

Program Quality Assurance

July 1, 2022 – June 30, 2023



Southern Illinois University System

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Submitted to the
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by the Office of
Academic Innovation, Planning and Partnerships

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Introduction

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

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

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

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

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

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

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



Gireesh Gupchup

Vice President for Academic Innovation, Planning and Partnerships

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2022-2023**

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>INSTITUTIONAL ACCREDITATION</u>				
Higher Learning Commission	2020	Accredited	2030	Southern Illinois University Carbondale
<u>VICE CHANCELLOR FOR RESEARCH</u>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2020	Accredited	2023	Laboratory Animal Program
<u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2021	Accredited	2024	Student Health Center
American Psychological Association (APA)	2018	Accredited	2028	Accredited Internship – Counseling and Psychological Services
Clinical Laboratory Improvement Amendments (CLIA)	2021	Certified	2023	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2023	Accredited-extension granted	2025	Student Health Center Laboratory
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
American Camp Association (ACA)	2023	Accredited	2026	Touch of Nature Environmental Center - Camp Little Giant
<u>COLLEGE OF AGRICULTURAL, LIFE, AND PHYSICAL SCIENCES</u>				
Society of American Foresters (SAF)	2021	Accredited	2031	B.S. in Forestry (Forest Hydrology, Forest Recreation and Park Management, Forest Resource Management, Urban Forest Management, and Wildlife Habitat Management and Conservation Specializations)
<u>COLLEGE OF ARTS AND MEDIA</u>				
Council for Interior Design Accreditation (CIDA)	2017	Accredited	2023	B.S. in Interior Design
National Architectural Accrediting Board, Inc. (NAAB)	2020	Accredited	2024	Master of Architecture
National Association of Schools of Music (NASM)	2022	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

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2022-2023**

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 Business Analytics; and Ph.D. in Business Administration
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2017	Accredited	2025	B.S. in Hospitality, Tourism, and Event Management
Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	2022	Accredited	2029	Master of Public Administration

COLLEGE OF ENGINEERING, COMPUTING, TECHNOLOGY, AND MATHEMATICS

ABET, Computing Accreditation Commission	2022	Accredited	2028	B.S. in Computer Science
ABET, Engineering Accreditation Commission	2021	Accredited	2027	B.S. in Civil Engineering; B.S. in Computer Engineering; B.S. in Electrical Engineering; and B.S. in Mechanical Engineering
ABET, Engineering Technology Accreditation Commission	2021	Accredited	2027	B.S. in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMAE)	2021	Accredited	2027	B.S. in Industrial Management and Applied Engineering

COLLEGE OF HEALTH AND HUMAN SCIENCES

Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2020	Accredited	2028	B.S. in Human Nutrition and Dietetics and the Dietetic Internship Program
Accreditation Council for Occupational Therapy Education (ACOTE)	2022	Candidacy Status		Occupational Therapy Doctorate
American Bar Association (ABA) - Standing Committee on Paralegals	2023	Accredited	2029	B.S. in Paralegal Studies
American Board of Funeral Service Education (ABFSE)	2018	Accredited	2025	B.S. in Mortuary Science and Funeral Service
American Psychological Association (APA), Committee on Accreditation	2019	Accredited	2029	Ph.D. in Psychology (Clinical Psychology Concentration)
	2021	Accredited	2028	Ph.D. in Psychology (Counseling Psychology Concentration)
ASE Education Foundation (ASE) – National Institute for Automotive Service Excellence	2018	Accredited	2023	B.S. in Automotive Technology
Association for Behavior Analysis International (ABAI)	2023	Accredited	2028	M.S. in Behavior Analysis and Therapy (on-campus program only)
Association of University Programs in Health Administration (AUPHA)	2019	Certified	2025	B.S. in Health Care Management
Aviation Accreditation Board International (AABI)	2019	Accredited	2024	A.A.S. in Aviation Flight
Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2022-2023**

Commission on Accreditation of Rehabilitation Facilities (CARF)	2023	Accredited	2026	Evaluation and Developmental Center
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2027	A.A.S. in Physical Therapist Assistant
Commission on Collegiate Nursing Education (CCNE)	2021	Accredited	2026	B.S.N. in Nursing
Commission on Dental Accreditation (CODA) of the American Dental Association	2021	Accredited	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	2025	M.S. in Communication Disorders and Sciences
Council on Education for Public Health (CEPH)	2018	Accredited	2025	M.P.H. in Public Health
Council on Social Work Education (CSWE)	2020	Accredited	2026	B.S. in Social Work and Master of Social Work
Federal Aviation Administration - Flight Standards District Office (FSDO)	2020	Certified	2023	A.A.S. in Aviation Flight
	2012	Certified	Indef.	B.S. in Aviation Technologies (Airframe and Power Plant Certification)
Illinois Certification Board - Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2017	Accredited	2019	Post-Bacc. Certificate in Substance Use Disorders and Behavioral Addictions
International Fire Service Accreditation Congress (IFSAC)	2021	Accredited	2026	B.S. in Public Safety Management and M.S. in Public Safety Administration
Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDS)	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography/Ultrasound Specialization)
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2018	Accredited	2026	A.A.S. in Radiologic Sciences
	2021	Accredited	2029	B.S. in Radiologic Sciences (Radiation Therapy Technology Specialization)
	2020	Accredited	2024	B.S. in Radiologic Sciences (Diagnostic Medical Sonography Specialization)
	2018	Accredited	2026	B.S. in Radiologic Sciences (Magnetic Resonance Imaging and Computed Tomography Specialization)
	2023	Accredited	2028	M.S. in Medical Dosimetry
<u>COLLEGE OF LIBERAL ARTS</u>				
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)
<u>SCHOOL OF EDUCATION</u>				
Council for the Accreditation of Educator Preparation (CAEP)	2020	Accredited	2027	Teacher Education Programs
<u>SCHOOL OF LAW</u>				
Association of American Law Schools (AALS)	2014	Approved	2023	School of Law
American Bar Association - Section of Legal Education and Admissions to the Bar	2018	Accredited	2023	Juris Doctorate

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2022-2023**

SCHOOL OF MEDICINE

Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2019	Accredited	2024	Laboratory Animal Medicine
Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	2017	Accredited	2028	M.S. in Physician Assistant
Liaison Committee on Medical Education (LCME), American Medical Association (AMA)	2015	Accredited	2023	M.D. Medical Education Program

Southern Illinois University Edwardsville

<u>ACCREDITING AGENCY</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>INSTITUTIONAL ACCREDITATION</u>				
The Higher Learning Commission	2014	Accredited	2024-2025 (Assurance Review Accepted in 2019)	Undergraduate, graduate, and the doctoral programs in nursing, dental medicine and pharmacy
<u>INSTITUTIONAL AFFILIATIONS</u>				
The Council for Undergraduate Research	2007	Institutional Membership	Renewable annually	
Network for Change and Continuous Innovation: Higher Education's Network for Change	2014	Institutional Membership	Renewable annually	
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
Early Childhood Center	2018	Accredited	2023	
<u>PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS</u>				
<u>CENTER FOR INTERNATIONAL PROGRAMS</u>				
National Association of Foreign Student Affairs		Membership	Renewable annually	
<u>ENROLLMENT MANAGEMENT</u>				
American Association of Collegiate Records and Admissions Officers		Affiliation	N/A	
National Association for College Admission Counseling		Membership	Renewable annually	
Study Illinois International Education Consortium		Membership	Renewable annually	
<u>INSTITUTIONAL DIVERSITY AND INCLUSION</u>				
Diversifying Faculty in Illinois		Affiliation	N/A	
National Association of Diversity Officers in Higher Education		Membership	Renewable Annually	
Hispanic Association of Colleges and Universities		Membership	Renewable Annually	
<u>COLLEGE OF ARTS AND SCIENCES</u>				
Accrediting Council on Education in Journalism and Mass Communications	2017	Accredited	2023-2024	Baccalaureate program in Mass Communications
American Art Therapy Association	2019	Accredited	2024	Master's program in Art Therapy
American Chemical Society	2020	Reapproved	2027	Baccalaureate program in Chemistry
Council on Social Work Education	2020	Accredited	2025	Baccalaureate program in Social Work
Council on Social Work Education	2020	Accredited	2025	Master's program in Social Work
National Association of Schools of Music	2021	Accredited	2031 (final re-affirmation pending)	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2019	Accredited	2025	Master's program in Public Administration

National Association of Schools of Theatre	2021	Accredited	2031 (final re-affirmation pending)	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2021	Accredited	2031 (final re-affirmation pending)	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art

SCHOOL OF BUSINESS

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

SCHOOL OF DENTAL MEDICINE

American Dental Association Commission on Dental Accreditation	2019	Accredited	2027	Doctor of Dental Medicine
American Dental Association Commission on Dental Accreditation	2019	Accredited	2027	Advanced Education in General Dentistry (certificate program)
American Dental Association Commission on Dental Accreditation	2022	Accredited	2029	Endodontics (certificate program)

SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2019	Accredited	2026	Graduate program in Speech Language Pathology
Illinois State Board of Education	2007 for the unit/all programs receive annual review	Continued approval	2023	All teacher education programs
National Association of School Psychologists	2019	Accredited	2027	Specialist degree in school psychology
National Council for Accreditation of Teacher Education	2023	Accredited	2030 (final re-affirmation pending)	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2022	Accredited	2027 (final re-affirmation pending)	Baccalaureate program in public health
Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation for the Exercise Sciences	2019	Accredited	2029	Exercise Science (undergraduate) and Exercise Physiology (graduate)

SCHOOL OF ENGINEERING

Accreditation Board for Engineering and Technology	2021	Accredited	2027	Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, mechanical engineering, mechatronics and robotics
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2021	Accredited	2027	Baccalaureate program in computer science
American Council for Construction Education	2017	Accredited	2025	Baccalaureate program in construction management

GRADUATE SCHOOL

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

SCHOOL OF NURSING

Commission on Collegiate Nursing Education	2019	Accredited	2028	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2020	Accredited	2030	Nurse Anesthesia
Commission on Collegiate Nursing Education	2018	Accredited	2028	Doctor of Nursing Practice
Commission on Health Informatics and Information Management Education	2019	Accredited	2027-2028	Master's in Healthcare Informatics

SCHOOL OF PHARMACY

Accreditation Council of Pharmacy Education	2023	Accredited	2031-2032	Doctor of Pharmacy
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A final review as part of the HLC reaffirmation process occurred in 2014-2015 with reaffirmation in 2015. SIUE transitioned from AQIP to Open Pathways. Next re-affirmation visit is scheduled for March 2025.

Updated 08/22/2023

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Anthropology (B.A., M.A., and Ph.D.)
3. **Date:** January 5, 2023
4. **Contact Person:** Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Richard Wilk, Professor Emeritus, Department of Anthropology, Indiana University
- Dr. Kathryn Clancy, Professor and Director of Graduate Studies, Department of Anthropology, University of Illinois Urbana Champaign
- Dr. Mary Bricker, Associate Professor, School of Languages and Linguistics, Southern Illinois University Carbondale

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

The recent College of Liberal Arts reorganization and budget challenges, along with faculty retirements and resignations, comprised the largest change in the program. As a consequence, both the B.A. program and the M.A. program show considerable declines, even when taking into account the change in faculty (12 in 2014 to 5.5 now) and SIU enrollment (11,873 in 2014 to 6,754 now): the ratio of anthropology majors to total SIU enrollment decreased 30% since the last review; the ratio of anthropology majors to the number of faculty also decreased by 21% in that time (the self-study states that these declines are proportional to changes at SIU, but my calculations reveal that not to be true). Both the B.A. and the M.A. are well below their respective IBHE threshold for a low-producing program; the Ph.D. program is above the threshold but has also seen a decline since the last review. The decrease in faculty, in addition, directly impacts the undergraduate experience in multiple ways: the ability for the curricula in all three programs to maintain the four-field requirement without the faculty needed to provide all four fields, a decline in diversity of faculty, and a decline of simply the number of sections needed for students to successfully navigate the program (unquestionably, this also affects the choices available to students in the core curriculum as well). Undergraduate students who were interviewed all reported they appreciated the dedication and quality of instruction from faculty, but they were also concerned about degree completion.

Both the self-study and the external reviewers noted major changes in the M.A. and Ph.D. programs—the most notable being the severe decline in the M.A. program and the lack of a linguistic anthropologist needed to round out the “four-field model of anthropology.” This move had at least two direct consequences to the graduate programs in anthropology: the loss of 6.5 faculty lines and several courses, and the loss

of most faculty diversity that once existed in the program, leaving it with a mostly white, male faculty. In addition, both graduate programs now have very low enrollments. The M.A. program is “low-producing” according to IBHE and has been since 2016. The Ph.D. program, however, is not “low-producing” but is in decline and students complain about being able to finish their degrees in a reasonable amount of time.

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

There were four recommendations provided for the undergraduate program:

1. Focus the undergraduate curriculum. Current faculty cannot offer the breadth of courses the current curriculum requires—or even enough courses on a regular load for the current number of majors. This points to a need to focus the undergraduate anthropology curriculum into areas in demand by students and the workforce.
2. Develop an applied anthropology curriculum. Similar to the above, students themselves report that what they wanted in an anthropology major, they simply could not have, especially in forensics, and the students that remained claimed they were hanging on as “survivors” rather than “shining examples.” The external reviewers note that “almost every undergraduate we spoke to . . . was drawn to the anthropology major because of forensics.” Because the Complex for Forensic Anthropology Research (CFAR) is not available to undergraduates and because other intensive courses like osteology are taught in 8-week sessions, students switched their focus. Consider including “significant content of applied anthropology . . . in fields such as forensics, medical anthropology, environmental sciences and management, social informatics, cultural resource management, museums and heritage, and food studies.”
3. Develop courses and/or workshops that inform students about careers in anthropology, as well as the breadth of possibility in applied anthropology.
4. Collaborate with other disciplines as the undergraduate program is overhauled. In doing so, forge new ways anthropology may benefit and be benefited by diverse perspectives (such as from sociology and political science).

