SIU

August 30, 2013

Members of the Board Academic Matters Committee
    Shirley Portwood, Chair
    Don Lowery
    Donna Manering
    Nick Mehner

The Academic Matters Committee will meet following the Executive Committee on Thursday, September 12, 2013, in Ballroom B in the Student Center at Southern Illinois University Carbondale.

The following items are suggested for the agenda:

1. Approval of the Minutes of the July 11, 2013, Meeting (enclosure)

2. Resolution for the University Museum, SIUC (Board Agenda Item CC)

3. Information Report: Program Quality Assurance (enclosure)

4. Operating and Capital RAMP Guidelines and Executive Summary: Resource Allocation and Management Program (RAMP) Planning, Operations, and Capital Budget Request, Fiscal Year 2015 (Joint Discussion with Finance Committee and Architecture and Design Committee) (Board Agenda Item DD)

5. Presentation: "The SIU Olive Branch Initiative: University Outreach and Flood Mitigation"

    Presenters: Craig Anz, Associate Professor, School of Architecture
                 Beth Ellison, Research II, Geology
                 Nicholas Pinter, Professor, Geology

6. Other Business

I look forward to seeing you at the meeting.

Sincerely,

Paul D. Sarvela
Vice-President for Academic Affairs

/am

Enclosures

cc: Jesse Cler   Marquita T. Wiley   Julie Furst-Bowe
     Roger Herrin   Glenn Poshard   Other Interested Parties
     Randal Thomas   Rita Cheng

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Minutes of the Academic Matters Committee Meeting

July 11, 2013

The Academic Matters Committee met at 9:03 a.m. on Thursday, July 11, 2013, in the Auditorium at the SIU School of Medicine, 801 North Rutledge, Springfield, IL. Present were: Shirley Portwood, chair; Don Lowery; Donna Manering; and Nick Mehner. Other Board members present were: Roger Herrin, Randal Thomas, and Marquita Wiley. Executive Officers present were: President Glenn Poshard; Chancellor Rita Cheng, SIUC; Chancellor Julie Furst-Bowe, SIUE; Vice President Paul D. Sarvela; and Senior Vice President Duane Stucky.

Minutes

Motion was made by Trustee Don Lowery to approve the minutes of the May 9, 2013, meeting. The motion was duly seconded by Trustee Nick Mehner and passed by Committee.

Information Report: Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2012, through June 30, 2013 (Board Agenda Item H)

Vice President Sarvela presented the annual report of program modifications, additions, and eliminations.

Trustee Lowery recommended approval of Board agenda item H and that it be placed on the Board's omnibus motion. The motion was duly seconded by Trustee Manering and was passed by the Academic Matters Committee.

Presentation: *The Continuum of Medical Education*

A presentation about the SIU School of Medicine was given by Dr. Kevin Dorsey, Dean and Provost; Dr. Jerry Kruse, Executive Associate Dean and Chief Executive Officer of SIU Healthcare; and Dr. Ted Clark, Assistant Professor and Assistant Program Director/Director of Medical Student Education, Surgery-Emergency Medicine.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:37 a.m.

PDS/am

Program
Quality
Assurance

July 1, 2012 – June 30, 2013

Southern Illinois University

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Introduction

The Illinois Board of Higher Education requires university degree programs to be evaluated every eight years. IBHE guidelines outline a number of factors that must be examined, including program goals, assessment of student learning, stakeholder feedback, and ensuring that the results of the evaluation are used for program improvement. Often, internal and external teams of faculty, or specific program accreditation teams, are called on to conduct the evaluations. The result is a report that outlines program strengths and weaknesses, along with suggestions for improvement.

This *Program Quality Assurance* report presents the results of the most recent IBHE Southern Illinois University program reviews. It also provides the schedule of reviews for those programs that are accredited by outside agencies. Program evaluations are one way we ensure that we are delivering quality programs to our students. The strategic plan for Illinois higher education, the *Illinois Public Agenda for College and Career Success*, suggests that universities ought to "strengthen accountability through national assessments with publicly reported results." This report provides this important public accountability information.

