

The Doctor of Medical Science (DMSc) program at SIU experienced several key changes since its inception, reflecting growth and strategic refinement. The most notable developments include:

- The program secured approval from the Illinois Board of Higher Education (IBHE) in March 2021 and launched its first cohort in May 2022.
- Enrollment has steadily increased, and the program broadened its reach through enhanced marketing and recruitment strategies.
- Curriculum refinements were made to better align with evolving healthcare and leadership demands. These included the introduction of more flexible elective options and improved alignment with learning outcomes.
- New faculty hires and administrative support were added to accommodate growth and ensure academic quality.

5.2   Description of Major Findings and Recommendations, Including Evidence of Learning Outcomes and Identification of Opportunities for Program Improvement

The review revealed several positive outcomes and opportunities for growth:

- Students demonstrated strong performance in program learning outcomes, particularly in critical thinking, leadership, and application of evidence-based practice.
- High-quality capstone projects showed evidence of deep learning, practical application, and impact on clinical practice or policy.
- Student evaluations highlighted strengths in faculty engagement and course relevance, though some areas of the curriculum were identified as overly intensive or repetitive.

Recommendations include:

- Streamline course content to reduce redundancy.
- Enhance support for part-time students balancing clinical responsibilities.
- Continue refining assessment tools for learning outcomes.

These findings affirm the program's strength while guiding future improvements to enhance student experience and academic rigor.

5.3 Description of Actions Taken Since the Last Review, Including Instructional Resources and Practices, and Curricular Changes

Although this is the program's first formal review, the DMSc leadership team proactively implemented several actions since the program's launch:

- Adjustments were made to pacing and workload based on early feedback, improving student experience.
- Ongoing professional development for faculty has strengthened course delivery and mentoring.
- The program invested in digital platforms, library access, and instructional design support to enhance online learning.
- A robust set of assessment tools was introduced, including student feedback mechanisms and capstone evaluation rubrics.

These actions demonstrate the program's commitment to continuous improvement and responsiveness to stakeholder feedback.

5.4 Description of Actions to Be Taken as a Result of This Review, Including Instructional Resources and Practices, and Curricular Changes

Following the review, the DMSc program has outlined several forward-looking initiatives:

- Further revisions will streamline course content, reduce duplication, and better integrate leadership and healthcare policy themes.
- Plans include improved academic advising and expanded access to wellness and professional resources for students.

- The program will refine outcome measurement tools to ensure valid and reliable tracking of student learning and program impact.
- Strategies will be developed to promote diversity in recruitment, curriculum content, and faculty hiring. These actions are intended to position the program for continued excellence, growth, and alignment with national standards in advanced healthcare education.

6.   Outcome

6.1   Decision:

___X_ Programs in Good Standing
_____ Programs Flagged for Priority Review
_____ Program Enrollment Suspended

6.2   Explanation

	Enrollment				Completion			
Degree	F22	F23	F24	3 Year Avg	FY22	FY23	FY24	3 Year Avg
Physician Assistant (DMSc)	29	39	52	40	46	28	36	36.7

PROGRAM REVIEW REPORT

1.	**Reporting Institution:**	Southern Illinois University Carbondale
2.	**Programs Reviewed:**	Sothern Illinois Cannabis Science Center
3.	**Date:**	April 8, 2025
4.	**Contact Person:**	Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs

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5. **Major Findings and Recommendations**

The review team was comprised of:

- Dr. Costas Tsatsoulis, Professor, Vice Chancellor for Research and Graduate School Dean, Southern Illinois University Carbondale

The Southern Illinois Cannabis Science Center (SI CSC) is in good standing and has made excellent progress in a short time. Namely:

- A new degree, minor, and certificate have been proposed by the Center and approved by the IBHE.
- An Advisory Board has been created.
- A web site has been created that includes a list of the affiliates of the center.
- The Executive Committee has met three times per year, and the Steering Committee has also met numerous times. These actions are important and show engagement and leadership.
- The SI CSC organized and hosted the Hemp/Cannabis Symposium in 2023 and 2024 with strong participation from all over the country.
- SI CSC has built a relationship with the BioLaunch Facility in the Gower Translational Research Center.
- In FY23 SI CSC affiliated faculty submitted 4 grant proposals, made 28 presentations, and participated in 8 community engagement events.

Recommendations:

1. The SI CSC should organize events to increase its visibility on campus leading to more SIU-wide collaborations.
2. The SI CSC should finish its operating paper.
3. Invite new members to the Advisory Committee.

5.1 **Description and assessment of any major changes in the center/institute, including but not limited to changes in the overall discipline or field, demand for the center's or institute's services, societal need, institutional context, and other elements appropriate to the discipline. If the center/institute supports instructional activities, note any changes associated with enrollment, instructional resources and practices, internships and employment opportunities for students, curriculum, and faculty:**

- A new Interim Director of the SI CSC, Dr. Gary R. Kinsel, has been appointed
- New degree, minor, and certificate programs related to cannabis science have been approved by the IBHE to be added to the offerings of SIU Carbondale.

5.2 Description of major findings and recommendations, including progress regarding outcomes and objectives, and opportunities for improvement. If the center/institute supports instruction, also consider evidence of learning outcomes:

- A new degree, minor, and certificate have been proposed by the Center and approved by the IBHE.
- An Advisory Board has been created.
- A web site has been created with a listing of affiliates of the center. A distribution list has been established to send communication on center-related activities. – Aligns with Objective 1 in the RME "Formation of a communication network."
- The following three items support Objective 2 in the RME "Establish groups and identify capabilities and resource needs"
    - The Executive Committee has met three times per year, and the Steering Committee has also met numerous times. These actions are important and show engagement and leadership.
    - The SI CSC organized and hosted the Hemp/Cannabis Symposium in 2023 and 2024 with strong participation from all over the country.
    - SI CSC has built a relationship with the BioLaunch Facility in the Gower Translational Research Center.
- In FY23 SI CSC affiliated faculty submitted 4 grant proposals, made 28 presentations, and participated in 8 community engagement events.– Aligns with Objective 3 in the RME "Identify funding streams to support projects."

Recommendations:

1. The SI CSC should organize events to increase its visibility on campus leading to more SIU-wide collaborations and expanding funding opportunities.
2. The SI CSC should finish its operating paper.
3. Invite new members to the Advisory Committee.
4. Consider hemp/cannabis research and teaching cluster hires.

5.3 Description of actions taken since establishment of the center/institute, to adapt to new or emerging conditions, including resources, practices, and programmatic changes:

Due to a decrease in demand for CBD testing, the SI CSC faculty are developing methods for consumer product testing (verification of label claims), pesticide and trace metal testing, and total CBD output with respect to plant genome and growth conditions. The demand for these testing services is expected to increase.

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

Recommendations:

1. The SI CSC should organize events to increase its visibility on campus leading to more SIU-wide collaborations.
2. Send survey to solicit additional faculty affiliates to the CSC and update website accordingly.
3. The SI CSC should finish its operating paper.
4. Invite new members to the Advisory Committee.

6.1   Decision:

__X__ Programs in Good Standing
_____ Programs Flagged for Priority Review
_____ Program Enrollment Suspended

PROGRAM REVIEW REPORT

1. **Reporting Institution:**   Southern Illinois University Carbondale

2. **Programs Reviewed:**   University Honors

3. **Date:**   December 20, 2024

4. **Contact Person:**   Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs

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5. **Major Findings and Recommendations**

   The review was conducted on 10/5/2023 with the report submitted 12/3/2024 (there was a delay in completing this document due to health issues experienced by the external reviewer). The review team consisted of the following:

   - Dr. Jane Elizabeth Dougherty, Associate Professor; School of Literature, Writing & the Digital Humanities, Southern Illinois University Carbondale
   - Dr. J.D. Bowers, Dean, Honors College, Rutgers, State University of New Jersey at New Brunswick

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

   Before the 2018 Internal Review, assessment in Honors seminar courses was conducted following the requirements of the University Core curriculum. In Spring 2019, the Honors Program established Assessment guidelines. Since the establishment of these guidelines, faculty compliance with Assessment requirements has increased in the last few academic years, but remains an issue. One issue has been that those faculty who do Assessment don't follow the guidelines provided by the Honors Program. For example, some faculty generate their own learning objectives rather than using the LEAP categories. For those faculty who have been in compliance and/or been willing to reflect on their courses, "their reflections indicate a nuanced understanding of their successes and challenges" and willingness to revise their courses in future semesters.

   5.2 Description of major findings and recommendations, including evidence of learning

   outcomes and identification of opportunities for program improvement:

   Major Findings:

   The Honors Program is highly successful, offering rigorous interdisciplinary courses and strong student engagement focused on learning, leadership, and service. It plays a key role in enrollment, retention, and graduation, with students benefiting from opportunities in research, internships, and service learning. Faculty and students report high satisfaction, with faculty appreciating motivated students and meaningful mentorship. While the program has made strides in diversity, it remains predominantly white and female, requiring further efforts. Honors students contribute significantly to service, research, and leadership both on campus and in the

community. The program supports SIUC's R1 research status, and students have earned prestigious awards, including REACH, McNair, and Goldwater scholarships.

<u>Recommendations:</u>

1. Assessment Recommendations: The Honors Program should implement a more rigorous assessment of student experiences, including research and extracurricular activities, and track post-graduation placement data. An assessment plan for the entire program is needed.
2. Staffing Recommendations: Due to funding cuts, the number of seminars has been reduced. Increased financial support and strategies to release more faculty for Honors courses are recommended. The creation of a fourth Assistant Director position is proposed, focusing on assessment and major scholarships. Additionally, the unfilled Associate Director position should be restored for career advancement opportunities.
3. Facilities Recommendations: A dedicated classroom for Honors seminars is needed to align with best practices and foster learning communities.
4. Scholarship Recommendations: The Honors Program should focus on increasing student engagement with research and High-Impact Practices. It should collaborate with administration to strategize this. The Chancellor's Scholars and Provost's Scholars programs should be used for Honors recruitment.
5. Development Recommendations: An Honors Scholarship program should be created to aid recruitment and retention. The program should also be prioritized for fundraising efforts, including naming opportunities through the Foundation.
6. Student Engagement Recommendations: Collaboration with Residential Life is needed to develop a robust social experience for Honors students. A Capstone Course or Project, potentially focused on service and leadership, should be developed to enhance student engagement.

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

Following the recommendations of the 2018 Internal Review, the Honors Program has increased its focus on Diversity, Equity, and Inclusion, with the institution of the upperclass entry in 2020. This allows students to join University Honors later in their academic career, opening up opportunities for students who are not aware of the program early on, particularly first generation and minority students. As of 2023, the student demographic is 73% white, with slight improvements in diversity compared to 2019. Gender diversity has also improved, but the program remains largely white and female.

In 2021, the Honors Program moved into a bigger space within Morris Library. All Honors staff, the Honors Assembly, student workers, and two faculty offices are located in this space. The space also offers an extensive area for students and others associated with the Honors Program to congregate. This addressed concerns expressed in the 2018 Internal Review that the Program had inadequate space for staff and there was no central space for Honors students to gather.

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

The following actions should be considered based on the reviewers' recommendations:

Assessment

- Develop an Assessment Plan for Honors. Start by using the data from Section III: Overview of Assessment and Continuous Improvement in the self-study, focusing on the three Learning Outcomes of University Honors:

  LEARN: Assessing UHON seminars are well established. The next steps are to assess contracts, Independent Studies, and Theses. The intent in Spring 2025 is to send an assessment instrument to faculty teaching these courses.

  LEAD: Data included in the self-study on p 20-23 would become the basis for the assessment plan.

  SERVE: Build a record of service for the program as a whole and for individual students. One suggestion is to assign a GA to support service activities undertaken by Honors.

Staffing
- Encourage each college to offer at least one course per year on-load and to develop a signature course. This initiative will help address current curriculum challenges if each college offers one or two courses annually, selected by the Advisory Council.
- Encourage Deans to recognize faculty efforts in teaching independent studies, contracts and theses in their annual reviews.

Facilities
- Obtain a cost estimate for converting part of the Honors area into a classroom space and assess its financial feasibility.

Scholarship
- Schedule a meeting with the Vice Chancellor for Research to discuss the role of Honors in undergraduate research and High-Impact Practices (HIPs).
- Actively recruit Chancellor and Provost Scholars to participate in University Honors.
- Consider assigning a development officer to focus on fundraising specifically for Honors scholarships.