There were six recommendations provided for the graduate programs:

1. The graduate programs are in decline and need to be reassessed as to whether they are sustainable given the current faculty composition.
2. The time-to-degree for the graduate programs is excessive and deserving of the faculty’s immediate attention.
3. Identify strengths in the current anthropology graduate programs and specialize in that direction. Discard the four-field emphasis for the programs. Connect these strengths to possible career outcomes and clarify the potential of applied anthropology.
4. Develop and fund a Native American Graves Protection and Repatriation Act (NAGPRA) office managed by a trained, NAGPRA professional
5. Find time for existing anthropology faculty to overhaul their curriculum outside of their usual responsibilities.
6. Hire at least two tenure-line hires that may be shared positions with other departments or programs. The reviewers recommend these hires be within disciplinary strengths in historical archaeology, food studies, and forensics.

There were five overall recommendations provided for the anthropology programs in general:

1. Center ethics and justice in service, teaching, and scholarship.
2. Develop a 4+1 M.A. program to replace the current M.A. program.
3. Maintain the Ph.D. program while growing at least one revenue-generating M.A. program.
4. Reduce the reliance on graduate students (contingent labor) and discontinue maintaining a four-field undergraduate anthropology program.
5. Engage in active recruitment efforts and “target of opportunity hires” in order to increase the racial, gender, and ethnic diversity of the program.

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

The self-study noted that neither the anthropology program, nor the university, followed through on any of the recommendations from the 2014 program review—in fact, they noted that some actions were contrary to that review.

- Instructional Resources and Practices
 - Faculty who teach in the major and in the graduate programs have declined 54% while the university’s faculty numbers have declined 12%. The consequences of this lack of institutional support severely affects the curriculum and the production in all programs in anthropology. One faculty has announced plans to retire in 2023 making the decline more severe at 63%.
 - The cost study data in the self-study reveals that the B.A. program costs significantly more per credit hour than the state average (though the cost is lower than the average for the university as a whole). The M.A. program costs more per credit hour than the state average, though the Ph.D. program is about the same as the state average (and below the cost of Ph.D. courses at SIU).
 - The reorganization modestly reduced the overhead cost of instruction since the last review (estimated 5-10%), but the decrease in staffing may have outsized affect for the graduate programs.
- Curricular Changes
 - The B.A. program reduced its total number of required hours from 36 to 33 and increased the number of electives in the major. This built some needed flexibility to the course schedule from term to term, especially in light of declining faculty.
 - The external reviewers noted that at least 25 courses still on the books have not been taught since AY2019 (faculty eliminated 59 other courses since the last review).
 - Faculty made no curricular changes to the graduate programs since the last review. The graduate programs completed only one assessment in this period (in 2017), but that assessment had no supporting data. In 2018 the outcomes were revised, but Anthropology conducted no assessments since.

- As faculty numbers declined during this review period, the program has not offered regular elective courses.

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

Both the self-study and the external reviewers assessed the current state of the anthropology program as currently unsustainable. The undergraduate program and the M.A. are both low-producing, the curriculum needs an overhaul, and the Ph.D. program is in decline as well. The reorganization and budget cuts have clearly taken a lethal toll on its faculty, programs, and students. The relationship between Anthropology, the Center for Archeological Investigation (CAI), and CFAR seem disjointed and without any kind of strategic plan or integration. There is also the need for a dedicated NAGPRA office and qualified NAGPRA professional though it is unclear what relationship anthropology would have with such an office. Finally, with the decline in faculty numbers came the noticeable decline in diversity among the faculty and its courses.

There needs to be a difficult conversation about the future of anthropology at SIUC. If it is to be sustainable, five substantial changes are required:

1. Overhaul the undergraduate and graduate curricula focusing on current strengths and a vision for a focus area for the future of anthropology at SIUC, especially with an emphasis on applied anthropology. Drop the four-field model for anthropology education in order to specialize and meet workforce trends.
2. Once the curriculum is overhauled and the focus determined, hire 3 faculty within two years to implement it, stressing faculty diversity as well as interdisciplinarity with these hires. Anthropology needs to deliberately hire enough faculty to move from 63% loss (after a 2023 retirement) compared to the 12% loss experienced by the university at large (according to the numbers provided by the provost). This translates to an expected loss of 1.44 faculty rather than what will soon be the case (6.5 FTE loss). Strictly by math, this would mean 6.1 additional FTE for anthropology to roughly be at the same level of faculty lost within the university as a whole.
3. Overhaul the current assessment plan to align the new curriculum with the vision for the programs in anthropology—keeping in mind the reality of what can actually be regularly taught, given a realistic view of resources. Assessment plans are meant to be living documents that can change as programs change. Even the self-study concluded that the revised outcomes have not been assessed. Assessment could be exactly the tool needed to make anthropology sustainable again.
4. Set out to build interdisciplinarity, community, and other kinds of connections within the School of Anthropology, Political Science, and Sociology, as well as in other areas at SIUC such as the Fermentation Sciences Institute, the School of Africana and Multicultural Studies, and the Ancient Practices interdisciplinary minor.
5. Consider pausing the M.A. program until there are sufficient faculty and/or resources to address its “low-producing” status, either by reforming the existing program, adding an accelerated M.A. program in time, or by reimagining it as an interdisciplinary program within the school at large.

There are other important factors here that may be built out later, but in the interest of not adding to the administrative and service burden that already exists in anthropology, these additional items may need to wait until new instructional resources are added (such as adding an accelerated M.A. program). The College of Liberal Arts will support a retreat/workshop for faculty in anthropology, if requested, to have dedicated time to address these five items above and carve out a new future for all of its programs.

6. Outcome

6.1 Decision:

B.A. Anthropology

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

M.A. Anthropology

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

Ph.D. Anthropology

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

6.2 Explanation

The B.A. degree enrollment and graduation are below the IBHE metrics for undergraduate programs (<40 majors and <9 degrees conferred). The program will be notified of this status and asked to provide a plan for increasing the enrollment of the program.

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

Degree	Enrollment				Completion			
	F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
B.A.	25	25	21	23.7	13	9	4	8.7
M.A.	7	8	10	8.3	0	0	2	.7
Ph.D.	25	22	21	22.7	5	2	1	2.7

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Criminology and Criminal Justice (B.A., M.A., and Ph.D.)
3. **Date:** March 31, 2023
4. **Contact Person:** Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478

5. Major Findings and Recommendations

The review team was comprised of:

- Natalie Hipple, Associate Professor and Chair, Indiana University
- Kristin Swartz, Vice Chair, Director of Graduate Studies, University of Louisville
- Ira Altman, Director, School of Agricultural Sciences, Southern Illinois University Carbondale

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

1. Two faculty have moved to the College of Health and Human Science's Dean's office (one 50%, one 100%) as Associate Deans. This has resulted in the loss of teaching (direct and indirect) to the unit.
2. Addition of the Accelerated Master's Degree, leading to increased demand of secondary teaching but increase in M.A. enrollments/graduations.
3. Formation of School (joining with two units); Movement into new college with new leadership. Reconfigure shape of Department Leadership to meet reorgs changes (i.e., chair became director responsible for three programs and not one, undergraduate director became Criminology and Criminal Justice (CCJ) coordinator—a significant jump in work and responsibilities).
4. Continued steady growth in the on-line B.A. program. Increased enrollment, increased Distance Education revenue for unit and faculty. Increased reliance on overloads.

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

1. The unit is functioning over its capacity.
 - 1a. This has produced high levels of burnout, especially among senior faculty. Faculty in administrative roles do not seem to get any relief from regular faculty duties and, as a result, their personal research agendas are suffering.
 - 1b. Service demands on tenured faculty are extremely high, prohibitive to further career advancement. Service and indirect teaching not equally distributed across faculty members. CCJ faculty are the only Tenure/Tenure-Track (T/TT) faculty in the School of Justice and Public Safety (SJPS).

2. There is a strong, positive culture in the unit, towards students, the programs, and cooperation between faculty and staff.

3. The graduate program is maxed to capacity. Faculty: Student ratio ok for now, but there is no room for growth. The accelerated master's degree has increased this, especially in indirect teaching.

3a. Due to needs of the accelerated master's degree, core classes have to be offered every year so students can complete program on time. This reduces the electives offered—something noted to the reviewers by both faculty and students.

4. Space and facilities are good and in good maintenance. Tech classroom and the VR lab are huge plusses.

5. The on-line B.A. program is strong, growing in enrollment. SIU Global Campus sees no cliff for CCI enrollments, but it is taught by overloads. The self-study reports that overloads are voluntary and there are no overloads for junior faculty. There is no doubt that this fact was true at the time of the self-study writing. However, during the review it was found that one junior faculty member was teaching an overload due to another faculty member's appointment to the Dean's office. Similarly, another faculty member mentioned teaching an overload despite not wanting to do so. Simply, without overload teaching, the on-line program does not exist.

6. Assessment, learning outcomes, etc. are not discussed in the report.

The following are the major recommendations made by the review team:

1. Increase T/TT faculty to 16+. Non-Tenure Track (NTT) hiring will not help with service or indirect teaching needs. There is not enough faculty to serve all programs. Almost all faculty, including unit administrators, teach overloads. (The largest this unit has been is 15).

2. Online teaching should be on-load and included as part of the tenure process.

3. Hire more support staff. (At the time of the review, the unit had 1 and 1 extra help. They have hired another, but the extra help staffer might leave once the new person is fully trained).

4. Do not attempt to grow the undergraduate program at this time. The team deems the unit needs several hires before growth is attempted.

5. The "culture of overload", as the team refers to it, needs to change. They see the overload teaching as preventing publications, career advancement (especially for Associates), and potentially driving faculty away. Administrators on overloads defeat the purposes of course releases for Administrators. They clearly see this as a huge issue in the unit but offer no direct recommendations except it needs changing.

6. They feel the new start-up packages give too many course releases too close together. They note that new hires have little immediate effect on the direct and indirect teaching issues the unit faces. Faculty and the review team are also afraid this will lead to a lack of integration of the new faculty and increase lateral moves.

(It should be noted that the faculty member who just left was very well integrated into the department and it did not stop the move. This has been the case for several faculty who made lateral moves). They suggest the following: Year 1-1 release; Year 2-1 Release, Year 3 or 4—two releases taken at the same time (an early ‘sabbatical’ to prepare for tenure push).

7. Rethink the purpose of the accelerated master’s degree. Goal? Need a thesis? Need stats?

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

1. Previous review suggested increasing the number of faculty. This has not happened. The number of faculty have remained level. The unit has lost teaching and service work from 2 members moving to the Dean’s office, research-related course releases, and the like. Thus, the effective number of CCJ faculty has been reduced, not increased.
2. The previous review suggested a strategic plan for the unit. It was created, adopted, and sent to the Associate Provost for Academic Programs in April 2016. No meaningful strategic planning has been done since, though the unit’s self-study says faculty “are constantly looking to the future.”
3. The prior review suggested continued support of junior faculty. The unit has done so.
4. The prior review recommended maintaining productive relationships with the rest of the College of Liberal Arts (CoLA). This recommendation is no longer relevant after reorganization. The unit maintains cross-listed courses (and faculty) with sociology, political science and Women’s, Gender, and Sexuality Studies, all units still in CoLA. The unit has formalized a dual degree with the School of Law and Social Work, as well as creating a certificate in Conservation Law Enforcement with the Forestry unit.

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

It is recommended that the unit makes the following decisions:

1. Do not push growth on unit. A portion of the burn out the review team picked up on is a result of years of the unit’s faculty efforts at recruitment. The unit did everything the CoLA Dean (and later the CHHS Dean) suggested—calls, post cards, people at NSOs and Open Houses, etc.—to increase the enrollments, including the on-line B.A. That took time and energy and went largely unacknowledged by CoLA. Gibling and Pleggenkuhle are great recruiters and gave it considerable time and energy. That energy could be spent elsewhere. The focus should be on maintenance of enrollment.
2. Hire more T/TT faculty. It is the obvious suggestion and easy to reject. But this unit has been doing more with less for years and it is showing. You can only stretch the current faculty so far. NTTs are of less use due to the lack of service and indirect teaching.
3. Address culture of overload. Faculty are held to an R1 research standard (two pubs/year) but are in a work environment that impedes publication due to high service, and indirect and overload teaching demands. Anything that impedes

publication impedes promotion. Overloads are used to 1) make up for lack of raises and salary compression and 2) keep enrollments up by keeping the on-line B.A. program running. But it means most faculty are effectively teaching a 3:3 load (or a 2:3 or 2:2 if they get an administrative buy out). As the reviewers point out, this defies the logic of giving course reductions.

4. The unit needs to revise its strategic plan. It is advisable to wait until the college's strategic plan is in place so the unit's goals are in line with the college.

6. Outcome

6.1 Decision:

B.A. Criminology and Criminal Justice

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

M.A. Criminology and Criminal Justice

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

Ph.D. Criminology and Criminal Justice

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

6.2 Explanation

Degree	Enrollment				Completion			
	F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
B.A.	264	261	232	252.3	77	84	69	76.7
M.A.	19	15	19	17.7	6	4	3	4.3
Ph.D.	11	12	11	11.3	5	2	3	3.3

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Educational Administration (Ed.D.)
3. **Date:** August 2022
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**

This review represents the required 3rd Year review of the program. The program’s first enrollment was in 2019 and has graduated 8 students as of 2022.

The review team was comprised of:

- Dr. Brad Colwell, Professor, School of Education, Southern Illinois University Carbondale
- Dr. Gary Kelly, Clinical Assistant Professor, School of Education, Southern Illinois University Carbondale
- Dr. Saran Donahoo, Associate Dean, School of Education

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

Articulation of Program Objectives and Student Learning Outcomes.

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

None reported.

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

Alignment of Program Objectives/Goals, Evaluative Criteria, and Determination of Student Learning Outcomes

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

Analysis of student outcomes and identification of program strengths and weaknesses.

6. **Outcome**

6.1 **Decision:**

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

6.2 **Explanation**

Enrollment				Completion			
F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
38	50	75	54.3	0	2	6	2.7

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Electrical and Computer Engineering (M.E.)
3. **Date:** June 2023
4. **Contact Person:** Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478

5. Major Findings and Recommendations

This review represents the required 3rd Year review of the program. The program's first enrollment was in 2020 and has graduated 0 students as of 2022.