Paul D. Sarvela
Vice President for Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2012-2013

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
National Association of Schools of Art and Design (NASAD)	2007	Accredited	2016-17	Southern Illinois University Carbondale
PROVOST AND VICE CHANCELLOR				
American Camp Association (ACA)	2011	Accredited	2013	Touch of Nature Environmental Center, Camp Little Giant
VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2012	Accredited	2015	Laboratory Animal Program
VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2012	Accredited	2015	Student Health Center
American Psychological Association (APA), Committee on Accreditation	2011	Accredited	2018	Pre-Doctoral Internship Program in Professional Psychology, Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2011	Certified	2013	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2011	Accredited	2013	Student Health Center Laboratory
International Association of Counseling Services (IACS)	2012	Accredited	2018	Counseling Center
National Association for the Education of Young Children (NAEYC)	2011	Accredited	2016	Rainbow's End Child Development Center
COLLEGE OF AGRICULTURAL SCIENCES				
Accreditation Commission for Programs in Administration (ACPHA)	2010	Accredited	2017	B.S. in Hospitality and Tourism Administration, specializations in Food Service Management, Lodging Management, Tourism Management, and Event Planning and Management
Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA)	2010	Accredited	2015	B.S. in Human Nutrition and Dietetics, Dietetic Internship Program, Didactic Program in Dietetics

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
COLLEGE OF AGRICULTURAL SCIENCES (continued)				
Society of American Foresters (SAF)	2010	Accredited	2020	B.S. in Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology
COLLEGE OF APPLIED SCIENCES AND ARTS				
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2009	Accredited	2017	M.S. in Physician Assistant
American Board of Funeral Service Education	2010	Accredited	2017	B.S. in Mortuary Science and Funeral Service
Commission on Accreditation in Physical Therapy Education (CAPTE)	2008	Accredited	2017	A.A.S. in Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography	2008	Accredited	2013	B.S. in Radiologic Sciences (Medical Diagnostic Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2006	Accredited	2013	B.S. in Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2010	Good Standing	2017	B.S. in Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office	2012 2012	Certified Certified	2014 Indef-intely	A.A.S. in Aviation Flight B.S. in Aviation Technologies (Airframe and Power Plant Certification)
Aviation Accreditation Board International (AABI)	2008	Accredited	2014	A.A.S. in Aviation Flight (AABI Flight Education)
International Fire Service Accreditation Congress	2011	Accredited	2016	B.S. in Fire Service Management
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2009 2012	Accredited Accredited	2017 2020	M.S. in Medical Dosimetry B.S. in Radiologic Sciences, Radiation Therapy option
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2013	Master of Architecture
National Association of Schools of Art and Design (NASAD)	2007 2007	Good Standing Good Standing	2017 2017	B.S. in Fashion Design and Merchandising B.S. in Interior Design
National Automotive Technicians Education Foundation	2013	Certified	2018	B.S. in Automotive Technology

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
COLLEGE OF BUSINESS				
AACSB International - The Association to Advance Collegiate Schools of Business	2010	Accredited	2015	B.S. in Accounting, B.S. in Business and Administration, B.S. in Business Economics, B.S. in Finance, B.S. in Management, B.S. in Marketing, Master of Accountancy, MBA, Ph.D. in Business Administration
COLLEGE OF EDUCATION AND HUMAN SERVICES				
Association for Behavior Analysis International (ABAI)	2012	Accredited	2018	M.S. in Behavior Analysis and Therapy
Commission on Accreditation of Rehabilitation Facilities (CARF)	2012	Accredited	2015	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2003	Accredited	2013	M.S.Ed. in Educational Psychology, Community Counseling, School Counseling, Marital, Couple and Family Counseling programs, Ph.D. in Educational Psychology (Counselor Education)
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2009	Accredited	2016	B.S. in Communication Disorders and Sciences, M.S. in Speech-Language Pathology
Council on Education for Public Health (CEPH)	2011	Accredited	2016	M.P.H. in Community Health
Council on Rehabilitation Education (CORE)	2010	Accredited	2017	M.S. in Rehabilitation Counseling
Council on Social Work Education	2010	Accredited	2018	B.S. in Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2011	Accredited	2013	M.S. in Rehabilitation Counseling
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	Art Education
National Council for Accreditation of Teacher Education (NCATE)	2012	Accredited	2014	Teacher Education Program
COLLEGE OF ENGINEERING				
Accreditation Board for Engineering and Technology (TAC and EAC/ABET)	2009	Accredited	2015	B.S. in Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2007	Accredited	2013	B.S. in Engineering Technology (specialization in Electrical Engineering Technology)
Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	2009	Accredited	2015	B.S. in Industrial Technology