Student Engagement
- Establish a formal structure within University Honors to integrate students with Residential Life activities.
- Increase opportunities for Honors students to engage in high-impact practices, such as completing a thesis, participating in a capstone project, contributing to a community engagement project, or taking part in other co-curricular experiences.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Bachelor of Science in Biological Sciences

3.   **Date**   2024-2025

4.   **Contact Person**   P. Denise Cobb

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5.   **Major Findings and Recommendations**

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

The undergraduate Biology program has made important and positive strides since its last review. Faculty have demonstrated an ongoing commitment to student learning, inclusion, and innovation in teaching. Significant improvements include the implementation of Peer-Led Team Learning (PLTL), Supplemental Instruction (SI), and Course-Based Undergraduate Research Experiences (CURE) in foundational courses. The department also transitioned from the ETS exam to the GenBio-MAPS assessment, aligning evaluation tools more directly with national biology learning standards.

Additionally, the program has taken steps to enhance DEI efforts by conducting student belonging surveys and offering faculty development opportunities focused on inclusive pedagogy. Faculty have collaborated to revise syllabi and clarify learning expectations, and the program has continued to expand mentored research opportunities despite limited resources. These efforts reflect a strong culture of continuous improvement and student-centered engagement. While challenges remain, particularly around advising and lab infrastructure, the program is well-positioned for sustained impact and future growth.

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

The Biology program maintains high academic standards, integrates experiential learning, and fosters a culture of faculty-student collaboration. However, the review identified several opportunities to enhance student success, equity, and operational sustainability. Key recommendations include:

- Collect data to evaluate and refine efforts to reduce D/F/W rates in key courses, particularly in BIOL 150 and 151. This includes systematically assessing the impact of CURE labs, SI, and PLTL programs on student learning and retention.
- Address advising inconsistencies by improving coordination between professional advisors and faculty. Reinstituting group advising sessions or implementing a faculty mentorship model could improve student guidance, satisfaction, and academic progress.
- Advocate for additional tenure-track faculty lines to expand course offerings, improve student access to research mentorship, and reduce advising and teaching loads.
- Secure funding for lab equipment repairs and increased consumables budgets, ensuring that students have the necessary tools and supplies to complete meaningful lab work and research experiences.

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

Since the last review, the department has made substantial curricular adjustments, including the addition of GenBio-MAPS to replace the ETS exam and implementing new assessment strategies in BIOL 150 and 220. Faculty have piloted and scaled PLTL and CURE initiatives to promote active learning, and they have strengthened DEI practices by surveying students and revising classroom materials. These steps have contributed to a stronger academic culture and a clearer alignment between teaching practices and learning outcomes.

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

Based on the findings of this review, the following actions are recommended:

- Implement formal assessment cycles to evaluate the effectiveness of SI, PLTL, and CURE labs in reducing D/F/W rates.
- Improve collaboration and training between professional advisors and faculty to ensure advising accuracy and consistency.
- Launch a faculty-student mentorship model to supplement advising and improve career guidance.
- Collaborate with CAS and university administration to secure funding for laboratory maintenance and advocate for strategic faculty hires.
- Develop a coordinated plan for alumni engagement and career networking to strengthen post-graduation pathways for students.

6. Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The undergraduate Biology program is academically strong, student-centered, and aligned with institutional values of access, equity, and excellence. It offers students a range of impactful learning experiences, from introductory CURE labs to mentored research and capstone presentations. While it faces challenges related to advising infrastructure, faculty capacity, and lab funding, these issues are addressable with targeted institutional support. With continued investment, the program is well-equipped to maintain its high standards and evolve to meet the needs of current and future students. The program is recommended to remain in good standing.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Biological Sciences	361	369	324	513	351.3	402.0	146	112	111	120	123.0	114.3

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Master of Science in Biological Sciences

3.   **Date**   2024-2025

4.   **Contact Person**   P. Denise Cobb

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5.   **Major Findings and Recommendations**

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

Since the last program review, the Biology graduate program has taken meaningful and student-centered steps to strengthen its curriculum, mentoring structure, and support services. A key advancement has been the introduction of a well-sequenced graduate core (BIOL 501, 502, 503), which guides students through research design, scientific writing, and thesis development—laying a solid foundation for scholarly and professional success. Additionally, the creation of SCI 462 reflects a commitment to preparing graduate students for excellence in teaching assistant roles, improving both undergraduate instruction and graduate training.

The program has also demonstrated its responsiveness to student needs through inclusive initiatives such as the graduate student pantry and the launch of a Committee on Inclusivity and Equity. These efforts speak to a strong culture of care, belonging, and academic integrity. Despite fluctuations in enrollment and some resource challenges, the program continues to attract dedicated students and produce strong research outcomes. With its engaged faculty, well-structured core, and focus on continuous improvement, the Biology graduate program is well-positioned to build on its achievements and expand its contributions to student success, faculty scholarship, and the life sciences community.

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

The program effectively assesses student learning using a midpoint review, thesis or non-thesis capstone, and a faculty-reviewed assessment survey aligned with Graduate School benchmarks. The addition of core courses demonstrates the program's dedication to structured student development. However, concerns were raised about course consistency, instructional rigor, and student engagement

across different sections. Students value their relationships with mentors, but limited TA positions, outdated lab equipment, and low graduate stipends negatively affect recruitment and morale. The following recommendations were made by the review team:

- Advocate for additional tenure-track faculty lines to accommodate mentoring needs, improve course rotation, and stabilize program capacity.
- Secure funding for laboratory equipment repair and consumables to ensure students can complete high-quality, timely research.
- Increase support for graduate students by addressing inadequate stipends and sustaining initiatives like the graduate student pantry.
- Evaluate and potentially redesign the BIOL 501–503 core course sequence using student feedback and focus groups to ensure alignment with research and writing expectations.

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

The program responded to prior recommendations by formalizing its assessment processes through tools like Qualtrics, increasing international student outreach, launching SCI 462 for TA training, and creating informal alumni engagement opportunities. While a formal advisory board has not yet been established, the program has enhanced student experience through faculty mentorship and co-curricular initiatives focused on inclusion.

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

Based on the findings of this review, the following actions are recommended:

- Work with CAS and university leadership to assess faculty hiring needs.
- Pursue internal and external funding to replace lab equipment and expand research capacity.
- Maintain and expand student support mechanisms, especially financial support and inclusive community-building.
- Collect feedback and data to refine the graduate core courses, ensuring consistency across instructors and alignment with program expectations.
- Develop formal alumni-student networking opportunities and strengthen career development pathways.

6.   Outcome

6.1   Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Biology graduate program demonstrates strong faculty commitment, student-centered learning, and a track record of continuous improvement. Core coursework and mentorship structures are in place to support student success, and faculty are actively engaged in program assessment and revision. With strategically aligned institutional support, the program is well-positioned to sustain and enhance its impact.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Biological Sciences	50	41	35	30	42.0	35.3	14	20	17	15	17.0	17.3

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Master of Science in Educational Administration

3.   **Date**   2024-2025

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5.   **Major Findings and Recommendations**

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

Since the last program review, the Educational Administration program has made impressive strides in expanding its reach, relevance, and responsiveness to professional and licensure needs in the field. In alignment with state mandates and the growing demand for flexible graduate education, the program has grown from two to seven licensure-aligned degree pathways. This expansion demonstrates the program's commitment to meeting the diverse needs of educational leaders across Illinois and beyond. The strategic addition of an asynchronous, fully online, and accelerated format that appeals to working professionals and allows for increased enrollment and program flexibility has been notable success.

The program has maintained high standards for student achievement, with strong performance on licensure exams and consistently high GPAs among graduates. These outcomes reflect the dedication of faculty and staff to student success, despite the challenges of rapid growth. The development of a centralized Blackboard resource and ongoing curriculum alignment with CAEP and NELP standards further underscore the program's focus on quality and continuous improvement.

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

The Educational Administration program has demonstrated strong outcomes in student performance, with over 90% of students passing state licensure exams and completing program assessments successfully. Student GPAs remain high, averaging 3.94 in FY2023, and program completers have consistently met benchmarks across multiple licensure pathways. The program's expansion—now offering seven licensure-aligned degrees—has positioned it as a leader in regional educational administration preparation. The asynchronous, accelerated, and fully online delivery model has made the program accessible to a broad range of working professionals, contributing significantly to enrollment growth.

However, this rapid growth has introduced key challenges. Faculty and advising capacity have not kept pace with enrollment, with one advisor serving nearly 200 students and faculty balancing heavy workloads. Concerns have been raised about course repetition, limited scholarly interaction, and minimal faculty mentoring—especially for superintendent licensure students—which may affect the depth of leadership development. In light of these findings, the review team offered the following major recommendations:

- Hire additional full-time faculty members to support the rapid growth in enrollment and ensure faculty are able to maintain instructional quality, student mentorship, and scholarly engagement.
- Assess advising and leverage office support to improve student access to guidance, maintain advising quality and student retention.
- Develop a data collection system to better identify and monitor student demographics, progression, and support needs. This system would enable the program to assess how well it serves underrepresented students and identify gaps in access or achievement.
- Improve faculty collaboration and morale by structuring more productive and outcome-oriented faculty meetings. Faculty expressed some concern about the lack autonomy in course design, and limited interaction with instructors. Encouraging a more cohesive and collegial environment will aid in retention, promote innovation, and improve program delivery.

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

Since the last review, the Educational Administration program has taken several steps to improve student experience and meet accreditation standards. In response to concerns about access to program information, a centralized Blackboard page was created for students and promoted by advisors. Recruitment efforts were significantly expanded through a partnership with a third-party recruitment and marketing vendor, resulting in a substantial increase in enrollment. The program has also broadened its degree offerings from two to seven licensure-aligned pathways, in line with state mandates and licensure requirements. However, challenges identified in the prior review—especially related to faculty staffing—remain largely unaddressed, though new faculty positions have been approved and are awaiting action.

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

Since the program review process was completed, the program has hired two tenure track faculty members. Therefore, based on the remaining findings of this review, the following actions are recommended:

- Monitor advising quality and administrative support to ensure adequate resources to ensure the quality of the student experience and alleviate pressure on faculty and existing advisors.
- Develop and implement a system for collecting and analyzing student demographic and progression data to inform strategic improvements and support underrepresented students.
- Foster faculty engagement and morale through structured, collaborative meetings and clearer role expectations, ensuring faculty have autonomy and the ability to contribute meaningfully to program planning and delivery.
- Consider incorporating optional synchronous touchpoints to improve engagement and scholarly dialogue, particularly for students in leadership roles who would benefit from peer and faculty mentoring.

6.   Outcome

     6.1   Decision:

     ___X__ Program in Good Standing

     _____ Program flagged for Priority Review

     _____ Program Enrollment Suspended

     6.2   Explanation

The Educational Administration program has responded to state and institutional needs with agility, expanding its offerings and enrolling a growing number of students through its innovative online, asynchronous model. Students are meeting academic benchmarks, and licensure outcomes are strong. The program is well-positioned to maintain its excellence. Therefore, the program is recommended to remain in good standing.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Educational Administration	55	95	102	121	84.0	106.0	9	17	32	44	19.3	31.0

PROGRAM REVIEW REPORT

1. **Reporting Institution** <u>Southern Illinois University Edwardsville</u>

2. **Program Reviewed** <u>Bachelor of Science in Environmental Sciences</u>

3. **Date** <u>2024-2025</u>

4. **Contact Person** <u>P. Denise Cobb</u>

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5. **Major Findings and Recommendations**

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

The Environmental Sciences undergraduate program, launched in 2016, has made impressive strides in its first eight years. Designed with a forward-thinking, interdisciplinary approach, the program has grown steadily and now enrolls over 40 students, with a target of 60 to maintain optimal instructional quality and engagement. Students can choose from three thoughtfully designed specializations—Environmental Health, Environmental Toxicology, and Environmental Management—which allow for personalized academic and career pathways. The program's faculty, drawn from a range of disciplines including biology, geography, and political science, contribute to a rich and integrative educational experience that equips students with the skills and perspectives needed to address complex environmental challenges.

While no major structural changes were required during the review period, the program has demonstrated strong potential for continuous improvement. Students value the academic rigor and applied learning built into the curriculum, particularly the senior project and lab-based components. Faculty and students also recognize opportunities to further enrich the student experience—specifically, by expanding early exposure to faculty-led research, strengthening connections with professional advisors, and enhancing access to off-campus internships. These areas represent exciting opportunities for growth and innovation, not deficiencies.

The program's development has been timely and well-aligned with institutional priorities and societal needs. As environmental issues continue to rise in national importance, the program is well-positioned to become a regional leader in undergraduate environmental education. With strategic investments in advising, student support, and experiential learning, the Environmental Sciences program is poised to build on its strong foundation and take its next steps as a high-impact, student-centered academic offering.

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

The Environmental Sciences program demonstrates strong interdisciplinary foundations and student engagement through its specializations and capstone experiences. However, opportunities exist to strengthen advising, experiential learning, assessment, and diversity efforts. The following recommendations were offered by the review team:

- Improve communication among faculty, advisors, and students to address inconsistencies in advising and ensure earlier faculty engagement in student mentorship.
- Develop partnerships with alumni, agencies, and local industries to increase access to internships and off-campus experiential learning, which students identified as a need.
- Integrate advising staff into program discussions to improve alignment between academic advising and program expectations.
- Enhance assessment practices and data use to ensure learning outcomes are systematically measured and used for program improvement.
- Create a recruitment strategy focused on underrepresented students to support the program's growth and improve diversity in alignment with institutional goals.