The review team was comprised of:

- Dr. Shaikh Ahmed, Professor and Graduate Studies Coordinator, School of Electrical, Computer, and Biomedical Engineering, Southern Illinois University Carbondale
- Dr. Spyros Tragoudas, Director, School of Electrical, Computer, and Biomedical Engineering, Southern Illinois University Carbondale

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

- A maximum of 6 credit hours from academic units outside the Electrical and Computer Engineering (ECE) department could be applied towards the MEng degree in ECE. Currently, a maximum of 9 credit hours of non-ECE courses offered by the University could be applied towards the degree.
- New courses have been developed.
- In 2021, the School applied and obtained approval to offer the Meng degree online, starting in 2021.

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

Major findings:

- Enrollment and student graduation during the program evaluation period have not been satisfactory. However, the evaluation period only includes AY 2021 and AY 2022 because the program did not appear in the graduate catalog for AY 2020 and no students were admitted during the 1st year of the evaluation period. In addition, the COVID-19 pandemic started in Spring 2020 and impacted enrollment for AY 2021. The few enrolled students had to attend courses remotely. This had an impact on the retention of enrolled international students who were allowed to take courses overseas but were declined visas to attend SIUC in AY 2022 and had to drop from the program.
- The state norm per credit hour for Master students in all 13 state institutions is \$439.99. The cost for Master students at SIUC is \$469.50 for residents and \$1,173.75 for non-residents, and, overall, the cost ratio is 1.53 when compared to all 13 state institutions.

Identification of opportunities and recommendations:

The learning outcomes are sufficient. The program was proposed to be delivered on campus. An online MEng degree in ECE will help sustain and grow this program.

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

- The School has implemented an online modality for the program starting in AY 2022, i.e., after the current evaluation period, and this is expected to grow enrollment. The School has also been able to acquire new equipment and software for curricular growth, and students enrolled in the program online can access some remotely to perform laboratory experiments as required in the courses. In spring 2023, the School contacted the HR departments of all companies affiliated with the Industrial Advisory Councils (IAC), and all ECBE alumni were contacted via email through the SIU Foundation. These advertisement efforts could attract potentially qualified students who could benefit from the program and contribute to its success.

- New courses have been developed and many are offered online.

- In AY 2023 and AY 2024, the School recruited four new assistant professors (one will join in the Spring of 2024) who have shown interest in developing ECE courses that can be offered online.

- The college has renovated three classrooms for online students to attend lectures synchronously but the lectures are recorded and can be accessed asynchronously. This flexibility should improve the quality of the MEng online program.

- The above actions produced an encouraging result. As of now (July 2023), five students have already registered in the MEng program for the fall semester of 2023.

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

Monitor the number of courses in this program that are not currently available online, and identify resources, such as software licenses/simulation tools and any required facilities, so that they are offered online. Most of the courses available to MEng students who are enrolled on campus should be available to students who are enrolled online.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The M.E. in ECE has taken measures to assist in the growth of its online enrollment with the support of the College. Three distance education classrooms have been developed that allow faculty to simultaneously teach to campus students and synchronously to online students, to record and upload lectures for asynchronous viewing, and to more cost-effectively run classes. Additionally, the program submitted a proposal that was approved by University Center of Lake County to market the online M.E. in ECE in the region.

Enrollment				Completion			
F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
1	2	1	1.3	0	0	0	0

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** History (B.A. and M.A.) and Historical Studies (Ph.D.)
3. **Date:** November 7, 2022
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. Jen McNabb, Head of the Department of History at the University of Northern Iowa
- Dr. Dana Rabin, Chair of the Department of History at the University of Illinois, Urbana-Champaign
- Dr. David Johnson, Professor of Classics, School of Languages and Linguistics, Southern Illinois University Carbondale
- Dr. Jan Thompson, Professor and Director, School of Journalism and Advertising, Southern Illinois University Carbondale

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

The recent College of Liberal Arts reorganization and budget challenges, along with faculty retirements and resignations, comprised the largest change in the history program. Nevertheless, the undergraduate program remains comparatively strong given the number of majors and minors that outpaces the university's enrollment trends. The decrease in faculty lines, on the other hand, directly impacts the undergraduate experience in multiple ways: the ability to provide a diversity in the curriculum with the lack of anyone who would teach diverse non-US history; and the ability to provide breadth in the program, especially in emerging new areas of history that are less geographical/chronological than perhaps clustered by themes (digital history, gender, transnational, race/ethnicity)—unquestionably, this also affects the choices available to students in the core curriculum as well. Students who were interviewed all reported they were pleased with the quality of instruction even as there are some concerns about the program's campus visibility.

Both the self-study and the external reviewers noted several major initiatives since the last review in 2014—the most notable being the addition of a complete online B.A. in History. Faculty worked to make their online courses comply with the QualityMatters.org requirements as well as establishing a robust rotation to ensure student completion of the program. Faculty also began a podcasting project that highlights undergraduate research. But these reports both suggest that such initiatives are unsustainable after having lost half of the faculty in History since 2014.

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

The review team offered six recommendations for the undergraduate program:

1. Continue to grow the online B.A. in History program through extensive advertising and by expanding the number of faculty who teach, as well as work potentially with SIU Global Campus to make the program better known.
2. To formulate and promote a signature “hook” that makes its programs and purpose distinct. By emphasizing interdisciplinarity, the program could then customize its curricular and hiring decisions towards this emphasis in areas such as digital history, public history, local or regional history, or a singular methodology.
3. Make the program more dynamic by offering a more diverse portfolio of coursework and training to students. Again, de-emphasize the geographical and chronological approaches to history to stress a thematic area of interest shared by the program (such as in gender/sexuality, race/ethnicity, medicine, science, technology, public history, labor, etc.). Doing so, the reviewers point out, also connects to larger strategic goals SIU has committed to of increasing diversity and inclusion efforts on campus.
4. External reviewers also emphasize the need to hire in History, especially to help build curricula and thematic areas of programmatic interest, but also to help shift the program to emphasize “doing” history rather than just learning about it.
5. Integrate internal and/or external internships for students and consider implementing these as a mandated element of the undergraduate curriculum in history.
6. As such, the program needs to rethink its program goals and outcomes, as well as perhaps adding a goal around career planning in every part of the curriculum in order to increase its appeal by emphasizing workforce readiness.

The review team offered six recommendations for the graduate programs:

1. Like the undergraduate program, the external reviewers recommend revising the goals of the M.A./Ph.D. programs, as well as the objectives, with workplace and career development in mind. They note, correctly, that the academic job market for Ph.Ds. in History has declined considerably in recent years. Many fields are pivoting graduate programs towards alt-ac areas, and it is time SIU do the same in CoLA.
2. Reviewers also lauded the current Ph.D. co-op model with SIU Edwardsville and urge the program to further develop and operationalize this arrangement. They note that doing so would further allow graduate students from both campuses to draw upon a wider range of faculty expertise.
3. Reviewers also recommend promoting the accelerated B.A./M.A. earlier in students’ academic journey and consult with other universities that have such programs to mine for best practices.
4. Though somewhat indirectly relevant to graduate education, the reviewers also recommend a formal mentoring program for faculty who teach in the history program, along with program colloquia and reading groups, to better integrate and support pre- and post-tenure faculty.

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

These reviewers did not focus on this area, but there are a few notable items in the self-study worth reiterating here:

- Instructional Resources and Practices
 - Faculty that teach in the major and in the graduate programs have declined 47% while the university's faculty numbers have declined 12%—all while maintaining 86 majors on a 3-year average (which, since 2017, more than half of whom are in the B.S. Teacher Education track);
 - Though the total number of majors may show a decline since 2013, when compared to the number of faculty, the decline in majors is actually an increase, proportionally: in 2013, the number of majors for each faculty was 9.8; in 2021, the number of majors to each faculty was 11.6—an increase of 16%.
 - Since the last review, the last hires included a one-year NTT who helped establish the program's podcast focused on student research, one assistant professor, and one cross-appointed faculty with the School of Africana and Multicultural Studies;
 - Development of the fully online B.A. in History using QualityMatters.org standards, resulting in an immediate increase in majors (11);
 - Addressing the MOU with SIUE in order to arrange for SIUC students to get their tuition waived and to strengthen that Ph.D. co-op program.
- Curricular Changes
 - The program dropped the B.S. track in Social Studies Education and redoubled its focus on the B.S. track in History Education. This resulted in a surge in the number of majors in this track;
 - The creation of the B.A./M.A. Accelerated degree track with an intent on marketing it more rigorously (and earlier) to students;
 - Requiring history majors take at least one advanced-level course in the history of a country or region outside the U.S. (and allowing for students to count such related courses in the major as well, especially from architecture and linguistics);
 - After surveying over 50 other undergraduate programs in history at peer institutions, the program added two additional elective courses to both the B.A. and B.S. degrees and dropped one semester each from the required coursework in the survey courses in World Civilizations and U.S. History. This curricular change took effect in 2021-2022 academic year;
 - The program is actively incorporating more digital products (such as podcasting and electronic texts) into its curriculum and fundraising initiatives, both of which recently won a \$10,000 grant and another a \$425,000 donation to encourage further development along these lines;
 - Faculty agreed to add a more flexible, non-thesis track to the M.A. program for those students not interested in pursuing a Ph.D., while also modifying the oral exam process, in order to increase time-to-degree for this program;

- Faculty clarified the “research tool” requirement in the Ph.D. program in order to also allow a methods course from another discipline to meet this requirement, in addition to the foreign language option.

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

The detail found in the external review is applauded and, especially, the self-study of the history program. It is clear that despite a context of declining budgets and faculty resources, the history program continues to excel and innovate, and that is exactly what CoLA intends to prioritize in the coming years. That said, there are five important actions noted to be taken as a result of this review:

1. Hire two new faculty in two years: one who can teach in an international area currently missing from the specializations in the program (such as the History of Asia) and one in some interdisciplinary connection to the history of the digital revolution and, perhaps, the area of public history mentioned by the reviewers;¹
2. Promote the online B.A. in History, especially by coordinating with the SIU Global Campus program and by hiring with this initiative in mind;²
3. Work with the School of Education to develop a plan for a future cross appointed hire in the teaching of history, leaving the tenure home in CoLA (51%) but partially funded by SoE (49%).
4. Continue to promote and support the Ph.D. co-op with SIUE.
5. Conduct a comprehensive review of the support needs for the history program in order to find administrative efficiencies in all the degree programs as a way to adjust to the new reality of decreased support staffing.³

There are other important factors here that may be built out later, but in the interest of not *adding* to the administrative and service burden that already exists in history, these additional items may need to wait until new instructional resources are added (such as adding internships and a capstone in the major).

6. Outcome

6.1 Decision:

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

¹ History needs to deliberately hire enough faculty to move from 47% loss compared to the 12% loss experienced by the university at large (according to the numbers provided by the provost). This translates to an expected loss of 1.8 faculty rather than what resulted (7.5 FTE). Strictly by math, this would mean 12.7 additional FTE for history to roughly be at the same percentage of faculty lost within the university as a whole.

² The history program provides a model for how CoLA can add more of its curriculum online while maintaining the quality necessary to keep the educational standards high but achievable.

³ Both the self-study and the last two external reviews emphasized the need for additional civil service staff to reduce the service load on faculty, but that is unlikely given that one of the purposes of the reorganization is to consolidate leadership and staff in schools in order to be more efficient. History will need to adjust to this new organization with the philosophy program, perhaps in part by sharing more of this burden across programs.

6.2 Explanation

Degree	Enrollment				Completion			
	F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
B.A.	37	39	40	38.7	13	14	21	16
B.S. (in the School of Education)	48	54	58	53.3	10	9	5	8
M.A.	8	12	10	10	4	2	0	2
Ph.D.	27	29	26	27.3	1	2	4	2.3

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Journalism (B.S.)
3. **Date:** November 18, 2022
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. Chris Mackowski, Professor of Journalism and Mass Communication and Associate Dean for Undergraduate Programs, Jandoli School of Communication, St. Bonaventure University
- Dr. Mont Allen, Associate Professor of Classics and Art History, School of Languages and Linguistics, Southern Illinois University Carbondale

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

The School Director and College Dean are energetic and committed. The administration did a lot with the limited resources available. The students feel comfortable and hold ownership of the school library. However, the School still waits for the convergent newsroom pledged by the governor.

There is an improvement in teaching. The teaching and learning activities are dynamic, excellent, and student-centered. There is a growing emphasis on experiential learning. Therefore, advertising students are stronger than ever. Additionally, the program has a good reputation. *The Gateway Journalism Review*, one of the country's two reviews, offers high visibility to the academic community. The school alumni also work as professionals and scholars.

Finally, the Emmy Award-winning student journalism *AltNews* and *The Daily Egyptian* provide a vital public service by filling what would otherwise be a local "news desert." The college dean also mentioned that it is exceptional for a national research university bearing a "regional" name to offer a Ph.D. program in mass communication and media arts, which is an outstanding strength of the School.

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

Students worried that the curriculum is not related to what they will be doing in the real world or even what they are doing, hands-on, in their practicum-based classes. Curriculum is very "academic based," and students did not see the benefit. They have a strong desire for "more professional relevancy." It seems that the recent curriculum revision did not impact students' perceptions.

There is also inflexibility to redeploy faculty because of tenure and NTT. Moreover, the program needs “more professionally experienced adjuncts” and “more professionally trained faculty.” The program also needs a sustainable TV program and room for strategic growth.

Furthermore, some issues were identified in the curriculum design and teaching. In the required courses, there is an overlap in content that goes beyond “reinforcement” to “repetition.” For example, the 300-level classes feel the same as the 100-level classes. Moreover, when undergraduate classes are concurrently run with graduate ones, undergraduate students feel disconnected from their classmates. Eight-week in-person classes are too fast-paced and uncollaborative, especially when graduate students are also enrolled. “Classes are letting students walk away without a portfolio.”

Major opportunities include: Dean is a “strong proponent of the school” and has “high expectations.” Governor promised a convergent newsroom. Students, faculty, and administrators “all echoed a desire for more collaborative opportunities.” Public broadcasting offers opportunities for collaboration and hands-on experience.