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
SCHOOL OF LAW				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2008	Approved	2015	Legal education leading to JD degree
Association of American Law Schools (AALS)	2010	Approved	2014	Legal education leading to JD degree
COLLEGE OF LIBERAL ARTS				
American Association of Museums	2001	Accredited	2015	University Museum
American Bar Association (ABA) Standing Committee on Paralegals	2011	Approved	2016	B.S. in Paralegal Studies
American Psychological Association (APA), Committee on Accreditation	2012 2007	Accredited Accredited	2019 2014	Ph.D. in Clinical Psychology Ph.D. in Counseling Psychology
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A., B.F.A., M.F.A. in Art; B.A., B.F.A. in Design; certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2020	B.A. in Music, B. Music, and Master of Music B.F.A. in Musical Theater
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2008	Accredited	2015	Master of Public Administration
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	B.A. in Theater, M.F.A. in Theater, Ph.D. in Speech Communication (Theater) B.F.A. in Musical Theater
University and College Intensive English Programs (UCIEP)	2011	Membership	2013	Center for English as a Second Language (CESL)
American Association of Intensive English Programs (AAIEP)	2012	Membership	2013	Center for English as a Second Language (CESL)
Commission on English Language Program Accreditation (CEA)	2009	Accredited	2014	Center for English as a Second Language (CESL)
COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS				
Accrediting Council on Education in Journalism and Mass Communications	2009	Accredited	2014	B.S. in Journalism
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A. in Cinema and Photography
	2007	Good Standing	2017	M.F.A. in Mass Communication and Media Arts

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
SCHOOL OF MEDICINE				
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2007	Accredited	2015	Undergraduate medical education (leading to M.D. degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2012	Accredited	2015	Laboratory Animal Medicine
COLLEGE OF SCIENCE				
American Chemical Society	2009	Approved	2014	B.S. and B.A. in Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2009	Accredited	2016	B.S. in Computer Science