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

As this was the program's first 8-year review, there were no prior review recommendations to implement. The program has developed a formal assessment plan and maintains a rigorous curriculum aligned with national expectations.

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

The program should strengthen advising by coordinating more closely with the College's professional advisors and including advising in program-level planning. Communication across faculty with joint appointments must be improved to ensure coherence. Partnerships with local organizations should be developed to provide students with off-campus experiential learning. Efforts should also focus on collecting robust assessment data and recruiting underrepresented students and faculty. The program will continue to monitor market trend and student demand for the specialization in order to position the curriculum and the program's student outcomes competitively and in line with societal demands and labor trends.

6. Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The Environmental Sciences undergraduate program is academically rigorous and continues to grow in enrollment and curricular strength. While areas such as advising, assessment, and DEI initiatives require attention, the program shows strong potential and has already laid a foundation for further development. It is recommended to remain in good standing.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Environmental Sciences	30	31	34	45	31.7	36.7	9	8	9	14	8.7	10.3

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** Master of Science of Instructional Technology

3. **Date** 2024-2025

4. **Contact Person** P. Denise Cobb

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5. **Major Findings and Recommendations**

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

Since the last program review, the Instructional Technology graduate program has experienced significant internal restructuring, marked most notably by the division into two separate tracks: Educational Technologies (ET) specialization and Instructional Design & Performance Improvement/Digital Environments track (ID&PI/DE). This split was not the result of strategic curricular planning or evolving student demand but rather stemmed from persistent and unresolved faculty conflict. This division has had wide-ranging implications for program coherence, advising, and resource allocation.

The ET specialization has expanded through a partnership with SIUE's external vendor that supports recruitment and online marketing. This model has contributed to steady enrollment growth and increased access for working professionals seeking flexible, asynchronous coursework. However, the ID&PI/DE track remains almost entirely dependent on a single faculty member for course delivery, mentoring, and advising, raising serious concerns about long-term sustainability and risk management. The absence of succession planning or institutional backup places students at risk should that faculty member become unavailable.

From a broader institutional perspective, the program has not kept pace with best practices in graduate education—particularly in the areas of collaboration, transparency, and data-informed planning. Faculty operate with minimal shared governance, and the review found limited documentation of how program-level decisions are made or evaluated. These issues have led to inconsistent advising experiences, variable course expectations, and minimal coordination of student support services. As student needs shift and the university continues to emphasize academic quality and inclusive excellence, the program must evolve toward a more unified, accountable, and learner-focused structure.

Despite these concerns, there are promising opportunities. The success of the ET track's online delivery and corporate partnership signals strong potential for scalable, accessible graduate education. If both tracks can be better aligned under a shared vision with clear assessment and planning structures, the program could regain its standing as a leader in instructional technology preparation.

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

Although 100% of students met learning benchmarks in recent assessment cycles, the review team found that many changes were reactionary and disconnected from documented outcomes. The removal of the juried portfolio, for example, has reduced opportunities for multi-faculty input on student performance. Moreover, advising is inconsistent, with one program relying entirely on a single faculty member. Despite rigorous individual courses and some student satisfaction, the program is deeply hindered by a lack of coordination, faculty conflict, and poor documentation of decision-making tied to assessment results. Key recommendations include:

- Develop a sustainability plan grounded in student-focused, data-driven rationale.
  Any track or structure that depends on a single individual must include contingency planning, measurable goals, and regular collaborative review.
- Create formalized plans for student success, retention, and recruitment.
  Future self-studies must include clear data and show evidence of ongoing assessment, reflection, and responsiveness.
- Establish community-building opportunities for students.
  Students requested meaningful, informal interaction beyond the LMS. Optional synchronous gatherings or extracurricular engagement opportunities are encouraged.
- Standardize course due dates and timelines across the curriculum.
  Inconsistencies in deadlines across courses are confusing to students and limit the predictability needed in asynchronous programs.

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

The program reviewed the feasibility of national accreditation but decided against it after evaluating alignment, student priorities, and faculty input. Some recruitment initiatives (emails, flyers, social media) were attempted, and the ET track successfully launched a corporate partnership. However, there was little evidence of progress in addressing faculty morale, advising evaluation, or interdisciplinary collaboration. Many unresolved issues from the last review have intensified.

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

The department chair, Dean and faculty had an initial discussion and have crafted a plan how to move forward with addressing the recommendations of the review team. In view of this plan and the recommendations of internal review team, the following actions are recommended:

- Develop a clear, unified program identity and purpose, based on student learning outcomes rather than internal faculty dynamics.
- Eliminate all non-trascriptable tracks and emphases to further program coherence and sustainability.
- Ensure adequate teaching and advising coverage through faculty collaboration.

- Introduce peer review of teaching and establish shared expectations for academic rigor and engagement.
- Center future program planning on data, transparency, and inclusive practices.

6.   Outcome

6.1   Decision:

_____ Program in Good Standing

___X__ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

Based on the totality of feedback, discussions and thorough review, it was concluded that the Instructional Technology graduate program demonstrates critical weaknesses that require immediate attention. Lack of faculty collaboration and collective insight, inconsistent advising, and reliance on a single faculty member in one track compromise the program's sustainability and coherence. Changes made since the last review appear driven more by faculty division than by curricular or student-centered needs. Without significant structural and cultural reform—including data-driven planning, collaborative governance, and improved advising—the program is not positioned for long-term success. For these reasons, the program is flagged for Priority Review.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Instructional Technology	41	20	24	26	28.3	23.3	5	3	13	7	7.0	7.7

<div align="center">**PROGRAM REVIEW REPORT**</div>

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

2.   **Program Reviewed**   Master of Science in Kinesiology

3.   **Date**   2024-2025

4.   **Contact Person**   P. Denise Cobb

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5.   **Major Findings and Recommendations**

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

Since the last program review in 2016, the Kinesiology Graduate Program has undergone meaningful improvements across all three plans of study. The Exercise Physiology (EP) and Exercise and Sport Psychology (ESP) concentrations revised and clarified learning objectives in alignment with national standards, while the Physical Education and Coaching Pedagogy (PECP) plan has continuously updated content to reflect evolving student and professional needs. Diversity has increased—particularly among international students and female students in a traditionally male-dominated field. Advising has improved through a successful pilot program, and exit exams were replaced with national certification options to better align with industry expectations. Faculty have expressed concerns over space constraints in the Exercise Physiology Lab, availability of tenure-track (TT) faculty in key areas, and barriers to meeting accreditation standards due to student-faculty ratios. Overall, the program has evolved in ways that prioritize student outcomes, inclusivity, and academic rigor, but strategic investments in staffing and facilities are needed to support its continued growth and competitiveness.

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

The program demonstrates high academic rigor, with multiple semester-long projects, capstone internships, and thesis options. Students are meeting learning benchmarks, as evidenced by consistent graduation rates, certification exam success, and positive employment outcomes. Advising, mentorship, and experiential learning are central to the student experience.

Recommendations from the internal review team include:

- Addressing English proficiency support for international students;
- Publishing PECP learning objectives more visibly for student access;

- Securing dedicated and recurring funding and space for the Exercise Physiology Lab;
- Monitoring faculty to student ratio in both the EP and ESP concentrations to maintain instructional quality and support accreditation with the Association for Applied Sport Psychology;
- Ensuring faculty with Certified Mental Performance Consultant (CMPC) credentials are available for required mentorship;

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

The program has eliminated the EP exit exam in favor of national certification, introduced new course content to better align with career preparation, and implemented a three-year advising pilot. The curriculum now integrates mental health content, addresses changing licensure and professional standards, and provides research and practical experiences aligned with career goals. The program has also maintained national accreditation for the EP track through CAAHEP and has improved curriculum coherence and clarity in EP and ESP concentrations.

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

- Monitor enrollments in EP and ESP in order to maintain necessary student-faculty ratios;
- Expand and upgrade lab space for Exercise Physiology;
- Introduce language support services for international students;
- Improve visibility of PECP learning goals;
- Formalize a strategy to meet new accreditation requirements in ESP;
- Continue diversifying curriculum content and delivery and tailor advising.

6. Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Kinesiology Graduate Program demonstrates notable merit. The program has responded appropriately to the previous review's recommendations and continues to provide rigorous, student-centered education across three concentrations. Students receive strong mentoring, participate in applied research, and are supported through professional development and inclusive learning practices.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Kinesiology	129	117	116	99	120.7	110.7	64	80	59	73	67.7	70.7

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Bachelor of Science in Mathematical Studies

3.   **Date**   2024-2025

4.   **Contact Person**   P. Denise Cobb

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5.   **Major Findings and Recommendations**

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

The undergraduate mathematics program at SIUE is evolving in response to exciting developments in the discipline, particularly the growing importance of data science, analytics, and computational methods. The department has taken proactive steps to meet these changes, including the introduction of MATH 165 to enhance programming exposure. While students have expressed a desire for more current tools like Python and R, this feedback offers valuable direction for continued curricular innovation that aligns with workforce demands. Faculty are deeply committed to preparing outstanding secondary educators, and this presents a promising opportunity for strategic recruitment and renewed outreach. With coordinated support from enrollment management and external partnerships, this area of the program has strong potential for revitalization.

At the institutional level, the department has shown resilience and initiative in adapting to the elimination of academic development courses and shifting student preparation levels. New interventions like MATH 120I and the proposed "Foundations of Algebra" course reflect a commitment to student success. Despite challenges such as faculty attrition and temporary gaps in office staffing, the program remains student-centered and academically strong. With targeted investment and a focus on aligning resources with demand, the program is positioned to thrive and continue its essential role in the university's academic mission.

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

The review committee found that the program demonstrates academic rigor and strong faculty dedication. Assessment processes are in place and regularly used to improve instruction, with marker courses such as MATH 223 and 499 supporting continuous improvement. The program has shown gains in 4-year graduation rates and in closing equity gaps for Black students. However, challenges

include underprepared students in upper-level courses, insufficient faculty in key areas such as statistics, and limited programming instruction aligned with industry needs.

Major recommendations include:
- Hiring faculty, especially in Statistics;
- Restoring full-time office support;
- Recruiting mathematics education majors;
- Offering more modern programming and data science courses;
- Consolidating applied math and pure math specializations;
- Reforming assessment strategies to include experiential learning;
- Improving use of Blackboard and accessibility of course materials.

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

The department implemented MATH 165 to enhance programming exposure and created MATH 120I as a support mechanism for underprepared students. Capstone assessment processes and seminar series were strengthened. The department also increased colloquia offerings and mentoring opportunities, particularly in the Actuarial specialization. However, some recommendations from the prior review remain partially addressed—especially regarding programming content, faculty hiring, and access to timely course data.

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

Planned actions include:

- Seeking institutional support to fill vacant faculty positions and restore office staffing;
- Restructuring curriculum to include external programming courses for most specializations;
- Creating a strategic plan for upper-level course readiness;
- Considering consolidation of specializations and greater integration of data science content;
- Reforming assessment models and developing new experiential learning courses;
- Improving communication and consistency in course materials and grading through better use of Blackboard.

6. Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The undergraduate Mathematics program is academically strong with high-quality, student-focused faculty and a well-defined assessment structure. The Actuarial specialization is a particular strength. Program improvements will require administrative support, curriculum modernization, and renewed

student recruitment strategies. Given the department's commitment to improvement and current academic quality, the program is recommended to remain in good standing.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Mathematical Studies	60	48	50	60	52.7	52.7	18	18	11	12	15.7	13.7

PROGRAM REVIEW REPORT

1.	**Reporting Institution**	Southern Illinois University Edwardsville
2.	**Program Reviewed**	Master of Science in Mathematics
3.	**Date**	2024-2025
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5.   **Major Findings and Recommendations**

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

The graduate mathematics program has shown resilience and adaptability in a rapidly evolving academic and professional landscape. Recent growth in graduate applications—particularly in Statistics and Data Science—demonstrates increasing recognition of the program's relevance and value. The Graduate Program Director (GPD) is to be especially commended for revitalizing enrollment and enhancing student support structures. These successes reflect not only effective leadership but also the commitment of faculty to the program's ongoing development.

The program has made meaningful curricular strides by aligning graduate-level coursework with current trends in data science, pedagogy, and applied mathematics. Strengths such as the Post-Secondary Mathematics specialization and the PBC in Data Science exemplify SIUE's potential to lead in innovative, interdisciplinary education. While there remain opportunities to further integrate programming skills and modern data applications into the curriculum, these represent avenues for growth. Institutionally, while resource constraints related to faculty hiring and office support continue to pose challenges, the department has demonstrated a culture of excellence and student-centered engagement.