Recommendations

- The school’s brand needs sharpened and then promoted with more vigor.
- Dedicated, devoted spaces are vital” for the program’s “specialized technology, which is critical for recruitment. Establish a sustainable TV program.
- More experiential learning opportunities for students, including internship opportunities, are needed.
- Concentrate the research faculty on the Ph.D. program and concentrate the emphasis of the undergraduate program on professional readiness.
- Strengthen academic advising. This also impacts the online program and student recruitment.
- It might be worth discussing the possibility of a broader School of Communication that would bring these related programs together, which include the closely aligned discipline of public relations and related programs like speech and communication studies.
- More communication from the director to the faculty is needed.

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

The quantitative methods topics were introduced. The students also declared, "Jan has taken really good care of us." The faculty also feel supported personally and professionally. Moreover, a \$2 million contract was signed with outside clients. There is also a terrific track record of placing Ph.D. students in jobs. Furthermore, the School has high-quality Ph.D. faculty.

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

- Obtain devoted and dedicated news and ad spaces equipped with technology to encourage student ownership, commitment to their work, creativity, and

collaboration. Prospective students and their parents also love to see bells and whistles. Therefore, a thriving, professional, high-tech learning environment makes it easy for prospective students to see themselves in that space.

- Sharpening the brand of the School and then be promoted with vigor.
- While sustaining the research strength of the school, enhance undergraduate students’ professional readiness.
- Establish a sustainable TV program, which would bear fruit on several levels, including increased enrollment, increased experiential learning opportunities across traditional and digital platforms, increased program visibility in the community, and more robust service to the local community.
- Collaborate on multiple ways—from student projects to faculty hiring to shared space.
- Discuss with the faculty and administration in related programs about the possibility of a broader School of Communication that would bring together the disciplines of public relations, speech, and communication studies housed elsewhere.
- Work on advertising the School—particularly via AltNews and AdLab—within SIU.
- Revive the Graduate Certificate Program.
- Better leverage alumni networks to recruit for the School and provide SIU students with internship opportunities.
- Give high school journalism students more opportunities to interact with WSIU.
- Strengthen online enrollment as it has dropped.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
69	57	81	69	30	28	15	24.3

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Political Science (B.A., M.A., and Ph.D.)
3. **Date:** October 25, 2022
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. Scot Schraufnagel, Professor of Political Science, former Chair of Political Science, Northern Illinois University
- Dr. Meredith Weiss, Professor of Political Science, former Chair of Political Science, Director of Rockefeller College’s Semester in Washington Program, SUNY at Albany
- Dr. Bobbi Knapp, Associate Professor, School of Human Sciences, Southern Illinois University Carbondale

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

The recent CoLA reorganization and budget challenges, along with faculty retirements and resignations, comprised the largest change in the program. Nevertheless, the undergraduate program remains comparatively strong given the number of majors and minors that outpaces the university’s enrollment trends. The decrease in faculty lines, on the other hand, directly impacts the undergraduate experience in multiple ways: the ability to provide depth in the curriculum with the lack of anyone who would teach political policy or theory; and the ability to provide breadth in the program, especially in emerging new areas of political science that there is simply not enough expertise to include in the curriculum (i.e., Asia, Latin America, and Africa)—unquestionably, this also affects the choices available to students in the core curriculum as well. Undergraduate students who were interviewed all reported they were pleased with the quality of instruction and the number of career possibilities the major affords. Reviewers also applauded the level of racial and ethnic diversity of the students who choose the undergraduate program.

Both the self-study and the External Reviewers noted major changes in the M.A. and Ph.D. programs—the most notable being the Master’s in Public Administration (MPA) Program’s move to the College of Business and Analytics. This move had at least two direct consequences to the graduate programs in political science: the loss of 5 faculty lines and several courses; and the loss of most faculty diversity that once existed in the program, leaving it with a mostly white, male faculty. In addition, both graduate programs now have very low enrollments. The M.A. program is “low-producing” according to IBHE metrics and has been since 2010. The Ph.D. program, however, is not and enrollments seem to be trending up considerably.

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

The review team offered six recommendations for the undergraduate program:

1. The addition of 3 new faculty to restore the depth and breadth problem in the undergraduate program: one in applied politics (political policy), one in comparative politics, and one in political theory. The reviewers mentioned that a fourth principle in these new faculty would be to hire more diverse faculty along the way.
2. Restore the public service specialization within the major in the form of a required internship and a cross-listed public administration course.
3. Excise Student Learning Outcome 1 from its assessment plan (since there is nobody who will now teach political theory). The program needs to decide how it would like to change this particular learning outcome.
4. Alter the minors offered in the program from International Studies and Pre-law to International Studies and Legal Studies (with the latter including Pre-law). Doing so with a more focused list of courses for each would distinguish it from the pre-law specialization in the major.
5. Introduce an accelerated B.A./M.A., 4+1 or 3+2 program in political science and/or some other interdisciplinary combination with the school to attract and retain students.
6. Rename some political science courses to better attract non-majors.

The review team offered six recommendations for the graduate programs:

1. As was suggested in the undergraduate recommendations, an accelerated graduate program (4+1 or 3+2) would likely increase enrollments in the M.A. program.
2. Graduate students require more professional development to promote career readiness, and these opportunities ought to be consistent and predictable.
3. Creative, interdisciplinary programming as Political Science faculty settle into the new school, along with Sociology and Anthropology. These connections between these three disciplines may lead to collaborations in research and teaching, as well as some programming for alt-ac (non-university) career training.
4. Graduate faculty need to reassess recent changes that require comprehensive exams of Ph.D. students in a single subfield, as well as dropping the requirement that M.A. students write a thesis, as they pertain to the programs own stated outcomes. Either change these practices or change the outcomes.
5. Consider dropping the GRE requirement for admissions into the graduate programs.
6. Highlight graduate student research periodically in order to engage the community and government stakeholders—this may bring more notoriety to these programs and ultimately increase enrollments.

The review team offered four overall recommendations for Political Science in general:

1. Increase faculty productivity. Consider issues of equity in workloads and increased collaboration in the School to share service obligations.

2. Consider ways to increase and systemize alumni involvement, especially in a professional context.
3. Increase staffing.
4. Upgrade technical facilities in the classroom, as mentioned already.

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

The reviewers noted the following actions taken since the last review:

- Instructional Resources and Practices
 - Faculty who teach in the major and in the graduate programs have declined 57% while the university's faculty numbers have declined 12%—all while keeping the relative number of majors and minors as a percentage of enrollment; since the last review, the last hire was a joint hire with Sociology at 50% FTE.
 - A remodeled conference room with newer technology and the ability to double as a classroom with 20 students;
 - A computer classroom for computer- and technology-aided courses;
 - The reviewers noted the outdated classroom technology a couple of times, especially in Faner;
 - The reorganization modestly reduced the overhead cost of instruction since the last review, the decrease in staffing may have outsized affect for the graduate programs.
- Curricular Changes
 - The program dropped its theory requirement for undergraduates due to loss of relevant faculty;
 - Faculty restructured the mandatory undergraduate gateway courses in order to foster a sense of community among political science majors;
 - The program created a longer list of co-curriculum engagement opportunities for students seeking a deeper involvement with the discipline (Ambassador's program, Paul Simon Public Policy Institute, etc.);
 - As mentioned, the program dropped its thesis requirement for the M.A. program and allows Ph.D. students to pass their comprehensive exams focused on a single subfield.

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

Reviewers stressed the need for breadth and depth in the undergraduate Political Science program. Current student satisfaction along with the basic coverage of courses for the core and the majors suggests that political science has weathered the storm of reorganization and budget cuts, but clearly at the sacrifice of curricular development into new areas as well as the depth of coverage in political service and public policy. As such, these are the actions to be taken as a result of this review:

1. Hire two new Faculty in two years: one who can teach political policy courses and one in some interdisciplinary connection to comparative politics. Political Science needs to deliberately hire enough faculty to move from 57% loss compared to the 12% loss experienced by the university at large (according to

the numbers provided by the provost). This translates to an expected loss of 1.8 faculty rather than what resulted (6.5 FTE). Strictly by math, this would mean 4.7 additional FTE for political science to roughly be at the same level of faculty lost within the university as a whole.

2. Align the Assessment Plan for the major with what can actually be regularly taught, given a realistic view of resources. Assessment plans are meant to be living documents that can change as programs change. Even the self-study concluded that the current assessment plan needs updating, as it may again once new instructional resources are added to these programs.

3. Re-configure the minors as recommended by these reviewers—International Studies and Legal Studies—to make a clear distinction with the pre-law emphasis in the major.

4. Consider pausing the M.A. program until there are sufficient faculty and/or resources to address its “low-producing” status, either by reforming the existing program, adding an accelerated MA program in time, or by reimagining it as an interdisciplinary program within the school.

There are other important factors here that may be built out later, but in the interest of not adding to the administrative and service burden that already exists in political science, these additional items may need to wait until new instructional resources are added (such as adding an accelerated M.A. program and/or an additional public service/policy specialization in the major).

6. Outcome

6.1 Decision:

B.A. Political Science

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

M.A. Political Science

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

Ph.D. Political Science

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

6.2 Explanation

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

Degree	Enrollment				Completion			
	F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
B.A.	68	70	72	70	26	19	24	23
M.A.	5	4	1	3.3	0	0	5	1.7
Ph.D.	10	12	15	12.3	1	0	4	1.7

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Psychology (B.S., M.A., M.S., and Ph.D. – Counseling Concentration)
3. **Date:** _____
4. **Contact Person:** 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

The anticipated program review for these programs did not take place. The review has been rescheduled for the 2023-24 academic year.

PROGRAM REVIEW REPORT

1. **Reporting Institution:** Southern Illinois University Carbondale
2. **Programs Reviewed:** Sport Administration (B.S.)
3. **Date:** February 27, 2023
4. **Contact Person:** Sheryl A. Tucker, Provost and Vice Chancellor for Academic Affairs
 - 4.1. **Telephone:** (618) 453-5744
 - 4.2. **E-mail:** provost@siu.edu
 - 4.3. **Fax:** (618) 453-1478

5. **Major Findings and Recommendations**

The review team was comprised of:

- Paul Pedersen, School of Public Health, Indiana University Bloomington
- Walter Metz, Professor, School of Media Arts, Southern Illinois University Carbondale

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

The major change was the relocation of the program during university reorganization from the School of Education into the newly created School of Human Sciences. The faculty and students seem pleased with this change and apply that the leading alternative did not happen (the unit joining the College of Business and Analytics).

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

1. Program coordinator is overworked and needs a workload adjustment.
2. Students do not like taking classes from units outside of Sport Administration and would prefer the unit offer courses in business, communication, etc. instead of taking courses from the College of Business and Analytics, College of Arts and Media, etc.
3. SLOs measured by student project assessment (see also 1 under 5.3). Reviewers would like a more granular set of measures. Questioned validity of SLO measures due the high number of students meeting or exceeding expectations. No grounding for this criticism other than their view that SIU is an open admissions university (We are not, nor are we a *de facto* open admissions school).
4. Believes program could double in size with more outreach, advertising, and ties to SIU Athletics. Wants SIUC to offer incentives to faculty to do this work, as they don't understand why they otherwise would.
5. It is unclear if this report sees interdisciplinary education as positive or negative for this unit. They state a couple times in the report the unit needs to consider it, but spend far more space discussing student complaint's about non-Sport's Administration courses and how the business and communications curriculum should be brought 'in house' (see 2 above). Those goals are in direct conflict with each other. Students either value interdisciplinarity or they don't.

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

Improved program assessment data. Ceased relying upon course grades. Relies on volunteer and community service reports completed external to the faculty and assessment of student projects.

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

Curriculum-focused retreat. Examine assessment data closely, with input obtained from self-study and site visit. Consider relationships with athletics. Course sequencing—degree maps for advisors to use in the new system.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Enrollment				Completion			
F20	F21	F22	3 Year Avg	FY 20	FY 21	FY 22	3 Year Avg
99	105	110	104.7	19	32	21	24

PROGRAM REVIEW REPORT

- 1. **Reporting Institution:** Southern Illinois University Carbondale
- 2. **Programs Reviewed:** Broadcasting Services (WSIU Public Broadcasting)
- 3. **Date:** December 22, 2022
- 4. **Contact Person:** Matt Baughman, Chief of Staff
 - 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:

- Maurice “Moss” Bresnahan, Executive Director, Illinois Public Media
- John Pollitz, Dean, Library Affairs, Southern Illinois University Carbondale

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

WSIU is the university’s public broadcasting station. It first received its license from the Board of Trustees of Southern Illinois University in 1958. WSIU Public Broadcasting is an integral partner to the College of Arts and Media on the Carbondale campus. WSIU serves nearly five million people stretching across a seven-state region on a variety of platforms including multiple digital television channels and radio stations, interactive web platforms, social media and mobile applications. WSIU operates with a fraction of the full-time staff it operated with 20 years ago (down from 50 to 32). WSIU generates \$2.8 million in outside grant funding and more than \$1.3 million in local community support to complement \$690,292 in University operating cash support.

In recent years, WSIU added three additional Illinois television licenses in Quincy, Macomb, and Springfield. Following these acquisitions, the Executive Director departed, and the COVID-19 pandemic began with an interim director in place for a longer period than anticipated. WSIU Executive Director Fred Martino joined the University in December 2021 and began the process of creating a sustainable business plan.

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

WSIU’s newest strength is also one of its greatest weaknesses at present. Shortly after the acquisition of the three northern stations it became clear that those stations had been deferring maintenance of their infrastructure. WSIU was given a \$1 million loan from the SIU Board of Trustees as part of the acquisition. That loan now needs to be repaid, and the broadcasting infrastructure still needs to be maintained and upgraded. In addition, projections of revenue from the northern stations were overly optimistic, and the CPB transition grant has ended.

Carbondale’s infrastructure has also suffered during recent years. Radio staff reported that they are using an automation system that is no longer updated and is based on the Windows 7 operating system. Aggressive plans are needed to create a capital fund to support WSIU’s infrastructure. Current needs top \$1 million and at least \$2 million is

needed for maintenance and new equipment in the near term. Physical facilities are substandard due to years of temporary fixes which have become permanent.

Reviewers recommend a new strategic plan for WSIU that includes plans for digital conversion, upgrading facilities, integration of the three northern stations, and a sustainable financial plan.