Program Review Schedule
Southern Illinois University Carbondale
June 6, 2013

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
04.0201	B.S. in Architectural Studies	CASA	2010	2013		x	National Architectural Accrediting Board (NAAB)				9
51.0602	B.S. in Dental Hygiene	CASA	2006	2013		x	Commission on Dental Accreditation (CODA) of the American Dental Association				9
51.0907	B.S. in Radiologic Sciences (Medical Diagnostic Sonography)	CASA	2008	2013		x	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography				9
04.0201	Master of Architecture	CASA	2010	2013		x	National Architectural Accrediting Board (NAAB)	10/10/2006			9
90.5207	Small Business Development Center	Chanc	2006	2013	x						9
31.0101	B.S. in Recreation	COEHS	2006	2013	x		National Recreation and Park Association, NRPA/AAPAR Council on Accreditation _DROPPED 2012				9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2011	2013		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)				9,10
51.1501	Post Baccalaureate Certificate in Addiction Studies	COEHS	2011	2013		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)			12/19/2005	9
45.1101	B.A. in Sociology	COLA	2006	2013	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
45.1101	M.A. in Sociology	COLA	2006	2013	x						9
05.0207	Women, Gender and Sexuality Studies	COLA		2013	x					5/18/2011	9
90.0907	Radio Station WSIU	MCMA	2008	2013	x						9
90.0907	Television Station WSIU	MCMA	2008	2013	x						9
90.0907	Television Station WSIU (Olney)	MCMA	2008	2013	x						9
90.1418	Materials Technology Center	VCR	2001	2013	x						9
49.0102	A.A.S. in Aviation Flight	CASA	2008	2014		x	Aviation Accreditation Board International (AABI) & Flight Standards District Office				9
13.1210	B.S. in Early Childhood	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children				9
13.1202	B.S. in Elementary Education	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)/Association for Childhood Education, International (ACEI)/National Council for Teachers of Mathematics (NCTM)				1,9
13.1307	B.S. in Health Education	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)/American Association for Health Education (AAHE)				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
13.1314	**B.S. in Physical Education Teacher Education**	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for Sport & Physical Education (NASPE)			11/20/2007	9
45.0101	**B.S. in Social Science**	COEHS	2006	2014		x	National Council for Accreditation of Teacher Education (NCATE)			3/8/2004	9
13.1001	**B.S. in Special Education**	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
31.0504	**B.S. in Sport Administration**	COEHS		2014	x						9
13.1320	**Instructional Systems Design Specialist Certificate (on-line)**	COEHS		2014	x			1/18/2011			9
13.0301	**M.S. Ed. in Curriculum and Instruction**	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)				9
13.1399	**M.S. in Mathematics and Science Education**	COEHS	2012	2014	x			1/22/2009			9
13.0401	**M.S.Ed. in Educational Administration, Principalship and Superintendency programs**	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)/Educational Leadership Constituent Council			8/15/2003	9
42.1801	**M.S.Ed. in Educational Psychology**	COEHS	2003	2014		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
13.1206	**Master of Arts in Teaching (M.A.T.)**	COEHS	2012	2014		x	National Council for Accreditation of Teacher Education (NCATE)	8/14/2003			9
15.0000	**B.S. in Engineering Technology**	COEng	2006-07	2014		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
15.0000	**B.S. in Engineering Technology, Elect. Eng. Tech**	COEng	2006-07	2014		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
30.2001	**B.A. in International Studies**	COLA		2014	x			10/5/2010			9
	Center for English as a Second Language	COLA	2008	2014		x	Commission on English Lanaguage (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)				9
45.0401	**Ph.D. in Criminology and Criminal Justice**	COLA		2014	x			6/7/2011			9
42.0101	**Ph.D. in Psychology, Counseling**	COLA	2007	2014		x	American Psychological Association (APA), Committee on Accreditation				9
45.1101	**Ph.D. in Sociology**	COLA	2006	2013	x						9
23.1001	**Ph.D. in Speech Communication (Theatre)**	COLA	2012	2014		x	National Association of Schools of Theatre (NAST)				9
40.0601	**Ph.D. in Geosciences**	COS		2014	x			10/12/2010		2/9/2011	9
09.0401	**B.S. in Journalism**	MCMA	2008-09	2014		x	Accrediting Council on Education in Journalism and Mass Communications			8/21/2006	9
51.1007	**Histotechnology Certificate**	SOM		2014	x			5/18/2011			9