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

The program demonstrates academic rigor and high standards, supported by strong faculty commitment and student satisfaction. The Statistics specialization continues to attract significant enrollment, comprising approximately 50% of total graduate enrollment. The Post-Secondary specialization aligns closely with SIUE's strategic goals by strengthening regional educational ties. Assessment procedures are robust, particularly through well-developed rubrics in key courses across specializations.

However, the review committee identified critical areas for improvement based on survey and interview data:

- Hire additional faculty, particularly in Statistics, to address growing student demand and the impact of faculty attrition;
- Hire a full-time office specialist to restore operational efficiency, improve communication, and relieve faculty of administrative burdens;
- Allow the inclusion of suitable programming language courses from outside the department (e.g., Python, R, SQL) as electives, particularly in high-demand areas like data science;
- Consider consolidation of the Applied and Pure Mathematics specializations, with potential restructuring under a single specialization with two concentrations;
- Modernize operations research content and revise course titles (e.g., reconsider use of 'Operations Research' in the Statistics specialization);
- Integrate courses from the PBC in Data Science (STAT 560, 561, 562) into the Statistics specialization core, not just as electives;
- Reform exam-heavy assessment structures by incorporating more project-based and experiential learning opportunities;
- Create a dedicated experiential learning course for graduate students to engage in mentoring, tutoring, or real-world applications;
- Improve alignment between course materials, assessments, and instructional delivery—particularly ensuring student results are posted in Blackboard;
- Expand graduate internship and career development opportunities, as current offerings are limited despite student interest.

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

Since the last review, the department has made significant strides in addressing past recommendations. The Graduate Program Director implemented a more structured mentorship system, enhanced colloquia opportunities, and streamlined recruitment and admissions processes. While the number of teaching assistants has decreased, the department has strengthened support for graduate students in capstone and mentoring roles. The PBC in Data Science continues to be a highlight and is well-aligned with the broader university initiative to strengthen graduate offerings.

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

Planned actions include:

- Advocate for hiring additional faculty and a full-time office specialist;
- Reform and modernize specializations and elective offerings;
- Enhance experiential learning and project-based coursework;
- Integrate data science and programming courses into core curriculum;
- Develop more internship and career preparation pathways for graduate students;
- Increase use of Blackboard for feedback and course transparency;
- Improve response rates and planning for future program reviews.

6.   Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The graduate Mathematics program at SIUE demonstrates notable merit. It combines academic rigor, efficient leadership, and curricular relevance. Ongoing administrative support will help maximize its strengths and unlock even greater opportunities for growth. The program is recommended to remain in good standing with potential for continued impact and innovation.

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Mathematics	19	16	18	21	17.7	18.3	6	7	10	7	7.7	8.0

PROGRAM REVIEW REPORT

1.	**Reporting Institution**	Southern Illinois University Edwardsville
2.	**Program Reviewed**	Master of Science in Pharmaceutical Sciences
3.	**Date**	2024-2025
4.	**Contact Person**	P. Denise Cobb
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5. **Major Findings and Recommendations**

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

This is the first program review for the MS in Pharmaceutical Sciences, launched in Fall 2016. Since its inception, the program has grown steadily, with strong student outcomes and high demand. The department has implemented several improvements, including earlier research engagement, virtual admissions interviews, and the launch of a dual MS-PharmD degree. A new health sciences building scheduled to open in 2025 is expected to expand laboratory and research capacity. Faculty retirements, however, have resulted in unfilled positions, creating strain on current staff.

The program's close faculty-student mentorship model has emerged as a defining strength, contributing significantly to student satisfaction and research productivity. The addition of NIH-funded research and an increase in student publications have raised the program's profile and competitiveness. With improved infrastructure and continued faculty investment, the program has the potential to become a leading regional model for graduate education in pharmaceutical sciences.

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

The program demonstrates strong student outcomes: 85% completion rate, 100% placement in PhD programs or industry, and high satisfaction among graduates. Faculty use a well-defined assessment process tied to Graduate School learning goals. Students are deeply immersed in research, benefiting from small cohorts, hands-on mentoring, and assistantship opportunities.

Key recommendations based on the peer review report:
- Replace retired faculty to maintain faculty-to-student ratios and sustain research capacity.
- Improve transparency on stipend amounts and cost-of-living limitations, especially for international students.

- Increase stipends through internal budgeting and external grant applications.
- Expand support services including orientation, academic writing, financial literacy, and access to university and community resources.
- Integrate research and grant writing into required coursework.
- Increase availability of specialization electives and allow earlier access within the program.
- Leverage new space and labs to recruit and serve more students.

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

As this is the first review of the program, actions taken include launching the MS-PharmD dual degree, implementing virtual admissions interviews, adjusting the research timeline to begin earlier, and forming a graduate program committee. Faculty have also secured NIH grants and guided students in publishing research, demonstrating the program's research strength and continuous improvement orientation.

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

- Document and advocate for faculty hiring by collecting benchmarking data and monitoring faculty-student ratios.
- Formalize mentorship and social support structures, especially for international students.
- Incorporate financial literacy, grant writing, and research communication into coursework, where applicable.
- Improve infrastructure for advanced lab-based research using new building resources.
- Develop clearer pathways and support systems for student research, thesis progress, and career development.

6. Outcome

6.1 Decision:

___X__ Program in Good Standing

_____ Program flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The MS in Pharmaceutical Sciences is a well-established, research-intensive program with strong outcomes and national competitiveness. It is meeting its student learning goals, offering meaningful experiential learning, and preparing students effectively for academic and industry roles. The program is poised for growth, building on its strong foundation and the exciting opportunities provided by new space in the health sciences building. With continued support from the university in areas such as faculty capacity and student stipends, particularly for international students, the program is well-positioned to expand strategically and achieve even greater excellence

	Enrollment						Completions					
	F21	F22	F23	F24	3-yr Avg. (21-23)	3-yr Avg. (22-24)	2021	2022	2023	2024	3-yr Avg. (21-23)	3-yr Avg. (22-24)
Pharmaceutical Sciences	12	13	8	10	11.0	10.3	7	4	0	8	3.7	4.0

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

CIP Code	Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.	Status	Notes
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x							9	A	
	University Core Curriculum	PVC	2002-03	2018-19		x		overdue						A	
42.0101	B.A. Psychology	CHHS	2012-13	2021-22		x		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	CHHS	2012-13	2021-22		x		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 Sciences	CHHS	2012-13	2021-22		x		Good Standing					9		1-year extension granted 2/18 (IBHE); next review will remain 2028-29
90.4503	Center for Archaeological Investigations	COLA	2014-15	2022-23		x		Good Standing					9	A	
90.5207	Small Business Development Center	CHAN	2014-15	2022-23		x		Good Standing					9	A	
22.0302	B.S. Paralegal Studies	CHHS	2015-16	2022-23			x	Accredited	American Bar Association (ABA)			3/8/2004; 1/11/2005; 3/18/2022 Region 1 approved;	1, 9	A	On 7/11/25 program submitted reconsideration of one area of non-compliance to ABA. Awaiting decision.
03.0103	B.S. Geography and Environmental Resources	CALPS	2015-16	2024-25		x		Good Standing		8/4/2004			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		x		Good Standing		7/11/2002 8/4/2004			9	A	12.11.23 IBHE approval to postpone review until AY 2024-25.
04.0201	M.Arch. Master of Architecture	CAM	2020-21	2024-25			x	Accredited	National Architectural Accrediting Board (NAAB)	10/10/2006			9	A	Site visit was March 23-26, 2025. The 2024 Annual Report was reviewed during April 18-19, 2025 NAAB Board Meeting. Board action pending next NAAB meeting October 2025.
22.0101	J.D. Doctor of Jurisprudence	LAW	2017-18	2023-24			x	Accredited	American Bar Association (ABA)			8/15/2003	9		Site visit 1/22/24 and decision of ABA Law Council received on 5/24/24. There are areas that need to be addressed and the Law School has a deadline of 1/10/25 to respond. Areas of concern are still being address pending ABA review. A response was requested by June 27, 2025, showing they meet the Standards listed in Conclusion (1). The report will be reviewed at the August 2025 meeting.
51.2306	O.T.D. Occupational Therapy	CHHS		2023-24			x	Candidacy Status	ACOTE	8/9/2019			9		Self-Study due by 11/01/23. OTD remains in preaccreditation status. Action plan for full compliance expected to be implemented in January 2025 and submitted for April 2025 accreditation.
90.1418	Materials Technology Center	VCR	2014-15	2023-24		x		Good Standing					9	A	1-year extension granted IBHE 08/01/2022 due to no director; Funds for Director has been swept. Slated for elimination.
90.2615	Neuroscience Institute	SOM	2018-19	2023-24		x		Good Standing		4/9/2015			5	A	
	Center for English as a Second Language	COLA	2014-15	2023-24			x	Accredited	Commission on English Language (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)				9		Waiting to see if program will seek reaccreditation. Moved to COLA. Applied to extend accreditation for another year.
13.1206	M.A.T. Curriculum & Instruction Secondary Education	SED		2024-25	Initial 3rd yr. review	x		Reinstated 2021-22		8/14/2003			9	A	Program has been contacted for self-study but nothing has been received.
14.0501	M.E. Biomedical Engineering	CECTM		2024-25		x		Reinstated 2021-22		8/14/2007			9	A	RME was submitted on 8/20/25 to eliminate.

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CIP	Program	College						Status	Accrediting Body	Date	Date	Ref	A	Notes
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x						9	A	
16.0101	B.A. Languages, Cultures, and International Studies	COLA	2016-17	2025-26		x		Good standing		10/31/2013		9	A	1-year extension granted 5/8/24 (IBHE)
51.0701	B.S. Health Care Management	CHHS	2018-19	2025-26			x	Accredited	Association of University Programs in Health Administration (AUPHA)			1, 9		
51.2208	M.P.H. Master of Public Health	CHHS	2017-18	2024-25			x	Accredited	Council on Education for Public Health (CEPH)	6/8/2004	9/27/2016	9		Site visit will take place between September and December 2025.
90.0100	Southern Illinois Cannabis Science Center	VCR	2024-25	2029-30		x				6/16/2021		9		
90.4405	Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		x		Good Standing		Jan-97		9	A	8/26/25 Review will be scheduled after November 2025 per Department.
	Laboratory Animal Program	SOM	2018-19	2024-25			x	Accredited	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)		7/15/1999	9		Site visit was in Fall 2024. Reached out to program for update. Awaiting their response.
01.0699	B.S. Horticulture	CALPS	2017-18	2025-26		x		Good Standing			7/6/2013	8,9	A	
01.1099	B.S. Fermentation Science	CALPS	2020-21	2025-26		x		Initial 3rd yr. Review in 2020-21		3/9/2016		9	A	
01.1201	B.S. Crop, Soil and Environmental Management	CALPS	2017-18	2025-26		x		Good Standing			7/6/2013	8,9		
12.0301	B.S. Mortuary Science and Funeral Service	CHHS	2017-18	2025-26			x	Accredited	American Board of Funeral Service Education (ABFSE)			9	A	
14.0101	Ph.D. Engineering Science	CECTM	2017-18	2025-26		x		Good Standing		10/11/2006	12/2/2004	9	A	
14.0801	M.S. Civil Engineering	CECTM	2017-18	2025-26		x		Good Standing				9	A	
14.0899	M.E. Civil & Environmental Engineering	CECTM	2017-18	2025-26		x		Good Standing		4/7/2009		9	A	
14.1001	M.S. Electrical and Computer Engineering	CECTM	2017-18	2025-26		x		Good Standing			8/4/2004	9	A	
14.1001	Ph.D. Electrical and Computer Engineering	CECTM	2017-18	2025-26		x		Good Standing			10/11/2006	9	A	
14.1901	M.S. Mechanical Engineering	CECTM	2017-18	2025-26	Extension granted	x		Good Standing				9	A	
15.0613	M.S. Quality Engineering and Management	CECTM	2017-18	2025-26		x		Good Standing			6/14/2012	9	A	
26.0202	B.S. Biochemistry	CALPS		2025-26	Initial 3rd yr. review	x				5/20/2021		9		
40.0501	B.A. and B.S. Chemistry	CALPS	2017-18	2025-26		x		Good Standing	American Chemical Society (Membership)			9		
40.0501	M.S. Chemistry	CALPS	2017-18	2025-26		x		Good Standing				9	A	
40.0501	Ph.D. Chemistry	CALPS	2017-18	2025-26		x		Good Standing				9		
40.0601	B.A. and B.S. Geology	CALPS	2017-18	2025-26		x		Good Standing				9	A	
40.0601	M.A. and M.S. Geology	CALPS	2017-18	2025-26		x		Good Standing			5/29/2001 5/17/2002	9		
40.0601	Ph.D. Geosciences	CALPS	2017-18	2025-26		x		Good Standing		10/12/2010	2/9/2011	9	A	
40.0801	B.S. Physics	COS	2017-18	2025-26		x		Good Standing				9		
40.0801	M.S. Physics	COS	2017-18	2025-26		x		Good Standing				9	A	
40.0801	Ph.D. Applied Physics	COS	2017-18	2025-26		x		Good Standing		2/1/2005		9	A	
44.0701	B.S. Social Work	CHHS	2020-21	2025-26			x	Accredited	Council on Social Work Education (CSWE)			9		
44.0701	M.S.W. Master of Social Work	CHHS	2020-21	2025-26			x	Accredited	Council on Social Work Education (CSWE)			9	A	
45.0603	B.S. Econometrics and Quantitative Economics	COBA		2025-26	Initial 3rd yr. review	x				3/11/2021		9		