The strategic goals should also incorporate the opportunities for growth outlined in the WSIU management plan.

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

Since the last review, WSIU added three additional Illinois television licenses in Quincy, Macomb, and Springfield. Following these acquisitions, new development and underwriting staff were hired to help build the financial support for the stations.

Shortly after arriving in December 2021, Executive Director Fred Martino began the challenging process of aligning expenses and services to better reflect the operational budget. This involved the elimination of a leased office in the Springfield area and four full-time employees. A unified televised schedule was created, and new programming efforts were planned. Moreover, in-person meetings began to better assess community needs. 2022 “WSIU Friends Connection” events were held in Springfield and Quincy with plans for regular visits throughout the year in 2023 and beyond.

Highlights of service enhancements include:

- Launched unprecedented WSIU primary election coverage (16 televised WSIU programs from April through June 2022)
- Continued “Meet the Candidates” forums and interviews in the two months before the general election
- For the first time, provided live streaming of WSIU’s television schedule
- Began efforts to expand the reach of WSIU educational programming through broadcast and digital distribution
- Launched “SIU Connections” program focusing on the region’s multicultural progress and history, including student employment and collaboration with SIUC academic schools
- Launched “Top Teens” segments focusing on high-performing students identified by high schools throughout the region
- Launched weekly half-hour “Eye on Education” television program to focus on pre-K through higher education efforts
- Launched weekly “In Focus” television news program, doubling news and public affairs presence on Thursday nights
- Worked with the School of Journalism and Advertising to host three German college students as part of the RIAS Journalism Exchange program
- Helped to secure RIAS fellowship (10 days in Germany) at no cost for WSIU reporter
- Helped to secure RIAS fellowship (three weeks in Germany) for SIU student

- Expanded efforts to provide educational outreach to area high schools with goal of recruiting student interns who can gain valuable editorial and technical training
- Launched partnership with Marion Carnegie Library media program with goal of recruiting student interns who can gain valuable editorial and technical training

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

Before and during the review process, WSIU Executive Director Fred Martino met WSIU staff, University administration, and WSIU Friends Board members to discuss ways to grow WSIU’s impact while aligning the budget to those needs. This effort resulted in the WSIU management plan. Program reviewers endorsed adoption of the goals in the management plan, as well as the creation of a new strategic plan.

Following the conclusion of restructuring efforts in 2023, work on the strategic plan can begin, using the WSIU management plan as a key blueprint. That plan is designed around the key concepts of structure, service, and support:

1. Structure: Focus on revitalizing the organization, its people, and the technology that helps expand its reach

a) Organization: WSIU is developing organizational changes centered around a renewed focus on its core mission of producing the best in radio, television, and online programming. As viewers and listeners access national programming from a variety of sources, it’s essential for WSIU to create an organizational structure centered on local programming.

b) People: WSIU is looking for ways to grow the talent pool for the organization. This includes collaboration with educational partners at the high school and college level. It is also working with Southern Illinois University Carbondale to ensure salary adjustments to replace key personnel.

c) Technology: Focus on new infrastructure for streaming and remote interviews in the television studios and the newsroom. These efforts will make it easier to produce programming for the entire service area.

2. Service: Grow efforts in digital innovation, dialogue, and diversity. Known as the “three D’s,” these have been identified as key priorities by the Corporation for Public Broadcasting (CPB)

a) Digital innovation: WSIU’s digital presence is essential. The digital audience continues to grow. To reach new audiences and better serve the public, WSIU has started efforts to revamp its digital footprint. This included a new unified website with a news focus. Previously, the news website had a separate URL from the station site, which did not offer daily content updates. The station’s mobile application is also being redesigned and will feature new content available on the website, such

as updates from regional partners and additional podcasts, including a third daily newscast.

b) Dialogue: Public media's greatest asset is its ability to provide content not available anywhere else that will spark dialogue about the people, issues, and events that shape our world. WSIU should build on its strong commitment to increasing dialogue in the region.

c) Diversity: The additional programs will allow WSIU to feature a more diverse mix of topics and guests. This can include more interstitial content that airs during program breaks.

3. Support: Foster community, media, and educational partnerships to ensure the structural and service enhancements are sustainable

a) Community: Shortly after WSIU acquired the stations in Quincy, Springfield, and Macomb, the coronavirus pandemic damaged efforts to integrate the stations, due to reduced outreach and programming efforts. WSIU should update and relaunch a plan to increase engagement. This includes more corporate support by increasing WSIU presence through additional events and underwriting visits. Plans to develop a Friends board in Quincy should also be pursued. That city was once a strong source of financial support for the previous community licensee.

b) Media: WSIU should develop partnerships with media organizations in Quincy and the other new markets. Meetings have already been held with the Herald Whig, Quincy's daily newspaper, and WGEM-TV its number-one rated NBC affiliate. WSIU should also build on current partnerships with public stations in Champaign (WILL) and Peoria (WTVP) through content sharing agreements. The new WSIU website has also expanded the use of news content from public radio partners throughout Illinois.

c) Educational: Build on the partnership underway with the student media advisor at Quincy University, which will allow WSIU to showcase student videos in local programming. WSIU's executive director has visited area high schools and community organizations to recruit more student interns, and that has potential for growth. WSIU should continue working with SIUC's School of Africana and Multicultural Studies and other faculty to integrate students into programming efforts. This could include "SIU Connections," a regular segment highlighting the University's multicultural impact in the region.

WSIU performance measures should include the number and success of these various community, media, and educational partnerships.

6. Outcome

6.1 Decision:

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

6.2 Explanation

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S./B.A. Integrative Studies
3. **Date** 2022-2023
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

This undergraduate program is unique because the core of knowledge is determined by student interest in two disciplinary areas of study, and plan of study is tailor-made to fit what students hope to achieve. The INTG 300 and INTG 499 core courses serve as a structured space for students to demonstrate integration of their focus areas. This program meets students where they are and helps them to develop an individualized plan for college success that is congruent with the students learning goals. It serves a diverse student learning group and promotes students taking accountability for their learning while providing multiple paths for degree completion. The INTG program serves a population of students with diverse needs and/or educational interests. Additionally, there is a practical benefit to teaching students how to integrate knowledge from two separate fields of study and apply those diverse theories and skills towards their desired field, making it popular with a generation of students who prefer tailored experiences and unique opportunities. The program is highly adaptive and offers students flexibility to achieve their learning goals.

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

As this program was originally launched as part of a university supported innovation grant, the program review recommended developing a sustainability plan. Recommended steps included hiring a program coordinator that can assist in advising and retaining students. The review also recommended alignment with the University strategic plan and aligning the senior capstone with pillar four that focuses on high impact practices. Developing a recruitment plan was also recommended, which should be focused on training academic advisors across campus to identify potential students and be knowledgeable enough to talk about the benefits of the major. The program review team also recommended designing an assessment plan that includes measuring outcomes in more than the two required core courses. Finally, the program review team also recommended increased and consistent communication with faculty, students, and advisors.

Evidence of learning outcomes:

The curriculum provides two core courses where students are assessed based on the program benchmarks. Students are evaluated in these courses based on the program objectives. The INTG 300 and INTG 499 core courses serve as a structured space for students to demonstrate integration of their focus areas. Additionally, students enrolled in the on-line Psychology and Sociology focus areas move through the program as a cohort. They are required to take PSYC 350: Survey Design and Analysis and also take SOC 301: Survey of Theory in their first semester of the program. In INTG 499: Senior Assignment, students must demonstrate immersion and integration of their two focus areas. The INTG 499: Senior Assignment offers 3 different options for students to apply knowledge and skills in addition to an integration of their focus areas: a traditional research project with co-faculty mentors, a 120-hour internship with a reflective essay, or case studies for those students enrolled in the on-line Psychology and Sociology focus areas.

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

This is the first review for the Integrative Studies program.

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

1. The program leadership with assistance from the College of Arts and Sciences and the Provost will work on developing a sustainable funding plan that meets the needs of the program and supports its growth.
2. The CAS Dean's Office will work with the program director to make certain that case studies and other capstone options continue to involve high impact experiential learning opportunities.
3. The CAS Dean's Office will work with the program director and departments in the College of Arts and Sciences to reserve seats in courses that Integrative Studies majors need to take.
4. Assessment plan changes will be discussed with key faculty who participate in the program structure to design better outcome measures across more academic experiences than the two required courses.
5. A comprehensive communication plan involving faculty, advising units, and other stakeholders will be developed to enhance information sharing and continuous improvement efforts. The Integrative Studies Advisory Council will be reconstituted since several members have retired or resigned.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Integrative Studies program has been a notable example of innovation in academic programming and has been recognized for its success as a relatively new program at SIUE. It is remarkable that this program has seen continued growth since its implementation. The Council found it especially valuable as it provides

another pathway to academic success and degree completion for students who do not “fit” in a traditional academic program.

Program	Enrollment					Completions				
	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)
Integrative Studies	121	144	136	121.7	133.7	49	60	54	50.7	54.3

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** M.A/M.S. Integrative Studies
3. **Date** 2022-2023
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The graduate program in Integrative Studies program allows students to develop their passions and interests across multiple disciplines. This creates unique opportunities for students. The faculty who teach in the program are dedicated to this interdisciplinary effort and appreciate the students' versatility and willingness to collaborate. The ability to obtain a specific degree encompassing two disciplines is a recruitment tool in itself to increase enrollment at SIUE. Furthermore, the relationship amongst faculty who collaborate across disciplines seems to be strong which speaks to the caliber and professionalism of the SIUE faculty. All faculty spoke to the excellent performance by the Program Director and expressed that she is always willing to help and responds promptly to inquiries. The students reaffirmed that the flexibility and customization of the program is its greatest strength. This allows students to have multiple opportunities to learn through more than one discipline and have a flexible career outlook.

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

Finding 1: The majority of the Integrative Studies program's administrative burden falls upon one faculty member.

Recommendation 1: Develop a system for recording tacit knowledge and standard operating procedures within the program. The current processes for recruitment, admissions decisions, program coordination, etc. should be carefully documented and archived. Such a "handbook" would significantly reduce the learning curve, should another faculty need to assume the current program director's leadership role.

Recommendation 2: Expand the program's administrative staff. An assistant program coordinator for Integrative Studies should be identified who may assume responsibility for the program as needed.

Finding 2: Knowledge and practices among faculty in the Integrative Studies program are wildly disparate. Faculty conveyed multiple levels of awareness of the Integrative Studies program, familiarity with the program's learning objectives, and understanding related to interdisciplinary collaboration and student benchmarks.

Recommendation 1: Develop an onboarding/orientation program for faculty who participate in Integrative Studies. Faculty would greatly benefit from a day-long (or half-day) face-to-face session in which current and new faculty participants come together to discuss the Integrative Studies program. Attendees can discuss "what to expect" as a chair/co-chair/mentor, best practices for guiding students through the process, and "pitfalls" to avoid, among other topics.

Recommendation 2: Provide reference materials to which faculty can refer during the course of their involvement in Integrative Studies. Assembling rubrics, handbooks, videos, and other relevant documentation on a Teams site or a Blackboard shell would be helpful to faculty. While the orientation session should establish expectations, such reference materials would allow faculty to quickly resolve questions and gain clarity as needed. A discussion board or listserv was mentioned as another possible source of ongoing information.

Finding 3: Because Integrative Studies is not a standalone program, it relies on the resources of other departments and disciplines on campus.

Recommendation 1: Work with departments/schools to ensure participation in the Integrative studies program "counts" the same across campus. Although the Integrative Studies program could never dictate to other departments how teaching equivalencies should be structured and awarded, efforts should be made to ensure that participants receive similar credit (and thus feel similar engagement/commitment).

Recommendation 2: Explore alternative funding models for tracks in which students use specialized equipment or other departmental resources. In cases where Integrative Studies students' use of equipment is currently covered by the department, one-time fees could alleviate depletion of resources by non-departmental graduate students.

Evidence of learning outcomes:

The Integrative Studies program has five clear learning goals which map nicely onto nine learning outcomes. These goals are primarily assessed in INTG 500 (Proposal Development), INTG 593/599 (Final Research Paper or Thesis), and discipline-specific first-year courses. The Self Study indicates that 100% of the 26 students assessed either met or exceeded expectations. The assessment data only reflect student performance in their final projects/theses (INTG 593/599); it will be helpful to see assessment data for INTG 500 and other earlier benchmarks.

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

This is the first review for the Integrative Studies program.

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

1. Consider expanding administrative personnel (especially if the program sees further growth).
2. Continue standardization and documentation of operating procedures.
3. Seek to address questions about funding for faculty and facilities.
4. Improve sense of belonging among students and cohesive of assessing learning outcomes among faculty.
5. Develop an orientation process/onboarding for new faculty who join teaching in the program.
6. Revisit the assessment plan and develop additional points of evaluating student learning outcomes.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Integrative Studies program has a structure in place that functions relatively smoothly for the number of students the program serves. Students are advised and supported through the program. Faculty genuinely seem to enjoy working with their colleagues across disciplines and supporting student inquiry. However, there are several areas mentioned in the recommendations that need attention. Attending to those areas will help drastically improve the program.

Program	Enrollment					Completions				
	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)
Integrative Studies	23	26	17	26.7	22.0	9	11	4	10.0	8.0

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.A./B.S. Foreign Languages and Literature
3. **Date** 2022-2023
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Foreign Languages and Literature (FLL) department has maintained a robust array of programs by not only offering a variety of languages courses but also courses in cultural competence, literature, and the history of many regions. The FLL department serves both majors and minors while promoting diversity and inclusion of students and faculty. The program offers many additional experiences, including study abroad opportunities worldwide. Strengths of the program include a high level of student satisfaction regarding course availability, communication, the rigor of coursework, class sizes, and attention from faculty. The program can also play a role in meeting the anticipated increased need for educators qualified to teach foreign language courses in high schools. This is important when considering the implementation of the Education and Workforce Equity Act that will require all Illinois high school students to take two years of foreign language courses. This is expected to increase demand for educators qualified to teach such courses. As the only nationally accredited foreign language program in the region, SIUE is well suited to train future teachers of foreign languages for Southern Illinois high schools.