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30.0601	P.S.M. in Advanced Energy and Fuels Management	VCR		2014	x			6/2/2009			
51.0701	B.S. in Health Care Management	CASA	2008	2015	x		Association of University Programs in Health Administration (AUPHA)-DROPPED 2011				1,9
44.9999	M.P.A. in Aviation Administration	CASA		2015	x						9
30.1901	B.S. in Human Nutrition and Dietetics	COAS	2010	2015		x	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA)			4/11/2007	9
19.0501	Certificate in Hospitality and Tourism Administration	COAS		2015	x			1/18/2011			
52.0301	B.S. in Accounting	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0201	B.S. in Business and Administration	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0601	B.S. in Business Economics	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. in Finance	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
52.1301	B.S. in Management	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. in Marketing	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0201	Executive M.B.A.	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				1
52.0201	M.B.A.	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0301	Master of Accountancy	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0201	Ph.D. in Business Administration	COB	2010	2015		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
90.5212	Pontikes Center for the Management of Information	COB	2002-03	2015	x						9
	Center for Rural Schools and Communities	COEHS		2015	x			1/25/2005			9
14.0801	B.S. in Civil Engineering	COEng	2008-09	2015		x	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. in Computer Engineering	COEng	2008-09	2015		x	Accreditation Board for Engineering and Technology (ABET)	12/14/1999			9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
14.1001	B.S. in Electrical Engineering	COEng	2008-09	2015		x	Accreditation Board for Engineering and Technology (ABET)				9
15.0612	B.S. in Industrial Technology	COEng	2009	2015		x	Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	10/18/2007		5/31/2001	1, 5, 6, 7, 8, 9
14.1901	B.S. in Mechanical Engineering	COEng	2008-09	2015		x	Accreditation Board for Engineering and Technology (ABET)				9
14.2101	B.S. in Mining Engineering	COEng	2008-09	2015		x	Accreditation Board for Engineering and Technology (ABET)				9
45.0701	B.A. and B.S. in Geography and Environmental Resources	COLA	2007	2015	x					8/4/2004	9
54.0101	B.A. and B.S. in History	COLA	2007	2015	x						9
45.0201	B.A. in Anthropology	COLA	2007	2015	x						9
43.0103	B.A. in Criminology & Criminal Justice	COLA	2007	2015	x					6/2/2009	9
45.1001	B.A. in Political Science	COLA	2007	2015	x					5/1/2000	9
50.0599	B.F.A. in Musical Theater	COLA	2012	2015		x	National Association of Schools of Theatre (NAST)	5/23/2008			9
90.4503	Center for Archaeological Investigations	COLA	2007	2015	x						9
45.0201	M.A. in Anthropology	COLA	2007	2015	x						9
50.0703	M.A. in Art History and Visual Culture	COLA		2015	x			6/7/2011			9
43.0103	M.A. in Criminology & Criminal Justice	COLA	2007	2015	x					6/2/2009	9
54.0101	M.A. in History	COLA	2007	2015	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
45.1001	M.A. in Political Science	COLA	2007	2015	x						9
50.0501	M.F.A. in Theater	COLA	2012	2015		x	National Association of Schools of Theatre (NAST)				9
45.0701	M.S. in Geography and Environmental Resources	COLA	2007	2015	x					7/11/2002 8/4/2004	9
44.0401	Master of Public Administration	COLA	2008	2015		x	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9
45.0201	Ph.D. in Anthropology	COLA	2007	2015	x						9
54.0101	Ph.D. in Historical Studies	COLA	2007	2015	x						9
45.1001	Ph.D. in Political Science	COLA	2007	2015	x						9
90.2201	Center for Health Law and	Law	2006	2015	x			5/15/2003			9
22.0101	Doctor of Jurisprudence	Law	2008	2015		x	Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)			8/15/2003	9
51.1201	Doctor of Medicine	SOM	2007	2015		x	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				9
	Center for Integrated Research in Cognitive and Neurosciences	VCR		2015				1/25/2005			9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