CIP	Program	College			Review			Status	Accrediting Body						Comments
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x							9	A	
51.0907	A.A.S. Radiologic Sciences	CHHS	2017-18	2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Reinstated Aug-2011			9		Site visit scheduled for the second quarter of 2026
51.0907	B.S. Radiological Sciences, Spec. Magnetic Resonance Imaging/Computed Tomography	CHHS		2025-26			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9		
51.2212	M.S. Human Sciences	CHHS		2025-26	Initial 3rd yr. review	x				5/28/2021			9		
52.0201	B.S. Business and Administration	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9	A	Accreditation visit extended to 2026-27.
52.1399	B.S. Business Analytics	COBA	2023-24	2025-26						8/9/2019			9	A	
52.0201	M.B.A.	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9		Accreditation visit extended to 2026-27.
52.0201	Ph.D. Business Administration	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9		Accreditation visit extended to 2026-27.
52.0301	B.S. Accounting	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			3/18/2022 Region 1 approved	1, 9		Accreditation visit extended to 2026-27.
52.0801	B.S. Finance	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9	A	Accreditation visit extended to 2026-27.
52.1301	B.S. Management	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9	A	Accreditation visit extended to 2026-27.
52.1399	M.Acc. Master of Accountancy	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9		Accreditation visit extended to 2026-27.
52.1401	B.S. Marketing	COBA	2020-21	2025-26			x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business				9		Accreditation visit extended to 2026-27.
90.0303	Fisheries, Aquaculture, and Aquatic Sciences (CFAAS)	VCR	2017-18	2025-26		x		Good Standing				7/15/1999, 6/7/2012	9		
90.0306	Cooperative Wildlife Research Laboratory	VCR	2017-18	2025-26		x		Good Standing					9		
90.4006	Advanced Energy Institute (AEI)	VCR	2017-18	2025-26		x		Good Standing				10/16/2014; 01/14/2022	9	A	
90.4202	Clinical Center	PVC	2017-18	2025-26		x		Good Standing					9	A	
90.4228	Center for Autism Spectrum Disorders	CHHS		2025-26	Initial 3rd yr. review	x		Permanent IBHE status approved 2021		7/7/2003		8/17/2021	9		

CIP	Program	College			Review			Status	Accreditor				Notes	A
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x							9	A
90.1442	Consortium for Embedded Systems	CECTM		2025-26	Initial 3rd yr. review					5/24/2022 - Temporary Status			9	
09.0101	B.S. Communication Studies	COLA	2018-19	2026-27		x		Good Standing					9	
09.0101	M.A. Communication Studies	COLA	2018-19	2026-27		x		Good Standing				6/2/2009	9	
09.0101	Ph.D. Communication Studies	COLA	2018-19	2026-27		x		Good Standing					9	A
09.0102	M.F.A. Mass Communication and Media Arts	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			4/27/2005	9	
13.0101	Ph.D. Education	SED		2026-27	Initial 3rd yr. review	x				6/23/2022			9	
13.0401	M.S.Ed. Educational Administration	SED	2019-20	2026-27			x	Nationally Recognized	Council for the Accreditation of Educator Preparation (CAEP)			8/15/2003	9	
13.0406	M.S.Ed. Higher Education	SED	2018-19	2026-27		x		Good Standing					9	A
13.1001	B.S. Special Education	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9	
13.1202	B.S. Elementary Education	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				1,8,9	A
13.1210	B.S. Early Childhood Education	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			7/28/22 - Region 1 approved	1, 9	A
13.1301	B.S. Agricultural Systems and Education - Agricultural Education Specialization	CALPS	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			Summer 2015	9	A
13.1305	B.S. English	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9	A
13.1306	B.S. German Studies	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9	A
13.1306	B.S. Spanish	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9	A
13.1307	B.S. Public Health	CHHS	2018-19	2026-27		x		Good Standing					9	A
13.1311	B.S. Mathematics	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)				9	A
13.1320	B.S. Organizational Learning, Innovation, and Development	SED	2018-19	2026-27		x		Good Standing				8/15/03 3/9/2005 07/20/2022	1, 8, 9	
13.1320	M.S.Ed. Learning, Innovation, and Development	SED	2018-19	2026-27		x		Good Standing				1/10/2003 07/20/2022	9	A
13.1322	B.S. Biological Sciences (TEP)	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			Summer 2015	9	
13.1328	B.S. History	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			Summer 2015	9	A

24.0101	**B.A. and B.S. University Studies**	COLA	2010-11	2018-19	extension granted	x						9	A	
14.0801	**B.S. Civil Engineering**	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)			9	A	Accredited through 9/30/27; Request to ABET by 1/31/26 to initiate reaccreditation; Self-Study Report due to ABET by 7/01/26.
14.0901	**B.S. Computer Engineering**	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)	12/14/1999		9	A	Accredited through 9/30/27; Request to ABET by 1/31/26 to initiate reaccreditation; Self-Study Report due to ABET by 7/01/26.
14.1001	**B.S. Electrical Engineering**	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)			9	A	Accredited through 9/30/27; Request to ABET by 1/31/26 to initiate reaccreditation; Self-Study Report due to ABET by 7/01/26.
14.1901	**B.S. Mechanical Engineering**	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)			9	A	Accredited through 9/30/27; Request to ABET by 1/31/26 to initiate reaccreditation; Self-Study Report due to ABET by 7/01/26.
15.0303	**B.S. Electrical Engineering Technology**	CECTM	2020-21	2026-27			x	Accredited	Accreditation Board for Engineering and Technology (ABET)		8/4/2004; 6/2016 name change	9	A	Accredited through 9/30/27; Request to ABET by 1/31/26 to initiate reaccreditation; Self-Study Report due to ABET by 7/01/26.
15.0612	**B.S. Industrial Management and Applied Engineering**	CECTM	2020-21	2026-27			x	Accredited	Association of Technology, Management, and Applied Engineering (ATMAEA)	10/18/2007	5/31/2001	1,2,3,5,6,7,8,9,10		Eligible for reaccreditation in 2027; progress report due 9/2023
19.0799	**B.S. Child and Family Services**	SED	2021-22	2026-27	Initial 3rd yr. review 2021-22	x		Good Standing		1/29/2018		9	A	
19.0901	**B.S. Fashion Studies**	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)		9/29/2021	9	A	
23.0101	**B.A. English**	COLA	2018-19	2026-27		x		Good Standing				9	A	
23.0101	**M.A. English**	COLA	2018-19	2026-27		x		Good Standing				9		
23.0101	**Ph.D. English**	COLA	2018-19	2026-27		x		Good Standing				9	A	
23.1302	**M.F.A. Creative Writing**	COLA	2018-19	2026-27		x		Good Standing				9	A	
26.0502	**B.S. Microbiology**	CALPS	2018-19	2026-27		x		Good Standing			9/29/2003	9	A	
26.0901	**B.S. Physiology**	CALPS/ SOM	2018-19	2026-27		x		Good Standing			9/29/2003	9	A	
27.0101	**B.S. Mathematics**	CECTM	2018-19	2026-27		x		Good Standing				9		
27.0101	**M.A. and M.S. Mathematics**	CECTM	2018-19	2026-27		x		Good Standing				9	A	
27.0101	**Ph.D. Mathematics**	CECTM	2018-19	2026-27		x		Good Standing				9	A	
43.0202	**B.S. Public Safety Management**	CHHS	2021-22	2026-27			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2011	3/15/2016	1,6,9	A	
43.0202	**M.S. Public Safety Administration**	CHHS	2021-22	2026-27			x	Accredited	International Fire Service Accreditation Congress (IFSAC)	2016	3/15/2016	1,3,6,8,10		MS was never approved to be offered in 9-Southern Region
45.0601	**B.A. Economics**	COBA	2018-19	2026-27		x		Good Standing			1/16/2003	9	A	
45.0601	**M.A. Economics**	COBA	2018-19	2026-27		x		Good Standing				9	A	
45.0603	**M.S. Economics**	COBA	2018-19	2026-27		x		Good Standing				9	A	
45.0603	**Ph.D. Economics**	COBA	2018-19	2026-27		x		Good Standing				9		
50.0602	**B.A. Cinema**	CAM	2007	2026-27			x	Good Standing			5/11/2020	9		Cinema & Photography was accredited by NASAD through 2026-27. Cinema degree was established 2021-22.
50.0702	**B.A. Art**	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)		4/4/2016	9	A	

CIP	Program	College	Yr1	Yr2	Review Note			Status	Accreditor	Date		Date		A	Comments
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x								9 / A	
50.0702	B.F.A. Art	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)			8/12/2002	9	A	
50.0702	M.F.A. Art	CAM	2007	2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)				9	A	
50.0703	Post-Baccalaureate Certificate in Art History	CAM		2026-27			x	Accredited	National Association of Schools of Art and Design (NASAD)	7/17/2000	9		9	A	
51.2208	Ph.D. Population Health	CHHS	2018-19	2026-27		x		Good Standing				6/23/2022	9	A	
51.3801	B.S.N. Nursing	CHHS	2021-22	2026-27			x	Accredited	Commission on Collegiate Nursing Education (CCNE)	8/9/2019			9	A	Accreditation granted 05/27/2022 for the dates of 09/20/21-06/30/27. Next review to be scheduled Fall 2026.
52.2308	D.P.T. Physical Therapy	CHHS		2026-27	Initial 3rd yr. review	x				8/10/2019			9	A	Program launch is anticipated for Fall 2023
90.1313	Center for Workforce Development	SED	2018-19	2026-27		x		Good Standing		5/29/2001			9		
90.5113	Parkinson Disease Center	SOM	2018-19	2026-27		x		Good Standing		4/25/2000			9	A	
90.5113	Simmons Cancer Institute	SOM	2018-19	2026-27		x		Good Standing		4/5/2000			9	A	
90.5114	Dale and Deborah Smith Center for Alzheimer's Research and Treatment	SOM	2018-19	2026-27		x		Good Standing					9		
01.0000	B.S. Agricultural Systems and Education	CALPS	2019-20	2027-28		x		Good standing		11/5/2003 3/3/2011			9	A	
01.0103	B.S. Agribusiness Economics	CALPS	2019-20	2027-28		x		Good standing					9		
01.0103	M.S. Agribusiness Economics	CALPS	2019-20	2027-28		x		Good standing					9	A	
01.0308	Ph.D. Agricultural Sciences	CALPS	2019-20	2027-28		x		Good standing		12/4/2007			9	A	
03.0103	Ph.D. Environmental Resources and Policy	CALPS	2019-20	2027-28		x		Good standing				10/27/2016	8,9	A	
11.0103	B.S. Information Technology	COBA	2019-20	2027-28		x		Good standing		5/28/2015		11/19/2019	9		
11.0701	B.A. Computer Science	CECTM	2019-20	2027-28		x		Good standing					9	A	
11.0701	B.S. Computer Science	CECTM	2021-22	2027-28			x	Accredited	Accreditation Board for Engineering and Technology (ABET)				9	A	Initiate reaccreditation evaluation visit by 01/31/27; Self-study due by 07/01/27; Accredited through 09/30/28.
11.0701	M.S. Computer Science	CECTM	2019-20	2027-28		x		Good standing					9	A	
11.0701	Ph.D. Computer Science	CECTM	2019-20	2027-28		x		Good standing		12/5/2006			9		
11.1003	B.S. Cybersecurity Technology	CECTM		2027-28	x					11/28/2023			9	A	8-year review in 2031-32
13.0301	M.S.Ed. Curriculum and Instruction	SED	2019-20	2027-28		x		Good standing					9	A	
14.0501	M.S. Biomedical Engineering	CECTM	2019-20	2027-28		x		Priority Review		8/14/2007			9		
26.0101	B.S. Biological Sciences	CALPS	2019-20	2027-28		x		Good Standing				9/29/2003	9		
26.0101	M.S. Biological Sciences	CALPS	2019-20	2027-28		x		Good Standing					9		
26.0301	B.A. and B.S. Plant Biology	CALPS	2019-20	2027-28		x		Priority Review		4/10/2001 3/16/2007			9	A	
26.0301	M.S. Plant Biology	CALPS	2019-20	2027-28		x		Priority Review					9	A	
26.0301	Ph.D. Plant Biology	CALPS	2019-20	2027-28		x		Priority Review					9	A	
26.0701	B.A. and B.S. Zoology	CALPS	2019-20	2027-28		x		Good Standing					9		
26.0701	M.S. Zoology	CALPS	2019-20	2027-28		x		Good Standing					9		
26.0701	P.S.M. Zoology	CALPS	2019-20	2027-28		x		Good Standing		3/29/2017			9		
26.0701	Ph.D. Zoology	CALPS	2019-20	2027-28		x		Good Standing					9	A	
14.0501	B.S. Biomedical Engineering	CECTM	2024-25	2027-28			x		Accreditation Board for Engineering and Technology (ABET)	4/8/2020			9		
27.0501	B.S. Statistics	CECTM		2027-28	x					11/28/2023			9	A	8-year review in 2031-32