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

The review team recognizes additional opportunities for the FLL program to recruit new students. The FLL department is encouraged to form an advisory committee to discuss ways to enhance their recruitment strategies in the community and on campus, and the resources they would need to implement them. Ideally, these strategies would include data regarding the potential for increased enrollment resulting from these strategies. Efforts should be made to publicize the benefits and course credit that the FLL department offers to native speakers. Advertisements or outreach should be done, particularly in regions with high numbers of native Spanish speakers. Information regarding this benefit should also be available on the SIUE FLL website. Communication with students earning dual credit from high school coursework or testing out of language courses due to proficiency should be enhanced. The department should continue to work on strategies to

educate and collaborate with advisement. The review team noted that the FLL Department's online resources are outdated and underused. The department should create a plan to check the website at regular intervals to update faculty and staff, resources, course offerings, programs of study, etc. The department should also utilize various social media platforms (i.e., Facebook, Twitter, Instagram, etc.) to increase the visibility of the FLL department. The review team noted the potential for improvement of the availability of remediation opportunities, specifically for underrepresented populations. Finally, there is an enormous potential for collaboration with other departments to encourage adding languages as electives or requirements for their degree programs. Language courses for other professions, such as healthcare, business, social work, education, and law enforcement, among others, can increase enrollment and train an interdisciplinary group of students to be global citizens.

Evidence of learning outcomes:

The Foreign Languages and Literature program assesses student learning adequately. The department assesses student learning using three diverse sources: senior assignment, anonymous exit questionnaires for graduating students, and the individual courses. The learning outcomes for Foreign Languages and Literature are closely aligned with the National Council for Accreditation of Teacher Education and the American Council on the Teaching of Foreign Languages. The development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency is assessed in all language courses. There is also ongoing assessment of candidate's oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency. At the fifth semester level, the department introduced the SOPI (Simulated Oral Proficiency Review). The students are then informed as to what level of oral proficiency they have currently achieved. They are then advised on what steps to take to improve their oral proficiency, moving toward the levels determined advanced by the American Council on the Teaching of Foreign Languages.

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

The faculty of the FLL Department have created a list of strategic goals for the department, which are described in their Strategic Plan. The department has implemented a new data storage system where faculty deposit all materials related to the program's success centrally. The department has also given greater prominence to oral expression in the classroom, placed greater weight on oral exams and presentations in assessment, and enhanced opportunities for oral communication in the lab and in the classrooms. Faculty have also reached out to other units on campus to offer foreign language training. For instance, SPAN 305 Computer-based Machine Translation was dedicated to preparing students for work as full-time or part-time freelance translators. They have also offered an interdisciplinary course, IS 402 Spanish Language and Culture for Health Professionals, in conjunction with School of Pharmacy. They have developed an advanced course, SPAN 306 Medical Spanish, and have sought to attract students in health-related disciplines who may benefit from learning a foreign language. The department has also engaged with advising across campus to spread awareness about foreign language classes. Finally, they have engaged in outreach initiatives and have worked with advisement and admissions teams to increase awareness of their program. They have engaged in several initiatives to increase enrollment, including marketing campaigns, community outreach initiatives, and redesigned their website.

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

1. The College of Arts and Sciences will work with the department to form an advisory committee.

2. The College of Arts and Sciences will work with the department to obtain data relating to successful strategies for increasing enrollment.
3. The Dean's Office is also willing to work with the department and Admissions to promote the teacher education program.
4. The program will develop a plan to update its web content and look for opportunities to launch social media presence, including the possibility of recruiting students from the major to do so, where possible.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Program	Enrollment					Completions				
	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)
Foreign Languages and Literature	24	24	23	26.0	23.7	11	10	6	9.7	9.0

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** B.S./B.A. Nutrition
3. **Date** 2022-2023
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Nutrition program provides students with a high-quality degree that prepares them for graduate school either in nutrition or related health fields or employment in a variety of industries including food services, medical nutrition therapy, education, healthcare, and manufacturing. One primary strength is the faculty of the program. The dedication, resilience, expertise, and relationships each faculty member cultivates with students in the program have been noted as the resounding reason for its current success. The students report that the faculty are friendly, caring, and really listen to their needs and concerns. Another strength is the curriculum designed so that it meets many of the prerequisites students of the program would need to apply for a graduate degree program in Dietetics and other related fields. In addition, the program curriculum promotes interdisciplinary work that fosters interactions between nutrition and related programs. This is evidenced for example by the poverty simulations used by the program to help students understand the impact socioeconomic status has on nutrition.

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

The current arrangement for the program advisor seems to be working well for students and the program. It is recommended that having a single dedicated advisor for the Nutrition and Exercise Science be continued and any additional advising tasks assigned to this advisor towards other programs be phased out as soon as possible. To be a sustainable program, the currently vacant Tenure Track Faculty position should be filled as soon as possible (a clinical assistant professor has been hired at the time of completing this report). Given that the undergraduate and graduate programs are so entwined, it is also recommended that a Clinical Coordinator position be created that would allow the Graduate Program Director to resume a normal teaching/research/service load. Funding for the program appears to be limited. Improvements and expansion of laboratory space and equipment is essential for maintaining the high-quality standards the program currently maintains. Faculty have to maintain their credentials requiring they travel and attend training to do so. Methods to ensure a stable source of funding to maintain existing laboratory space and equipment and

for future improvements, and for faculty support should be explored. Development of an industry advisory board for the program and increased emphasis on seeking external funds from industry and other donors are possible options and it is recommended these options be considered and implemented if possible. The program is currently not externally accredited, but there are accrediting agencies that may provide accreditation at the undergraduate level. If and when staffing issues are addressed, the program should explore the potential for external accreditation to ensure and validate that the program is commensurate with industry guidelines, enhance quality assurance and to facilitate recruitment of future students.

Evidence of learning outcomes:

The data provided from previous self-studies of the program coupled with anecdotal data from various interviews show that students are meeting the general standards set in the program's learning outcomes. Additionally, the data suggests that most students who have graduated or who are currently enrolled in the program meet and/or exceed the expectations set in the learning outcomes. Across three semesters the program reported that only two out of 41 students did not meet expectations on all metrics assessed related to the senior assignment. The program is relatively new, so the assessment plan has been developing as the program progresses. The program has an approved assessment plan dated Fall of 2021. The program has four main learning outcomes discussed in the plan. The program assesses student learning via student performance in several courses throughout the curriculum and the senior assignment. Student learning early in the program is assessed via faculty review sessions of student performance led by the program director. Student learning is assessed at the end of the program through the senior assignment.

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

This is the first review for the Nutrition program.

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

1. Work closely with the Dean's Office to determine a sustainable plan for supporting the program, including its staffing needs and necessary lab upgrades.
2. Promote the programs more widely both on campus and off campus including strengthening connections to industry.
3. Consider the possibility of utilizing the Graduate Program Advisory Board to solicit advice for curriculum development and the future direction of the program.

6. Outcome

6.1 Decision:

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

6.2 Explanation

A trend in decreased enrollment has been seen starting in 2019. This was likely exacerbated by the COVID-19 pandemic. It should be noted that this is consistent with national trends. There are some constraints to the program that should be considered if the program is to reverse these trends. A notable physical restriction of the program is a necessary lab space that can only accommodate 16 students at a time.

Program	Enrollment					Completions				
	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)	FY21	FY22	FY23	3-yr avg (FY20-22)	3-yr avg (FY21-23)
Nutrition	19	30	26	25.7	25.0	8	9	11	11.7	9.3

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 Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Accreditation Agency	Notes
24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x				
	University Core Curriculum	PVC	2002-03	2018-19		x		overdue		
42.0101	B.A. Psychology	CHHS	2012-13	2021-22		x		Good Standing		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		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		
90.4503	Center for Archaeological Investigations	COLA	2014-15	2022-23		x		Good Standing		1-year extension granted 2/18 (IBHE); next review will remain 2028-29
90.5207	Small Business Development Center	CHAN	2014-15	2022-23		x		Good Standing		
15.0803	B.S. Automotive Technology	CHHS	2018-19	2023-24			x	Accredited	ASE Education Foundation (ASE)	Accreditation Expires 11/01/2023; On-site review scheduled for Fall 2023
03.0103	B.S. Geography and Environmental Resources	CALPS	2015-16	2023-24		x		Good Standing		
05.0103	M.S. Geography and Environmental Resources	CALPS	2015-16	2023-24		x		Good Standing		
04.0201	M.Arch. Master of Architecture	CAM	2020-21	2023-24			x	Accredited	National Architectural Accrediting Board (NAAB)	
11.1003	M.S. Cybersecurity and Cyber Systems	CECTM		2023-24	Initial 3rd yr. review					
22.0101	J.D. Doctor of Jurisprudence	LAW	2017-18	2023-24			x	Accredited	American Bar Association (ABA)	Per email dated 12/16/22 from Dean Davidson, site visit scheduled for 11/12-15/23
49.0102	A.A.S. Aviation Flight	CHHS	2018-19	2023-24			x	Accredited	Aviation Accreditation Board International (AABI) & Flight Standards District Office	Per email dated 10/10/22 (Avendano), Self-Study submitted 05/01/23. Expected sight visit 10/2023.
50.0408	B.S. Interior Design	CAM	2017-18	2023-24			x	Accredited	Council for Interior Design Accreditation (CIDA); National Association of Schools of Art and Design (NASAD)	Per email dated 07/10/23 (Dean Cheng), sight visit to be scheduled 11/10/23-11/14/23
51.0907	B.S. Radiologic Sciences, Spec. Cardiac Interventional Radiography	CHHS		2023-24	Initial 3rd yr. review					Next review in 2029-2030 with B.S. Radiologic Sciences, Spec. Radiologic Sciences Management/Education
51.0907	B.S. Radiologic Sciences, Spec. Diagnostic Medical Sonography/Ultrasound	CHHS	2019-20	2023-24			x	Accredited	Commission on Accreditation of Allied Health Education Programs (CAAHEP); Joint Review Committee on Education in Diagnostic Medical Sonography (JRCOMS); and Joint Review Committee on Education in Radiologic Technology (JRCERT)	
51.0907	M.S. Radiologic Sciences	CHHS	2018-19	2023-24		x		Third year review in 2018-19		
51.1201	M.D. Doctor of Medicine	SOM	2015-16	2023-24			x	Accredited	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association	Full survey during 2022-23 academic year.

24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x																	
51.2306	O.T.D. Occupational Therapy	CHHS		2023-24						x													Self-Study due by 11/01/23
52.0201	M.S. Business Analytics	COBA		2023-24	Initial 3rd yr. review																		
52.1399	B.S. Business Analytics	COBA		2023-24	Initial 3rd yr. review																		
90.1418	Materials Technology Center	VCR	2014-15	2023-24		x																	1-year extension granted IBHE 08/01/2022 due to no director; Next review will be in 2023-24 with the following review in 2030-31
90.2615	Neuroscience Institute	SOM	2018-19	2023-24		x																	
	Center for English as a Second Language	COLA	2014-15	2023-24																			
	University Honors Program	PVC	2018-19	2023-24		x																	1-year extension granted 8/15/22 (BHHE)
13.1101	M.S. Counseling and Rehabilitation Education	CHHS		2024-25	Initial 3rd yr. review	x																	
13.1206	M.A.T. Curriculum & Instruction Secondary Education	SED		2024-25	Initial 3rd yr. review	x																	
14.0501	B.S. Biomedical Engineering	CECTM		2024-25	Initial 3rd yr. review	x																	
14.0501	M.E. Biomedical Engineering	CECTM		2024-25	Initial 3rd yr. review	x																	
16.0101	B.A. Languages, Cultures, and International Studies	COLA	2016-17	2024-25		x																	
26.0102	M.S. Biomedical Science	CALPS		2024-25	Initial 3rd yr. review	x																	
51.0201	M.S. Communication Disorders and Sciences	CHHS	2016-17	2024-25																			
51.0701	B.S. Health Care Management	CHHS	2018-19	2024-25																			
51.0701	M.H.A. Health Administration	CHHS	2019-20	2024-25																			
51.0706	M.H.I. Health Informatics	CHHS	2019-20	2024-25																			
51.0912	D.M.Sc. Physician Assistant Studies	SOM		2024-25	Initial 3rd yr. review	x																	
51.2208	M.P.H. Master of Public Health	CHHS	2017-18	2024-25																			
52.0999	B.S. Hospitality, Tourism and Event Management	COBA	2017-18	2024-25																			
90.0100	Southern Illinois Cannabis Science Center	VCR		2024-25	Initial 3rd yr. review	x																	
90.4405	Paul Simon Public Policy Institute	CHAN	2016-17	2024-25																			
	Laboratory Animal Program	SOM	2018-19	2024-25																			
01.0699	B.S. Horticulture	CALPS	2017-18	2025-26		x																	
01.1099	B.S. Fermentation Science	CALPS	2020-21	2025-26		x																	
01.1201	B.S. Crop, Soil and Environmental Management	CALPS	2017-18	2025-26		x																	