	Laboratory Animal Program	VCR/ SOM	2012	2015		x	Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)			7/15/1999	9
43.0202	B.S. in Fire Service Management	CASA	2011	2016		x	International Fire Service Accreditation Congress			1/13/2006	1,3 ,9, 10
51.0201	B.S. in Communication Disorders and Sciences	COEHS	2009	2016		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
	Center for Autism Spectrum Disorders	COEHS	2008	2016	x			7/7/2003			9
51.0201	M.S. in Communication Disorders and Sciences	COEHS	2009	2016		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2010	2016		x	Council on Rehabilitation Education (CORE)				9,10
31.0101	M.S.Ed. in Recreation	COEHS		2016	x						9
51.2208	Master of Public Health in Community Health Education	COEHS	2011	2016		x	Council on Education for Public Health (CEPH)	6/8/2004			9
50.0501	B.A. in Theater	COLA	2012	2016		x	National Association of Schools of Theatre (NAST)				9
22.0302	B.S. in Paralegal Studies	COLA	2011	2016		x	American Bar Association (ABA) Standing Committee on Paralegals			3/8/2004 1/11/2005	9
11.0701	B.S. in Computer Science	COS	2010	2016		x	Accreditation Board for Engineering and Technology (ABET)				9
22.0201	Master of Laws (L.L.M.)	Law		2016	x			8/14/2003			5, 9
22.0203	Master of Legal Studies (M	Law		2016	x			8/14/2003			5, 9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
51.0806	A.A.S. in Physical Therapist Assistant	CASA	2008	2017		x	Commission on Accreditation in Physical Therapy Education (CAPTE)				9
19.0901	B.S. in Fashion Design and Merchandising	CASA	2007	2017		x	National Association of Schools of Art and Design (NASAD)			10/4/2001	9
50.0408	B.S. in Interior Design	CASA	2010	2017		x	Council for Interior Design Accreditation (Formerly FIDER)				9
50.0408	B.S. in Interior Design	CASA	2007	2017		x	National Association of Schools of Art and Design (NASAD)				9
12.0301	B.S. in Mortuary Science and Funeral Service	CASA	2010	2017		x	American Board of Funeral Service Education				9
51.0907	M.S. in Medical Dosimetry	CASA	2009	2017		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)	10/2/2007*		3/3/2009	5, 10
51.0912	M.S. in Physician Assistant Studies	CASA	2009	2017		x	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	4/4/2006			9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2011	2017		x	Association for Behavior Analysis (ABA)				2
50.0701	B.A. and B.S. in Art	COLA	2007	2017		x	National Association of Schools of Art and Design (NASAD)			4/25/2006	9
50.0401	B.A. in Design	COLA	2007	2017		x	National Association of Schools of Art and Design (NASAD)			8/1/2006	9
50.0702	B.F.A. in Art	COLA	2007	2017		x	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	M.F.A. in Art	COLA	2007	2017		x	National Association of Schools of Art and Design (NASAD)				9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
50.0703	Post-Baccalaureate Certificate in Art History	COLA		2017		x	National Association of Schools of Art and Design (NASAD)	7/17/2000			9
40.0501	B.A. and B.S. in Chemistry	COS	2013	2017	x		American Chemical Society (Membership)				9
11.0701	B.A. in Computer Science	COS	2012	2017	x						9
11.0701	M.S. in Computer Science	COS	2012	2017	x						9
11.0701	Ph.D. in Computer Science	COS	2012	2017	x			12/5/2006			9
50.0602	B.A. in Cinema and Photography	MCMA	2007	2017		x	National Association of Schools of Art and Design (NASAD)			2/28/2001 8/21/2006	9
09.0102	M.F.A. in Mass Communication and Media Arts	MCMA	2007	2017		x	National Association of Schools of Art and Design (NASAD)			4/27/2005	9
15.0803	B.S. in Automotive Technology	CASA	2012	2018		x	National Automotive Technicians Education Foundation			4/7/2009	9
	Center for Innovation	COB	2010	2018	x			6/8/2005			9
44.0701	B.S. in Social Work	COEHS	2010	2018		x	Council on Social Work Education				9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2013	2018		x	Association for Behavior Analysis International (ABAI)				9
44.0701	Master of Social Work	COEHS	2010	2018		x	Council on Social Work Education				9
90.1418	Center for Advanced Friction Studies	COEng	2010	2018	x						9