Code	Program	College	From	To	Notes			Status	Accrediting Body	Date	Date	Num	A	Comments
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x						9	A	
30.1901	B.S. Human Nutrition and Dietetics	CHHS	2019-20	2027-28			x	Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)		4/11/2007	9		
31.0505	B.S. Exercise Science	CHHS	2019-20	2027-28		x		Good Standing			11/20/2007	9	A	
51.0806	A.A.S. Physical Therapist Assistant	CHHS	2017-18	2027-28			x	Accredited	Commission on Accreditation in Physical Therapy Education (CAPTE)			9		
51.0912	M.S.P.A. Physician Assistant Studies	SOM	2017-18	2027-28			x	Accredited	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006	7/1/2012 moved from CASA to SOM	9		
51.0912	D.M.Sc. Physician Assistant Studies	SOM	2024-25	2029-30		x				8/5/2020		9		
51.2399	B.S. Rehabilitation Services	CHHS	2019-20	2027-28		x		Priority Review				9		
90.3000	STEM Education Research Center	PVC	2019-20	2027-28		x		Permanent IBHE status approved 2019		8/9/2019		9	A	
90.4005	Fermentation Science Institute	PVC	2019-20	2027-28		x		Permanent IBHE status approved 2019				9	A	
90.5122	Center for Rural Health & Social Service Development	SOM	2019-20	2027-28		x		Good Standing				9		
01.0901	B.S. Animal Science	CALPS	2020-21	2028-29		x		Good Standing				9	A	
01.0901	M.S. Animal Science	CALPS	2020-21	2028-29		x		2021 Priority Review				9	A	
01.1101	M.S. Plant, Soil and Agricultural Systems	CALPS	2020-21	2028-29		x		Good standing			1/8/2009	9	A	
03.0502	M.S. Forestry	CALPS	2020-21	2028-29		x		Good standing			11/3/2016	9	A	
04.0201	B.S. Architectural Studies	CAM	2020-21	2028-29		x		Good Standing				9	A	MS degree accredited, not BS. This is first time reviewed internally
05.0201	B.A. Africana Studies	COLA	2020-21	2028-29		x		Good standing				9		
13.1401	M.A. Teaching English to Speakers of Other Languages	COLA	2020-21	2028-29		x		Good Standing				9		
16.0102	B.A. Linguistics	COLA	2020-21	2028-29		x		2021 Priority Review			10/26/2005	9	A	
16.0102	M.A. Linguistics	COLA	2020-21	2028-29		x		Good standing			4/22/2016	9		
26.0102	M.S. Multidisciplinary Biomedical and Biological Sciences	SOM		2028-29	Initial 3rd yr. review									Consolidation of Biomedical Science; Molecular Biology, Microbiology & Biochemistry; Molecular, Cellular, and Systemic Physiology; Pharmacology and Neuroscience graduate degrees
26.0102	Ph.D. Multidisciplinary Biomedical and Biological Sciences	SOM		2028-29	Initial 3rd yr. review									Consolidation of Molecular Biology, Microbiology & Biochemistry; Molecular, Cellular, and Systemic Physiology; Pharmacology and Neuroscience graduate degrees
30.9999	B.S. Technical Resource Management	CECTM	2020-21	2028-29		x		Good Standing			10/27/2005	9	A	
31.0101	B.S. Recreation Professions	CHHS	2020-21	2028-29		x		Good Standing			9/27/2016	9	A	
38.0101	B.A. Philosophy	COLA	2020-21	2028-29		x		2021 Priority Review				9	A	
38.0101	M.A. Philosophy	COLA	2020-21	2028-29		x		Good Standing				9	A	
38.0101	Ph.D. Philosophy	COLA	2020-21	2028-29		x		Good Standing				9	A	
42.0101	Ph.D. Psychology, Conc. Clinical	CHHS	2019-20	2028-29			x	Accredited	American Psychological Association (APA)			9		
44.0401	M.P.A. Master of Public Administration (Enrollment Suspended FA 22 through SU25)	CHHS	2021-22	2028-29			x	Accredited	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)			9		Maintenance report due 11/01/22
49.0104	B.S. Aviation Management	CHHS	2020-21	2028-29		x		Good Standing			7/15/1999	7,8,9		

CIP	Program	College	Start	End	Ext.	x1	x2	Status	Accrediting Body	Date1	Date2	Num	A	Notes
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x						9	A	
51.0201	B.S. Communication Disorders and Sciences	CHHS	2020-21	2028-29		x		Good Standing				9		MS is accredited, not BS.
51.0907	B.S. Radiologic Sciences, Spec. Radiation Therapy Technology	CHHS	2020-21	2028-29			x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)			9	A	Accredited for a period of eight years; Interim report due Spring 2025; Next site visit Spring 2029.
90.0110	Beef Evaluation Station	CALPS	2020-21	2028-29		x		Good Standing				9		
90.0111	Illinois Soybean Center	CALPS	2020-21	2028-29		x		Good Standing			5/31/2007	9	A	
90.0301	Touch of Nature Outdoor Education Center	VCSA	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			9/12/2005	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			9/12/2005	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			8/21/2006; 12/5/2012	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)		4/7/2009	9, 10		Accreditation Expires 11/01/2023; 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		Per email dated 10/10/22 (Avendano), 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		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)		8/4/2004	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		
50.0901	Master of Music	CAM	2020-21	2030-31			x	Accredited	National Association of Schools of Music (NASM)		6/13/2003	9		
51.2399	M.S. Behavior Analysis and Therapy (on-campus)	CHHS	2022-23	2028-29			x	Accredited	Association for Behavior Analysis International (ABAI)			9		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; The Board approved reaccreditation in 2023 (campus program).
51.2399	M.S. Behavior Analysis and Therapy (on-line)	CHHS	2018-19	2026-27		x						9		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)	COLA	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	Accredited through teach-out			x	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 SU22.
50.0501	B.A. Theater	CAM	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.
50.0501	M.F.A. Theater	CAM	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.

CIP	Program	College	Start	End	Extension				Status	Accrediting Body	Date 1	Date 2	Date 3	Note #	A	Notes
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x								9	A	
50.0599	B.F.A. Musical Theater	CAM	2021-22	2029-30				x	Accredited	National Association of Schools of Theatre (NAST)	5/23/2008			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				x	Accredited	Commission on Dental Accreditation (CODA) of the American Dental Association				1, 9	A	
13.0401	Ed.D. Educational Administration	SED	2022-23	2027-28		x					1/16/2019			9		Third year review conducted in 2022-23;
14.1001	M.E. Electrical and Computer Engineering	CECTM	2022-23	2027-28		x					3/22/2019			9	A	Third year review conducted in 2022-23;
51.0907	M.S. Medical Dosimetry	CHHS	2022-23	2027-28				x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)	39357	39875		5, 10		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.
09.0401	B.S. Journalism	CAM	2022-23	2030-31		x			Good Standing				8/21/2006	9	A	Accreditation (ACEJMC) lapsed May 2020
31.0504	B.S. Sport Administration	CHHS	2022-23	2030-31		x			Good Standing					9		
45.0201	B.A. Anthropology	COLA	2022-23	2030-31		x			Good Standing					9	A	
45.0201	M.A. Anthropology	COLA	2022-23	2030-31		x			Good Standing					9	A	
45.0201	Ph.D. Anthropology	COLA	2022-23	2030-31		x			Good Standing					9	A	
45.0401	B.A. Criminology & Criminal Justice	CHHS	2022-23	2030-31		x			Good Standing		6/2/2009			9		
45.0401	M.A. Criminology & Criminal Justice	CHHS	2022-23	2030-31		x			Good Standing		6/2/2009			9		
45.0401	Ph.D. Criminology and Criminal Justice	CHHS	2022-23	2030-31		x			Good Standing		6/7/2011			9	A	
45.1001	B.A. Political Science	COLA	2022-23	2030-31		x			Good Standing				5/1/2000	9	A	
45.1001	M.A. Political Science	COLA	2022-23	2030-31		x			Good Standing					9	A	
45.1001	Ph.D. Political Science	COLA	2022-23	2030-31		x			Good Standing					9	A	
45.1101	B.A. Sociology	COLA	2022-23	2030-31		x			Good Standing					9		
45.1101	M.A. Sociology	COLA	2022-23	2030-31		x			Good Standing					9		
45.1101	Ph.D. Sociology	COLA	2022-23	2030-31		x			Good Standing					9		
54.0101	B.A. History	COLA	2022-23	2030-31		x			Good Standing					9	A	
54.0101	M.A. History	COLA	2022-23	2030-31		x			Good Standing					9	A	
54.0101	Ph.D. Historical Studies	COLA	2022-23	2030-31		x			Good Standing					9	A	
90.0907	Radio Station WSIU	CHAN	2022-23	2030-31		x			Good Standing					9		
90.0907	Television Station WSIU	CHAN	2022-23	2030-31		x			Good Standing					9		
90.0907	Television Station WSIU (Olney)	CHAN	2022-23	2030-31		x			Good Standing					9	A	
	Camp Little Giant (Touch of Nature)	CHAN	2022-23	2026-27				x	Accredited	American Camp Association (ACA)					A	Per email dated 10/28/22 from Lindsay Meverden (TON), site visit scheduled for Summer 2023; Per Brian Croft 7/18/23, site visit conducted 7/17/23.
51.1201	M.D. Doctor of Medicine	SOM	2023-24	2030-31				x	Accredited	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9	A	
52.0201	M.S. Business Analytics	COBA	2023-24	2031-32		x			Good standing		12/16/2019			9		
11.1003	M.S. Cybersecurity and Cyber Systems	CECTM	2023-24	2031-32		x			Good standing		12/16/2019			9		
51.0907	M.S. Radiologic Sciences	CHHS	2023-24	2031-32		x			Good standing					9		
52.0999	B.S. Hospitality, Tourism and Event Management	COBA	2024-25	2031-32				x	Accredited	Accreditation Commission for Programs in Hospitality Administration (ACPHA)		10/25/2018		9	A	
50.0408	B.S. Interior Design	CAM	2023-24	2031-32				x	Accredited	Council for Interior Design Accreditation (CIDA); National Association of Schools of Art and Design (NASAD)				9	A	

CIP	Program	College	Year	Next	Review	Rev1	Rev2	Standing	Accreditor	Date1	Date2	Date3	Ref	A	Notes
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x							9	A	
	University Honors Program	PVC	2023-24	2031-32		x		Good Standing							Program review took place in 2023-24 but external review report was never submitted. The external auditor was emailed multiple times but no response. Program review was completed and submitted by an internal auditor December 20, 2024.
51.0701	M.H.A. Health Administration	CHHS	2024-25	2032-33		x		Good Standing		12/1/2015			9	A	
51.0706	M.H.I. Health Informatics	CHHS	2024-25	2032-33		x		Good Standing		12/1/2015			9	A	
51.0201	M.S. Communication Disorders and Sciences	CHHS	2024-25	2032-33			x	Accredited	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9		
13.1101	M.S. Counseling and Rehabilitation Education	CHHS	2024-25	2032-33	Initial 3rd yr. review	x			Council for Accreditation of Counseling and Related Educational Programs (CACREP)	6/30/2020			9		Seeking accreditation through CACREP: self-study submitted August 2022. Site visit conducted February 15-17, 2023.
51.0907	B.S. Radiologic Sciences, Spec. Diagnostic Medical Sonography/Ultrasound	CHHS	2024-25	2034-35			x	Accredited	Commission on Accreditation of Allied Health Education Programs (CAAHEP); Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS); and Joint Review Committee on Education in Radiologic Technology (JRCERT)				9,10		
49.0101	B.S. Aviation Technologies	CHHS	2011	At FAA Discretion.			x	Accredited	Federal Aviation Administration (US Department of Transportation) Flight Standards Office (FAA)			7/15/1999	8,9	A	
13.1001	M.S.Ed. Special Education; Enrollment suspended Su18	SED	2010-11			x							9	A	
13.1101	M.S.Ed. Counselor Education; Enrollment suspended F20	SED	2016-17	2024-25			x	Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs (CACREP)			Jul-2014 name change	9		
13.1314	B.S. Physical Education Teacher Education; Enrollment suspended Su2017	SED	2019-20	2026-27			x	Accredited	Council for the Accreditation of Educator Preparation (CAEP)			11/20/2007	9	A	
19.0501	M.S. Food and Nutrition - Merged into Human Sciences	CHHS	2011-12	2020-21		x		Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)			8/4/2004	9	A	
31.0101	M.S.Ed. Recreation Professions - Merged into Human Sciences	CHHS	2015-16	2020-21		x		Good Standing				9/27/2016	9	A	
31.0505	M.S.Ed. Kinesiology - Merged into Human Sciences	CHHS	2018-19	2026-27		x		Good Standing				8/23/2006	9		
50.0703	M.A. Art History and Visual Culture - Enrollment Suspended Fall 2018	CAM	2014-15	2024-25		x		Good Standing		6/7/2011			9		
51.0704	M.S. Rehabilitation Administration and Services; Enrollment Suspended 2019	SED	2018-19	2026-27		x		Good Standing					5,9		