24.0101	B.A. and B.S. - University Studies	COLA	2010-11	2018-19	extension granted	x							
12.0301	B.S. - Mortuary Science and Funeral Service	CHHS	2017-18	2025-26			x					American Board of Funeral Service Education (ABFSE)	
14.0101	Ph.D. - Engineering Science	CECTM	2017-18	2025-26		x						Accredited	
14.0801	M.S. - Civil Engineering	CECTM	2017-18	2025-26		x						Good Standing	
14.0899	M.E. - Civil & Environmental Engineering	CECTM	2017-18	2025-26		x						Good Standing	
14.1001	M.S. - Electrical and Computer Engineering	CECTM	2017-18	2025-26		x						Good Standing	
14.1001	Ph.D. - Electrical and Computer Engineering	CECTM	2017-18	2025-26		x						Good Standing	
14.1901	M.S. - Mechanical Engineering	CECTM	2017-18	2025-26		x						Good Standing	
15.0613	M.S. - Quality Engineering and Management	CECTM	2017-18	2025-26		x						Good Standing	
26.0202	B.S. - Biochemistry	CALPS		2025-26	Initial 3rd yr. review		x						
40.0501	B.A. and B.S. - Chemistry	CALPS	2017-18	2025-26		x						Good Standing	American Chemical Society (Membership)
40.0501	M.S. - Chemistry	CALPS	2017-18	2025-26		x						Good Standing	
40.0501	Ph.D. - Chemistry	CALPS	2017-18	2025-26		x						Good Standing	
40.0601	B.A. and B.S. - Geology	CALPS	2017-18	2025-26		x						Good Standing	
40.0601	M.A. and M.S. - Geology	CALPS	2017-18	2025-26		x						Good Standing	
40.0601	Ph.D. - Geosciences	CALPS	2017-18	2025-26		x						Good Standing	
40.0801	B.S. - Physics	COS	2017-18	2025-26		x						Good Standing	
40.0801	M.S. - Physics	COS	2017-18	2025-26		x						Good Standing	
40.0801	Ph.D. - Applied Physics	COS	2017-18	2025-26		x						Good Standing	
44.0701	B.S. - Social Work	CHHS	2020-21	2025-26			x					Accredited	Council on Social Work Education (CSWE)
44.0701	M.S.W. - Master of Social Work	CHHS	2020-21	2025-26			x					Accredited	Council on Social Work Education (CSWE)
45.0603	B.S. - Econometrics and Quantitative Economics	COBA		2025-26	Initial 3rd yr. review		x						
51.0907	A.A.S. - Radiologic Sciences	CHHS	2017-18	2025-26							x	Accredited	Joint Review Committee on Education in Radiologic Technology (JRCERT)
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)
51.2212	M.S. - Human Sciences	CHHS		2025-26	Initial 3rd yr. review				x				
52.0201	B.S. - Business and Administration	COBA	2020-21	2025-26							x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business
52.0201	M.B.A.	COBA	2020-21	2025-26							x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business
52.0201	Ph.D. - Business Administration	COBA	2020-21	2025-26							x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business
52.0301	B.S. - Accounting	COBA	2020-21	2025-26							x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business
52.0801	B.S. - Finance	COBA	2020-21	2025-26							x	Accredited	AACSB International - The Association to Advance Collegiate Schools of Business

24.0101	B.A. and B.S. - University Studies	COLA	2010-11	2018-19	extension granted	x																					
52.1301	B.S. - Management	COBA	2020-21	2025-26					x																	Site visit 2/8-9/21; Placed under Continuous Improvement Review for an additional year; Report due by 1/15/22; Final team report to be completed by 3/1/22.	
52.1399	M.Acc. - Master of Accountancy	COBA	2020-21	2025-26																						Site visit 2/8-9/21; Placed under Continuous Improvement Review for an additional year; Report due by 1/15/22; Final team report to be completed by 3/1/22.	
52.1401	B.S. - Marketing	COBA	2020-21	2025-26																						Site visit 2/8-9/21; Placed under Continuous Improvement Review for an additional year; Report due by 1/15/22; Final team report to be completed by 3/1/22.	
90.0303	Fisheries, Aquaculture, and Aquatic Sciences (CFAS)	VCR	2017-18	2025-26		x																					
90.0306	Cooperative Wildlife Research Laboratory	VCR	2017-18	2025-26		x																					
90.4006	Advanced Energy Institute (AEI)	VCR	2017-18	2025-26		x																					
90.4202	Clinical Center	PVC	2017-18	2025-26		x																					
90.4228	Center for Autism Spectrum Disorders	CHHS		2025-26	Initial 3rd yr. review		x																				
90.1442	Consortium for Embedded Systems	CECTM		2025-26	Initial 3rd yr. review																						
09.0101	B.S. - Communication Studies	COLA	2018-19	2026-27		x																					
09.0101	M.A. - Communication Studies	COLA	2018-19	2026-27		x																					
09.0101	Ph.D. - Communication Studies	COLA	2018-19	2026-27		x																					
09.0102	M.F.A. - Mass Communication and Media Arts	CAM	2007	2026-27																							National Association of Schools of Art and Design (NASAD)
13.0101	Ph.D. - Education	SED		2026-27	Initial 3rd yr. review		x																				
13.0401	M.S.Ed. - Educational Administration	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.0406	M.S.Ed. - Higher Education	SED	2018-19	2026-27		x																					Council for the Accreditation of Educator Preparation (CAEP)
13.1001	B.S. - Special Education	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1202	B.S. - Elementary Education	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1210	B.S. - Early Childhood Education	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1301	B.S. - Agricultural Systems and Education - Agricultural Education Specialization	CALPS	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1305	B.S. - English	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1306	B.S. - German Studies	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1306	B.S. - Spanish	SED	2019-20	2026-27																							Council for the Accreditation of Educator Preparation (CAEP)
13.1307	B.S. - Public Health	CHHS	2018-19	2026-27																							
13.1311	B.S. - Mathematics	SED	2019-20	2026-27		x																					Council for the Accreditation of Educator Preparation (CAEP)

24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x																	
13.1320	B.S. Organizational Learning, Innovation, and Development	SED	2018-19	2026-27		x																	
13.1320	M.S.Ed. Learning, Innovation, and Development	SED	2018-19	2026-27		x																	
13.1322	B.S. Biological Sciences (TEP)	SED	2019-20	2026-27								x											
13.1328	B.S. History	SED	2019-20	2026-27																			
14.0801	B.S. Civil Engineering	CECTM	2020-21	2026-27																			
14.0901	B.S. Computer Engineering	CECTM	2020-21	2026-27																			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																			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																			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																			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																			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.
19.0799	B.S. Child and Family Services	SED	2021-22	2026-27	Initial 3rd yr. review 2021-22	x																	Eligible for reaccreditation in 2027; progress report due 9/2023
19.0901	B.S. Fashion Studies	CAM	2007	2026-27																			
23.0101	B.A. English	COLA	2018-19	2026-27																			
23.0101	M.A. English	COLA	2018-19	2026-27		x																	
23.0101	Ph.D. English	COLA	2018-19	2026-27																			
23.1302	M.F.A. Creative Writing	COLA	2018-19	2026-27																			
26.0205	M.S. Molecular Biology, Microbiology & Biochemistry	CALPS/SOM	2018-19	2026-27																			
26.0205	Ph.D. Molecular Biology, Microbiology & Biochemistry	SOM	2018-19	2026-27																			
26.0502	B.S. Microbiology	CALPS	2018-19	2026-27																			
26.0901	B.S. Physiology	CALPS/SOM	2018-19	2026-27																			
26.0902	M.S. Molecular, Cellular, and Systemic Physiology	CALPS/SOM	2018-19	2026-27																			
26.0902	Ph.D. Molecular, Cellular, and Systemic Physiology	CALPS/SOM	2018-19	2026-27																			
26.1001	M.S. and M.A. Pharmacology & Neuroscience	SOM	2018-19	2026-27																			
26.1001	Ph.D. Pharmacology & Neuroscience	SOM	2018-19	2026-27																			
27.0101	B.S. Mathematics	CECTM	2018-19	2026-27																			
27.0101	M.A. and M.S. Mathematics	CECTM	2018-19	2026-27																			
27.0101	Ph.D. Mathematics	CECTM	2018-19	2026-27																			
43.0202	B.S. Public Safety Management	CHHS	2021-22	2026-27																			International Fire Service Accreditation Congress (IFSAC)

24.0101	B.A. and B.S. University Studies	COLA	2010-11	2018-19	extension granted	x						
43.0202	M.S. Public Safety Administration	CHHS	2021-22	2026-27			x				International Fire Service Accreditation Congress (IFSAC)	MS was never approved to be offered in 9-Southern Region
45.0601	B.A. Economics	COBA	2018-19	2026-27		x					Accredited	Good Standing
45.0601	M.A. Economics	COBA	2018-19	2026-27		x					Accredited	Good Standing
45.0603	M.S. Economics	COBA	2018-19	2026-27		x					Accredited	Good Standing
45.0603	Ph.D. Economics	COBA	2018-19	2026-27		x					Accredited	Good Standing
50.0602	B.A. Cinema	CAM	2007	2026-27		x					Accredited	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		National Association of Schools of Art and Design (NASAD)	
50.0702	B.F.A. Art	CAM	2007	2026-27					x		National Association of Schools of Art and Design (NASAD)	
50.0702	M.F.A. Art	CAM	2007	2026-27					x		National Association of Schools of Art and Design (NASAD)	
50.0703	Post-Baccalaureate Certificate in Art History	CAM		2026-27					x		National Association of Schools of Art and Design (NASAD)	
51.2208	Ph.D. Population Health	CHHS	2018-19	2026-27		x					Accredited	Good Standing
51.3801	B.S.N. Nursing	CHHS	2021-22	2026-27					x		Commission on Collegiate Nursing Education (CCNE)	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						Program launch is anticipated for Fall 2023
90.1313	Center for Workforce Development	SED	2018-19	2026-27		x					Good Standing	
90.5113	Parkinson Disease Center	SOM	2018-19	2026-27		x					Good Standing	
90.5113	Simmons Cancer Institute	SOM	2018-19	2026-27		x					Good Standing	
90.5114	Date and Deborah Smith Center for Alzheimer's Research and Treatment	SOM	2018-19	2026-27		x					Good Standing	
01.0000	B.S. Agricultural Systems and Education	CALPS	2019-20	2027-28		x					Good standing	
01.0103	B.S. Agribusiness Economics	CALPS	2019-20	2027-28		x					Good standing	
01.0103	M.S. Agribusiness Economics	CALPS	2019-20	2027-28		x					Good standing	
01.0308	Ph.D. Agricultural Sciences	CALPS	2019-20	2027-28		x					Good standing	
03.0103	Ph.D. Environmental Resources and Policy	CALPS	2019-20	2027-28		x					Good standing	
11.0103	B.S. Information Technology	COBA	2019-20	2027-28		x					Good standing	
11.0701	B.A. Computer Science	CECTM	2019-20	2027-28		x					Good standing	
11.0701	B.S. Computer Science	CECTM	2021-22	2027-28					x		Accredited	Accreditation Board for Engineering and Technology (ABET)
11.0701	M.S. Computer Science	CECTM	2019-20	2027-28		x					Good standing	Initiate reaccreditation evaluation visit by 01/31/27; Self-study due by 07/01/27; Accredited through 09/30/28.
13.0301	M.S.Ed. Curriculum and Instruction	SED	2019-20	2027-28		x					Good standing	
14.0501	M.S. Biomedical Engineering	CECTM	2019-20	2027-28		x					Priority Review	
26.0101	B.S. Biological Sciences	CALPS	2019-20	2027-28		x					Good Standing	
26.0101	M.S. Biological Sciences	CALPS	2019-20	2027-28		x					Good Standing	
26.0301	B.A. and B.S. Plant Biology	CALPS	2019-20	2027-28		x					Priority Review	
26.0301	M.S. Plant Biology	CALPS	2019-20	2027-28		x					Priority Review	
26.0301	Ph.D. Plant Biology	CALPS	2019-20	2027-28		x					Priority Review	
26.0701	B.A. and B.S. Zoology	CALPS	2019-20	2027-28		x					Good Standing	
26.0701	M.S. Zoology	CALPS	2019-20	2027-28		x					Good Standing	
26.0701	P.S.M. Zoology	CALPS	2019-20	2027-28		x					Good Standing	
26.0701	Ph.D. Zoology	CALPS	2019-20	2027-28		x					Good Standing	
30.1901	B.S. Human Nutrition and Dietetics	CHHS	2019-20	2027-28					x		Accredited	Accreditation Council for Education in Nutrition and Dietetics (ACEND)
31.0505	B.S. Exercise Science	CHHS	2019-20	2027-28		x					Good Standing	

24.0101	B.A. and B.S. - University Studies	COLA	2010-11	2018-19	extension granted							
51.0806	A.A.S. - Physical Therapist Assistant	CHHS	2017-18	2027-28		x					x	Commission on Accreditation in Physical Therapy Education (CAPTE)
51.0912	M.S.P.A. - Physician Assistant Studies	SOM	2017-18	2027-28							x	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
51.2399	B.S. - Rehabilitation Services	CHHS	2019-20	2027-28		x						Priority Review
90.3000	STEM Education Research Center	PVC	2019-20	2027-28		x						Permanent IBHE status approved 2019
90.4005	Fermentation Science Institute	PVC	2019-20	2027-28		x						Permanent IBHE status approved 2019
90.5122	Center for Rural Health & Social Service Development	SOM	2019-20	2027-28		x						Good Standing
01.0901	B.S. - Animal Science	CALPS	2020-21	2028-29		x						Good Standing
01.0901	M.S. - Animal Science	CALPS	2020-21	2028-29		x						2021 Priority Review
01.1101	M.S. - Plant, Soil and Agricultural Systems	CALPS	2020-21	2028-29		x						Good standing
03.0502	M.S. - Forestry	CALPS	2020-21	2028-29		x						Good standing
04.0201	B.S. - Architectural Studies	CAM	2020-21	2028-29		x						Good Standing
05.0201	B.A. - African Studies	COLA	2020-21	2028-29		x						Good standing
13.1401	M.A. - Teaching English to Speakers of Other Languages	COLA	2020-21	2028-29		x						Good Standing
16.0102	B.A. - Linguistics	COLA	2020-21	2028-29		x						2021 Priority Review
16.0102	M.A. - Linguistics	COLA	2020-21	2028-29		x						Good standing
30.9999	B.S. - Technical Resource Management	CECTM	2020-21	2028-29		x						Good Standing
31.0101	B.S. - Recreation Professions	CHHS	2020-21	2028-29		x						Good Standing
38.0101	B.A. - Philosophy	COLA	2020-21	2028-29		x						2021 Priority Review
38.0101	M.A. - Philosophy	COLA	2020-21	2028-29		x						Good Standing
38.0101	Ph.D. - Philosophy	COLA	2020-21	2028-29		x						Good Standing
42.0101	Ph.D. - Psychology, Conc. Clinical	CHHS	2019-20	2028-29							x	Accredited
44.0401	M.P.A. - Master of Public Administration (Enrollment Suspended FA 22 through SU25)	CHHS	2021-22	2028-29							x	Accredited
49.0104	B.S. - Aviation Management	CHHS	2020-21	2028-29		x						Good Standing
51.0201	B.S. - Communication Disorders and Sciences	CHHS	2020-21	2028-29		x						Good Standing
51.0907	B.S. - Radiologic Sciences, Spec. Radiation Therapy Technology	CHHS	2020-21	2028-29							x	Accredited
90.0110	Beef Evaluation Station	CALPS	2020-21	2028-29		x						Good Standing
90.0111	Illinois Soybean Center	CALPS	2020-21	2028-29		x						Good Standing
90.0301	Touch of Nature Outdoor Education Center	VCSA	2020-21	2028-29		x						2022 Priority Review
09.0102	M.A. - Media Theory and Research	CAM	2021-22	2028-29		x						Review
09.0102	Ph.D. - Mass Communication and Media Arts	CAM	2021-22	2028-29		x						Good standing
09.0199	M.S. - Professional Media and Media Management Studies	CAM	2021-22	2028-29		x						Good standing
09.0701	B.A. - Radio, Television & Digital Media	CAM	2021-22	2028-29		x						Good standing
51.0907	B.S. - Radiologic Sciences, Spec. Radiologic Sciences Management/Education	CHHS	2021-22	2029-30								Good Standing
03.0501	B.S. - Forestry	CALPS	2020-21	2030-31							x	Accredited