24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x							9	A	
51.2310	M.S. Rehabilitation Counseling; Enrollment suspended F20	CHHS	2016-17	2024-25			x	Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9,10	A	
51.2399	B.S. Behavior Analysis and Therapy; Enrollment to be suspended SP22	CHHS	2018-19	2022-23		x				10/7/2014			9	A	Applied for accreditation in lieu of 3rd year review; was denied
51.2399	Ph.D. Rehabilitation; Enrollment suspended SP21	CHHS	2018-19	2026-27		x		Good Standing				2/1/2005	9	A	
16.0101	M.A. Languages, Literatures, & Cultures; Enrollment suspended FA2021	COLA	2011-12	2024-25		x		Good standing				2/14/2002 5/31/2006	9	A	
30.0601	P.S.M. Advanced Energy and Fuels Management - Enrollment suspended FA21	CECTM	2015-16	2023-24		x		Priority Review		6/2/2009			9	A	

Program Review Schedule
Southern Illinois University Edwardsville
Undergraduate Programs

Arts & Sciences	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
Anthropology	2019-2020	In Good Standing	2004	2027-2028	2022-2023		
Applied Communication Studies	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Art	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2031-2032
Art & Design	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2031-2032
Biological Sciences	2024-2025	In Good Standing	2016-2017	2032-2033	2029-2030		
Chemistry	2018-2019	In Good Standing	2008-2009	2026-2027	No interim reviews because of short ACS cycle		2027
Criminal Justice Studies	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
Economics	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		
English	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Environmental Sciences	2024-2025	In Good Standing	new 2016	2032-2033	2027-2028	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	2023-2024	In Good Standing	new 2015	2031-2032	2031-2032	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	2024-2025	In Good Standing	2016-2017	2031-2032	2029-2030		
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

Business	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
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

Education, Health and Human Behavior	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
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

Engineering	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
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
Cybersecurity Engineering			new 2023			2026-2027	
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	In Good Standing	new 2015	2031-2032	2026-2027	2018-2019	2027
Surveying and Geomatics			new 2023			2026-2027	

Nursing	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
All Undergraduate Nursing Programs	2021-2022*	In Good Standing	2014-2015	2029-2030	2024-2025		2028

Interdisciplinary	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
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.

*** - Pending elimination

Program Review Schedule
Southern Illinois University Edwardsville
Graduate Programs

Arts & Sciences	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
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	2025-2026	2019-2020		2024
Biological Sciences	2024-2025	In good standing	2008-2009	2012-2013	2032-2033	2027-2028		
Chemistry	2018-2019	In good standing	2013-2014		2026-2027	No interim reviews because of short ACS cycle		
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	2017-2018	In good standing	2009-2010	2020-2021	2026-2027			
Forensic Sciences				new 2023	2031-2032		2025-2026	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	2025-2026		
Mass Communications	2019-2020	In good standing	2011-2012	2014-2015	2027-2028	2022-2023		
Mathematics	2024-2025	In good standing	2016-2017	2012-2013	2032-2033	2033-2034		
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		

Business	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
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

Education, Health and Human Behavior	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
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	2026-2027**	2029-2030		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	2010-2011	2013-2014	2023-2024**	2020-2021		

	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
		priority review						
Kinesiology	2024-2025	in good standing	2016-2017	2011-2012	2032-2033	2029-2030		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
Public Health			new 2019		2027-2028		2021-2022	
Psychology (including School Psychology)	2019-2020	In good standing	2010-2011	2013-2014	2027-2028	2022-2023		School Psych - 2027
Speech-Language Pathology	2019-2020*	In good standing	2010-2011	2013-2014	2027-2028	2021-2022		2026
Teaching	2011-2012	In good standing	2019-2020	2006-2007	2027-2028	2024-2025	2008-09	

Engineering	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
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

Nursing	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
Nursing	2018-2019*	In good standing	2010-2011	2014-2015	2026-2027	2022-2023		2028
Nurse Educator	2018-2019*	In good standing	2010-2011	2014-2015	2026-2027	2022-2023		2028
Family Nurse Practitioner	2018-2019*	In good standing	2010-2011	2014-2015	2026-2027	2022-2023		2028
Health Care & Nursing Administration	2018-2019*	In good standing	2010-2011	2014-2015	2026-2027	2022-2023		2028
Nurse Anesthesia	2018-2019*	In good standing	2010-2011	2014-2015	2026-2027	2022-2023		2030
Doctor of Nursing Practice					2026-2027		2014-2015	2028

All graduate programs go through in one cycle for Nursing

Pharmacy	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
Pharmaceutical Sciences	2024-2025	In good standing	new 2016		2023-2033	2027-2028	2019-2020	
Doctor of Pharmacy	2023-2024	In good standing	2014-2015		2031-2032	2026-2027	2009-2010	2022-2023

Other	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
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.

*** - program is on moratorium.

Date: August 22, 2025

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. Christopher Slaten, Associate Provost for Research and Dean of the Graduate School, SIUE

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

Campuses	Project Title	
SOM/SIUC	Opioid Training and Technical Assistance	Award
	National Leadership Grants for Libraries	Proposal
	HRSA-25-068 Behavioral Health Workforce Education Training Continuation	Proposal
	National Leadership Grants for Libraries – Planning	Proposal
	Primary Care Training & Enhancement Residency Training	Proposal
	Illinois Innovation Network	Proposal
SIUC/SIUE	High Expectations and High Support: Improving DFW Rates on SIU Campuses	Award
	Curricular Flexibility NASH Network Improvement Community	Award
	Illinois Tutoring Project Year 3	Proposal
	IIN: Engineering Technician Training for members of Underserved Communities for building Illinois' Infrastructure	Proposal
	Amendment #2: Creation of Degree and Certificate Pathways through Online Course Sharing at the Southern Illinois University (SIU) System	Proposal
	IIN-AI-Driven, Explainable Phosphorus Detection for Sustainable Water Quality Monitoring in Illinois	Proposal
	Design and testing of a health literacy tailored fall prevention education resource toolkit for patients and caregivers living with Parkinson's Disease	Proposal
	IIN: A framework for quantifying equitable resilience for underserved communities exposed to natural hazards through community engagement	Proposal
	IIN: Data-driven Kaskaskia River Basin modeling for sustainable water resources and agricultural productivity under climate-induced land-use-land-cover changes	Proposal
	AI Vigilance: Deciphering the Surveillance Apparatus and its Societal Implications for Ethics, Privacy, and Racial Justice	Proposal
	Exploring Campus Climate Perceptions Among Health Professional Faculty at a mid-size Public University to Develop Inclusive and Equitable Action Plans	Proposal

	GEAR UP Southern Illinois (GUSI)	Proposal
	Buzzing Back: Restoring Pollinator Habitats to Revitalize Rural Farming in Southern Illinois with Emerging Ecological Data and Models	Proposal
	Strengthening Flood Resilience: Critical Upgrades to the CNV Pump Station for a Safer Madison County, Illinois	Proposal
	IIN: Long-Term Stability and Service Life of Geotechnical Structures for Sustainable Infrastructure in Illinois	Proposal
	Digital Advancement, Workforce, and Entrepreneurship for Success (DAWES)	Proposal
SOM/SIUE	Measuring Tryptophan and Kynurenine in Tissue	Proposal

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 across the SIU System.

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Date: August 15, 2025

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 FY25 Sponsored Projects at SIU Carbondale

The faculty and staff at SIU Carbondale successfully obtained a significant level of externally sponsored grants and contracts during FY25. Research, Training, Service, and Other grants and contracts received and processed by SIU Carbondale during FY25 totaled $51,352,964. SIU Carbondale faculty submitted proposals requesting $172,668,453 in external funds. Awards and requested funds are down compared to FY24, but still above historical averages of previous years. In FY25 SIU Carbondale expended $54,144,185 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: **Development of novel biocatalyst for consolidated bioprocessing of plastic**
The research supported by a National Science Foundation prestigious CAREER Award focuses on developing novel microorganisms capable of deconstructing plastics into their basic building blocks, referred to as monomers. The first research goal is to develop efficient microbial processes to selectively deconstruct mixed plastic waste under mild conditions. The second goal is to funnel and functionalize PET, PU, and PC deconstructed compounds to synthesize several high-value monomers. These monomers could be used to produce other valuable chemicals.
Sponsoring Agency: National Science Foundation
- Award: $624,500
- Investigator: Lahiru Jayakody
- Unit: Microbiology; Fermentation Science Institute

Topic: SIU Carbondale researchers have been studying invasive bigheaded carp under a number of projects. The goal of the projects is to study, manage, and contain the invasive carp. In the 1960s and 1970s a variety of carp species native to Asia were imported to southern United States aquaculture and wastewater treatment facilities to keep retention ponds clean and to serve the food fish

industry. Flooding events allowed for the passage of invasive carp from isolated detention ponds to natural river systems. Their movement through the Illinois and Chicago Areas Water Systems threatens the Great Lakes basin. SIUC researchers have been monitoring bigheaded carp densities via hydroacoustic sampling throughout the Illinois River, as a useful metric to evaluate long-term changes in bigheaded carp abundance. By monitoring densities across multiple years throughout the river, long-term trends can be identified and related to environmental conditions, reproduction, or management actions. The overall goal is to limit the spread of established populations of nuisance aquatic species into non-infested waters of the State.

Sponsoring Agencies: U.S. Fish and Wildlife Service through the Illinois Department of Natural Resources; World Wildlife Fund

- Award: $1,333,000
- Investigator: James Garvey
- Unit: Center for Fisheries, Aquaculture, and Aquatic Sciences

Topic: **Developing a Measure of Diverse Student Perceptions and Valuation of Flipped Instruction in Chemistry**