24.0101	B.A. and B.S. - University Studies	COLA	2010-11	2018-19	extension granted	x												
50.0901	B.A. Music and B.Mus.	CAM	2020-21	2030-31			x											
50.0901	Master of Music	CAM	2020-21	2030-31														
51.2399	M.S. Behavior Analysis and Therapy (on-campus)	CHHS	2021-22	2022-23														
51.2399	M.S. Behavior Analysis and Therapy (on-line)	CHHS	2018-19	2026-27														
09.0101	Ph.D. Communication Studies (Theatre)	COLA	2021-22	2029-30														
42.0101	Ph.D. Psychology, Conc. Counseling	CHHS	2021-22	Accredited through teach-out														
50.0501	B.A. - Theater	CAM	2021-22	2029-30														
50.0501	M.F.A. - Theater	CAM	2021-22	2029-30														
50.0599	B.F.A. Musical Theater	CAM	2021-22	2029-30														
51.0602	B.S. Dental Hygiene	CHHS	2021-22	2027-28														
09.0401	B.S. Journalism	CAM	2022-23	2030-31														
13.0401	Ed.D. Educational Administration	SED	2022-23	2027-28														
14.1001	M.E. Electrical and Computer Engineering	CECTM	2022-23	2027-28														
31.0504	B.S. Sport Administration	CHHS	2022-23	2030-31														
45.0201	B.A. Anthropology	COLA	2022-23	2030-31														
45.0201	M.A. Anthropology	COLA	2022-23	2030-31														
45.0401	Ph.D. Anthropology	COLA	2022-23	2030-31														
45.0401	B.A. Criminology & Criminal Justice	CHHS	2022-23	2030-31														
45.0401	M.A. Criminology & Criminal Justice	CHHS	2022-23	2030-31														
45.0401	Ph.D. Criminology and Criminal Justice	CHHS	2022-23	2030-31														
45.1001	B.A. Political Science	COLA	2022-23	2030-31														
45.1001	M.A. Political Science	COLA	2022-23	2030-31														
45.1001	Ph.D. Political Science	COLA	2022-23	2030-31														
45.1101	B.A. Sociology	COLA	2022-23	2030-31														
45.1101	M.A. Sociology	COLA	2022-23	2030-31														
45.1101	Ph.D. Sociology	COLA	2022-23	2030-31														
51.0907	M.S. Medical Dosimetry	CHHS	2022-23	2027-28														
54.0101	B.A. History	COLA	2022-23	2030-31														
54.0101	M.A. History	COLA	2022-23	2030-31														
54.0101	Ph.D. Historical Studies	COLA	2022-23	2030-31														
90.0907	Radio Station WSU	CHAN	2022-23	2030-31														
90.0907	Television Station WSU	CHAN	2022-23	2030-31														
90.0907	Television Station WSU (Olney)	CHAN	2022-23	2030-31														
	Camp Little Giant (Touch of Nature)	CHAN	2022-23	2026-27														
22.0302	B.S. Paralegal Studies	CHHS	2022-23	2029-30														
45.0101	B.S. Aviation Technologies	CHHS	2011	At FAA Discretion.														
13.1001	M.S.Ed. Special Education; Enrollment suspended Su.8	SED	2010-11															

Per email dated 10/28/22 from Lindsay Mevenden (TON), site visit scheduled for Summer 2023; Per Brian Croft 7/18/23, site visit conducted 7/17/23.

24.0101	B.A. and B.S. - University Studies	COLA	2010-11	2018-19	extension granted	x				
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)	
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)	
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)	
27.0101	B.A. - Mathematics; Enrollment suspended	COLA								
31.0101	M.S.Ed. Recreation Professions - Merged into Human Sciences	CHHS	2015-16	2020-21			x	Good Standing		
31.0505	M.S.Ed. Kinesiology - Merged into Human Sciences	CHHS	2018-19	2026-27			x	Good Standing		
50.0703	M.A. - Art History and Visual Culture - Enrollment Suspended Fall 2018	CAM	2014-15	2024-25			x	Good Standing		
51.0704	M.S. Rehabilitation Administration and Services; Enrollment Suspended 2019	SED	2018-19	2026-27			x	Good Standing		
51.2310	M.S. Rehabilitation Counseling; Enrollment suspended F20	CHHS	2016-17	2024-25				Lost Accreditation, 2019	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	
51.2399	B.S. Behavior Analysis and Therapy; Enrollment to be suspended SP22	CHHS	2018-19	2022-23			x			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		
16.0101	M.A. Languages, Literatures, & Cultures; Enrollment suspended FA2021	COLA	2011-12	2024-25			x	Good standing		
30.0601	P.S.M. Advanced Energy and Fuels Management - Enrollment suspended FA21	CECTM	2015-16	2023-24			x	Priority Review		

Program Review Schedule
Southern Illinois University Edwardsville

Undergraduate Programs

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences							
Anthropology	2019-2020	In Good Standing	2004	2027-2028	2022-2023		
Applied Communication Studies	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Art	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2021-2022
Art & Design	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2021-2022
Biological Sciences	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Chemistry	2018-2019	In Good Standing	2008-2009	2026-2027	No interim reviews because of short ACS cycle		2020
Criminal Justice Studies	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
Economics	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		
English	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		
Environmental Sciences			New 2016	2024-2025		2019-2020	
Foreign Language & Literature	2022-2023	In Good Standing	2011-2012	2030-2031	2018-2019		
Geography	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
History	2021-2022	In Good Standing	2014-2015	2029-2030	2024-2025		
International Studies			new 2015	2023-2024	2027-2028	2018-2019	
Liberal Studies	2019-2020	Flagged for Priority Review	2014-2015	2027-2028	2021-2022		
Mass Communications	2019-2020	In Good Standing	2011-2012	2027-2028	2022-2023		2022-2023***
Mathematics & Statistics	2016-2017	In Good Standing	2008-2009	2024-2025	2019-2020		
Music	2017-2018	In Good Standing	2009-2010	2025-2026	2020-2021		2020-2021
Philosophy	2020-2021	In Good Standing	2013-2014	2028-2029	2023-2024		
Physics (includes Earth Space & Science)	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		2021-2022

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business							
Accountancy	2017-18*	In Good Standing	2012-2013	2023-2024*	2026-2027		2026
Business Administration	2017-18*	In Good Standing	2012-2013	2023-2024*	2026-2027		2026
Business Economics/Finance	2017-18*	In Good Standing	2012-2013	2023-2024*	2026-2027		2026

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior							
Early Childhood Education	2015-2016	In Good Standing	2003-04	2023-2024*	2018-2019		2021-2022
Elementary Education	2015-2016	In Good Standing	2003-04	2023-2024*	2018-2019		2021-2022
Exercise Science	2020-2021*	In Good Standing	2003-2004	2028-2029	2023-2024	Note program changed from Exercise and Wellness to Exercise Science in 2011	2029
Nutrition	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		2022
Special Education	2015-2016	In Good Standing	2003-2004	2023-2024*	2018-2019		2021-2022
Speech Language Pathology & Audiology	2019-2020**	In Good Standing	2010-2011	2027-2028	2022-2023		2026

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering							
Civil Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Computer Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Computer Science	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Construction Management	2020-2021*	In Good Standing	2012-2013	2028-2029	2023-2024		2025
Electrical Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Industrial Engineering	2017-2019	In Good Standing	2013-2014	2025-2026	2020-2021		2027
Mechanical Engineering	2019-2020	In Good Standing	2013-2014	2027-2028	2022-2023		2027
Mechatronics and Robotics Engineering		new 2015		2023-2024	2026-2027	2018-2019	2027

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing							
All Undergraduate Nursing Programs	2014-2015	In Good Standing	2006-2008	2021-2022*	2024-2025		2028

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Interdisciplinary							
Integrative Studies	2022-2023	In Good Standing	new in 2017	2030-2031	2025-2026	2017-2018	

* - Abbreviated Program Review utilizing external program accreditation report

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

*** - Delayed because of COVID

Program Review Schedule
Southern Illinois University Edwardsville

Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences								
Applied Communication Studies	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		
Art	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		2031-2032
Art Therapy Counseling	2016-2017	In good standing	2009-2010	2013-2014	2024-2025	2019-2020		2024
Biological Sciences	2016-2017	In good standing	2008-2009	2012-2013	2024-2025	2019-2020		
Chemistry	2018-2019	In good standing	2013-2014		2026-2027	No interim reviews because of short accrediting agency cycle		
Creative Writing			new 2018		2026-2027****		2021-2022	
Criminal Justice Studies			new 2018		2026-2027		2021-2022	
English	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		
Environmental Sciences	2016-2017	In good standing	2008-2009	2012-2013	2024-2025	2019-2020		
Environmental Science Management	2016-2017	Flagged for priority review	2012-2013	2012-2013	2024-2025****	2019-2020		
Forensic Sciences					2031-2032		2024-2025	new program
Geographical Studies	2021-2022	In good standing	2014-2015	2010-2011	2029-2030	2024-2025		
History	2021-2022	In good standing	2014-2015	2010-2011	2029-2030	2024-2025		
Mass Communications	2019-2020	In good standing	2011-2012	2014-2015	2027-2028	2022-2023		
Mathematics	2016-2017	In good standing	2008-2009	2012-2013	2024-2025	2019-2020		
Music	2017-2018	In good standing	2009-2010	2013-2014	2025-2026	2020-2021		2030-2031
Public Administration	2019-2020*	In good standing	2012-2013	2003-2004	2027-2028	2022-2023		2025
Social Work	2021-2022*	In good standing	2005-2006	2014-2015	2029-2030	2024-2025**		2025
Sociology	2017-2018	Flagged for priority review	2014-2015	2010-2011	2024-2025	2021-2022		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business								
Accountancy	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026
Business Administration	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026
CMIS	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026
Marketing Research	2017-2018*	In good standing	2012-2013	2008	2023-2024*	2020-2021		2026

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior								
College Student Personnel Admin	2019-2020			new 2014	2027-2028	2022-2023	2016-2017	
Curriculum & Instruction	2015-2016	In good standing	2007-2008	2010-2011	2023-2024**	2018-2019		2023
Educational Administration (including the PM)	2015-2016	In good standing	2011-2012	2006-2007	2023-2024**	2018-2019		2023
Educational Leadership Doctorate Degree	2015-2016	In good standing		new	2023-2024**	2018-2019		2023
Instructional Technology	2017-2018	Flagged for priority review	2010-2011	2013-2014	2023-2024**	2020-2021		
Kinesiology	2016-2017	In good standing	2011-2012	2006-2007	2024-2025	2019-2020		2029
Diversity and Equity in Education	2021-2022	In good standing	2011-2012	2014-2015	2029-2030	2024-2025	2008-09	2023
Nutrition and Dietetics			new 2018		2026-2027			2022
Psychology (including School Psychology)	2019-2020	In good standing	2010-2011	2013-2014	2027-2028	2022-2023		School Psych - 2027
Special Education (including the PM)	2015-2016	In good standing	2003-2004	2010-2011	2022-2023	2018-2019		2020
Speech-Language Pathology	2019-2020*	In good standing	2010-2011	2013-2014	2027-2028	2021-2022		2026
Teaching	2011-2012	In good standing	on moratorium in 2019	2006-2007	2027-2028	2024-2025	2008-09	

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering								
Civil Engineering	2019-2020	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027
Computer Science	2019-2020	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027
Electrical Engineering	2019-2020	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027
Industrial Engineering	2017-2019	In good standing	2013-2014	2014-2015	2025-2026	2020-2021	2012-2013	2027
Mechanical Engineering	2013-2014	In good standing	2013-2014	2009-2010	2027-2028	2022-2023		2027

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

*All graduate programs go through in one cycle for Nursing

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

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Other								
Health Care Informatics	2020-2021*				2028-2029	2023-2024	2016-2017	2027-2028
Masters of Integrative Studies	2022-2023				2030-2031	2025-2026	2017-2018	

* - Abbreviated Program Review utilizing external program accreditation report

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

*** - delayed because of COVID

**** program in currently in sunset

Center Review Schedule
Southern Illinois University Edwardsville

Centers, Institutes, and Public Service Units	Last Review	Review Status, If Indicated	Next Review
Center for Advancement of Management and Productivity	2019-2020	In good standing	2027-2028
Center for STEM Research, Education, and Outreach	2016-2017	In good standing	2024-2025
Environmental Resources Training Center	2019-2020	In good standing	2027-2028
Radio Station WSIE-FM	2019-2020	In good standing	2027-2028
The University Museum	2019-2020	Flagged for Priority Review	2027-2028
University Services to East St. Louis	2020-2021	In good standing	2028-2029
National Corn to Ethanol Research	2016-2017	In good standing	2024-2025
Center for Predictive Analytics (C-PAN)	new in 2020		2027-2028
Geospatial Mapping, Applications, & Research Center (GeoMARC)	new in 2021		2028-2029
Interdisciplinary Research & Informatics Scholarship (IRIS)	temporary status est. 2020		2023 (3-yr report)
Center for Crime Science and Violence Prevention (CCSVP)	temporary status est. 2021		2026 (3-yr report)