This project aims to serve the national interest by establishing and measuring student perceptions of fundamental design principles of effective and inclusive flipped undergraduate gateway chemistry courses. Flipped instruction is a popular evidence-based instructional practice among chemistry faculty in the United States. It enables in-class facilitation of active student engagement with chemical concepts. Despite its popularity, historically marginalized student groups may benefit the least, if at all, from flipped undergraduate gateway chemistry courses. This project proposes to advance understanding of these achievement differences by examining how diverse students engage in these courses.
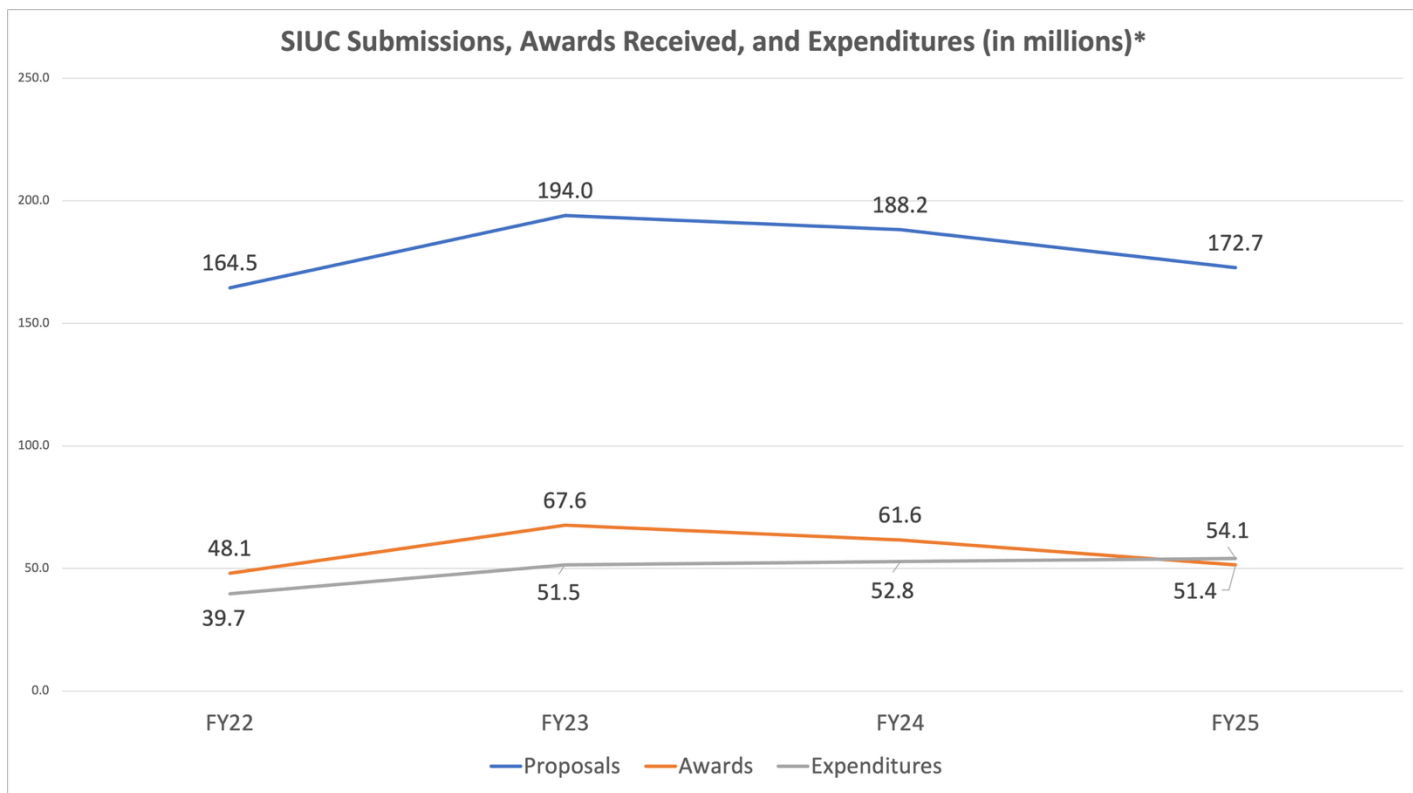
Sponsoring Agency: National Science Foundation

- Award: $400,000
- Investigators: Senetta Bancroft, Heidi Bacon, Jennifer Koran
- Unit: Chemical and Biomolecular Sciences; School of Education

Topic: Our researchers continue the study of white tailed deer throughout the State. The goal of the studies is to assess the relative abundance of white tailed deer, which is essential for effective wildlife management. Our researchers improve managers' capability to understand and manage a popular and economically important wildlife species, by providing new data and more useful tools to better understand deer behavior and how it impacts their populations and diseases. Additional goals are to control the spread of chronic wasting disease and also mitigate deer-vehicle collisions. The recent work combines video data analysis of deer behaviors, statistical analysis of GPS collar data, and simulation with a spatial disease transmission model.

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

- Award: $727,000
- Investigators: Guillaume Bastille-Rousseau, Michael Egan
- Unit: Center for Wildlife Sustainability Research

SIUC Submissions, Awards Received, and Expenditures (in millions)*

	FY22	FY23	FY24	FY25
Proposals	164.5	194.0	188.2	172.7
Awards	48.1	67.6	61.6	54.1
Expenditures	39.7	51.5	52.8	51.4

* Numbers exclude COVID relief funds of $5.4M in FY22.

SIU MEDICINE
FORWARD. FOR YOU.

Date: August 15, 2025

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 FY25 Extramural Research and Contract Funding SIU School of Medicine

SIU SOM faculty and staff remained successful in garnering extramural grant and contract support in FY25. Total expenditures reached $20,502,766—a decrease from the FY23/24 high points but consistent with historic averages (e.g., FY22). The number of active projects remained steady at 256, while number of proposal submissions saw a slight decline. SOM applications requested approximately $138.7 million in external funding from federal, state, and private entities. The FY25 active awards highlighted below represent a small sampling of the breadth of scholarly pursuits in biomedical research, novel healthcare implementation, and community service projects at the SOM.

Highlighted Awards in FY25

Translational Research Projects.
- Dr. Shelley Tischkau, Professor and Chair of Pharmacology, received a $445,500 NIH grant to investigate how the aryl hydrocarbon receptor—an environmental sensor found in most body tissues—interacts with the circadian clock to shape metabolic health. Understanding this relationship may lead to new prevention strategies for diseases like obesity, diabetes, Alzheimer's disease, and cancer.
- Dr. Sophia Ran, Professor of Medical Microbiology, Immunology, and Cell Biology and a member of the Simmons Cancer Institute, received a $445,500 grant from the National Cancer Institute to investigate how immune cytokines drive the fusion and growth of tumor-associated lymphatic vessels in breast cancer—a process closely linked to lymph node metastasis and poor patient outcomes. This research could uncover new targets to limit metastasis.

Clinical Trials.
- Dr. Krishna Rao, Professor in the Department of Internal Medicine and a member of the Simmons Cancer Institute at SIU, has received funding to launch several clinical trials aimed at improving outcomes for patients with cancer. One trial is evaluating a targeted toxin designed to serve as a highly potent and specific treatment for patients with locally advanced or metastatic urothelial cancers. A second study is testing a novel extracellular matrix–targeting agent intended to limit metastases in patients with advanced solid tumors - a strategy with the potential to benefit many different cancer types.
- Dr. Gabriel Uwaifo, Professor in the Department of Internal Medicine, Division of Endocrinology, is taking part in a blinded, randomized, multicenter Phase III clinical trial

testing a dual-acting metabolic therapy. The study will evaluate how effectively—and how safely—this innovative treatment works in adults with type 1 diabetes who also have obesity or are overweight.

- Dr. Abdul Moiz Hafiz, Assistant Professor, Department of Internal Medicine, Division of Cardiology, has received funding for several multicenter, randomized clinical trials. One trial will test the safety and effectiveness of an implantable device designed to relieve chest pain in patients whose symptoms persist despite standard treatments. A Phase III second trial will compare two treatment approaches for pulmonary embolism (PE): anticoagulant therapy alone versus anticoagulant therapy combined with catheter-directed therapy (CDT). The goal is to identify optimal management strategies that improve acute outcomes and enhance long-term quality of life for patients with PE.

Training and Community Service Projects.
- Dr. Jamie Wallman, Assistant Professor of Family & Community Medicine, received $400,050 from the Advocates for Human Potential, Inc to fund Support Team for Addiction Recovery Treatment (START) clinics. The START clinics, with sites in Carbondale, Springfield, Jacksonville, Lincoln, Taylorville and Quincy, take a comprehensive approach, combining medication, therapy, and peer support to help individuals regain control of their lives.
- Dr. Pamela Hunter-Reach, Assistant Professor, Family and Community Medicine, Carbondale, received funding of ~$177,400 Illinois Department of Public Health (IDPH) to oversee medical guidance, patient education, and mental health services to students as part of the IDPH School Health Program.

SIU SOM Sponsored Projects FY22-FY25

	*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
FY25	20,502,766	256	110
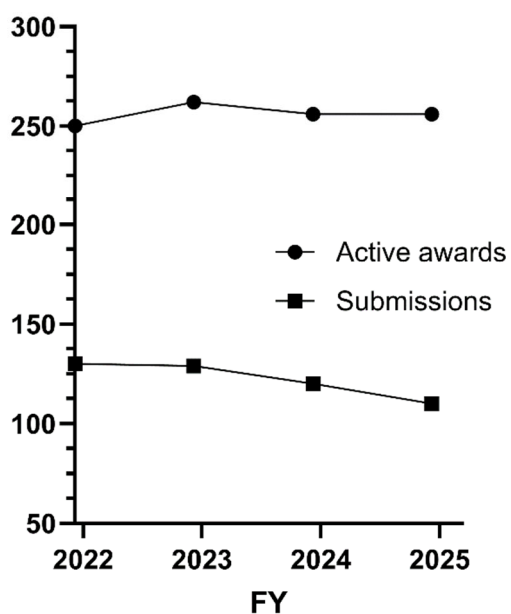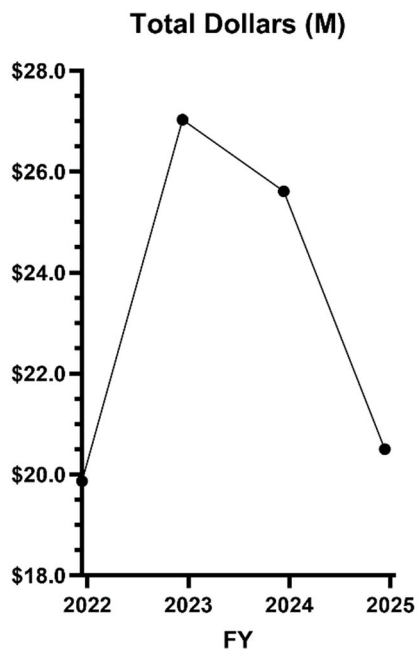
Total Dollars (M)

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

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SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

AUGUST 22, 2025

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

FROM: Christopher Slaten, Associate Provost for Research and Dean of the Graduate School, The Graduate School

SUBJECT: Executive Summary of FY 25 Sponsored Projects

In FY 25, SIUE faculty and staff received 153 awards totaling $43,401,720.

Notable grant awards in FY 25

1. Courtney Breckenridge, Research Fellow for the Center for Predictive Analytics and System Strategic Plan, was awarded $7,250,000 from the **Illinois Department of Commerce and Economic Opportunity** (**DCEO**), with Dr. Carolyn Butts-Wilmsmeyer, Associate Professor in Biological Sciences and Director of the Center for Predictive Analytics.

   "PROWD, or Partners for Re-entry Opportunities in Workforce Development" is an Illinois initiative that intends to deliver workforce development services to 500–700 individuals in federal minimum-security facilities, residential reentry centers, and the community post-release. By equipping citizens returning to their communities with career skills and support, the program fosters successful reentry and long-term economic stability.

2. Jessica DeSpain, Professor in English Language and Literature, received $1,000,000 from the **Andrew W. Mellon Foundation,** with Dr. Jessica Harris, Vice Chancellor for Anti-racism, Diversity, Equity, and Inclusion, and Dr. Earleen Patterson, Associate Vice Chancellor for Student Opportunities, Equity, Diversity, and Inclusion.

   The project, entitled **"Community Oriented Digital Engagement Scholars (CODES)"** reimagines general education by uniting Black, Latinx, Pell-eligible, and first-generation students with community partners to tackle urgent social challenges through research, collaboration, and digital humanities. With Mellon Foundation support, CODES has expanded its cohort from 25 to 100 students, and anticipates developing internship pathways and significant growth in community partnerships. Together, these innovations will position CODES as a national model for universities demonstrating how humanities can drive equity, community engagement, and change.

3. Rebecca Dabbs-MacLean, Director of the SIUE Early Childhood Center received $589,544 from the **U.S. Department of Education,** with Christy Horton, Assistant Director of the SIUE Early Childhood Center.

   The **"CCAMPIS, or Child Care Access Means Parents in School"** programming supports high-quality childcare for student parents while also providing emergency funds, specialized care options, professional support services, and a monthly support group with meals and childcare included. By reducing barriers and fostering a supportive community, the program helps student parents stay enrolled, graduate, and build empowered futures for their families. The long-term impact strengthens individual families and the social and economic resilience of our region and nation.

4. Randall Pearson, Director of the Geospatial Mapping, Applications, and Research Center (GeoMARC), and Professor of Geography and GIS, received $640, 956 from the **Illinois Department of Natural Resources (IDNR).**

   "Mine Subsidence Monitoring Response Team (SMRT) and Mine Map Website Maintenance" supports robust monitoring and sophisticated mapping of land subsidence, where land is sinking or caving in due to previous mining activity in the region. Additionally, this project enables the web-based sharing of data models developed from the monitoring and mapping process. This work provides critical information to communities with homes and businesses on impacted land, ensuring the opportunity for proactive safety and long-term sustainability resolutions for our Illinois residents and businesses.

5. Bhargav Patel, Assistant Professor of Pharmacy, received $180, 625 from the **National Institutes of Health (NIH)**, with Joseph Schober, Professor of Pharmaceutical Sciences.

   The American Cancer Society estimates that over 90% of cancer related deaths in the United States are the result of cancerous tumors developing resistance to first-line therapies. The NIH funded project, entitled **"Targeting Central Regulation of Oncogenic Signaling"** addresses this kind of treatment resistance by identifying pharmaceutical approaches that disrupt the development of treatment resistance and, if successful, could pave the way for new and safer cancer treatment combinations at lower doses with higher success rates.

Sponsored Project Proposals, Awards, and Expenditures FY 23, FY 24, and FY 25