14.0899	M.E. in Civil & Environmental Engineering	COEng		2018	x			4/7/2009			9
14.0801	M.S. in Civil Engineering	COEng	2010	2018	x						5,9
14.1001	M.S. in Electrical and Computer Engineering	COEng	2010	2018	x					8/4/2004	9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
15.0613	M.S. in Manufacturing Systems	COEng	2010	2018	x						9
14.1901	M.S. in Mechanical Engineering	COEng	2010	2018	x						9
14.2101	M.S. in Mining Engineering	COEng	2010	2018	x						9
14.1001	Ph.D. in Electrical and Computer Engineering	COEng	2010	2018	x					10/11/2006	9
14.0101	Ph.D. in Engineering Science	COEng	2010	2018	x			10/11/2006		12/2/2004	9
40.0601	B.A. and B.S. in Geology	COS	2010	2018	x						9
26.0701	B.A. and B.S. in Zoology	COS	2012	2018	x						9
40.0801	B.S. in Physics	COS	2010	2018	x						9
40.0601	M.A. and M.S. in Geology	COS	2010	2018	x					5/29/2001 5/17/2002	9
40.0501	M.S. in Chemistry	COS	2010	2017	x						9
40.0801	M.S. in Physics	COS	2010	2018	x						9
26.0701	M.S. in Zoology	COS	2012	2018	x						9
40.0801	Ph.D. in Applied Physics	COS	2010	2018	x			2/1/2005			9
40.0501	Ph.D. in Chemistry	COS	2010	2017	x						9
26.0701	Ph.D. in Zoology	COS	2012	2018	x						9
40.0601	Post-Baccalaureate Graduate Certificate in Earth Science	COS	2010	2018	x			5/29/2001			9
90.4006	Coal Extraction and Utilization Research Center	VCR	2010	2018	x						9
90.0306	Cooperative Wildlife Research Laboratory	VCR	2010	2018	x						9
90.0303	Fisheries and Illinois Aquaculture Center	VCR	2010	2018	x					7/15/1999	9
	Center for Academic Success	APAA	2011	2019	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
90.0301	Touch of Nature, Camp Little Giant	APAA	2011	2019		x	American Camp Association (ACA)				9
15.0399	B.S. in Electronics Systems Technologies	CASA	2011	2019	x						1, 9
11.0401	B.S. in Information Systems Technologies	CASA	2011	2019	x					9/22/1999	9
01.0103	B.S. in Agribusiness Economics	COAS	2011	2019	x						9
01.0000	B.S. in Agricultural Systems and Education	COAS	2011	2019	x					11/5/2003/ 3/3/2011	9
01.0000	B.S. in Agricultural Systems and Education, Agricultural Syst. Tech.	COAS	2011	2019	x		American Society of Agricultural and Biological Engineers (ASABE)_DROPPED 2012			11/5/2003/ 3/3/2011	9
52.0999	B.S. in Hospitality and Tourism Administration	COAS	2011	2019		x	Accreditation Commission for Programs in Hospitality Administration (ACPHA)			4/11/2007	9
01.0103	M.S. in Agribusiness Economics	COAS	2011	2019	x						9
13.1320	B.S. in Workforce Education and Development	COEHS	2011	2019	x					8/15/03 3/9/2005	1, 8, 9
90.1313	Center for Workforce Development	COEHS	2011	2019	x			5/29/2001			9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2011	2019		x	Association for Behavior Analysis International (ABAI)	12/15/2008			6
51.0704	M.S. in Rehabilitation Administration and Services	COEHS	2011	2019	x						5,9
13.1307	M.S.Ed. in Health Education	COEHS	2011	2019	x						9
13.0406	M.S.Ed. in Higher Education	COEHS	2011	2019	x						9
31.0505	M.S.Ed. in Kinesiology	COEHS	2011	2019	x					8/23/2006	9
13.1001	M.S.Ed. in Special Education	COEHS	2011	2019	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
13.1320	M.S.Ed. in Workforce Education and Development	COEHS	2011	2019	x					1/10/2003	9
13.0301	Ph.D. in Education (Curriculum and Instruction)	COEHS	2011	2019	x						9
13.0401	Ph.D. in Education (Educational Administration)	COEHS	2011	2019	x						9
42.1801	Ph.D. in Education (Educational Psychology)	COEHS	2011	2019	x	x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
13.1307	Ph.D. in Education (Health Education)	COEHS	2011	2019	x						9
51.2399	Ph.D. in Rehabilitation	COEHS	2011	2019	x					2/1/2005	9
13.1320	Ph.D. in Workforce Education and Development	COEHS	2011	2019	x						9
14.0501	M.S. & Master of Engineering in Biomedical Engineering	COEng	2011	2019	x			8/14/2007			9
23.0101	B.A. and B.S. in English	COLA	2011	2019	x						9
24.0101	B.A. and B.S. in University Studies	COLA	2011	2019	x						9
45.0601	B.A. in Economics	COLA	2011	2019	x					1/16/2003	9
23.1001	B.S. in Speech Communication	COLA	2011	2019	x						9
45.0601	M.A. and M.S. in Economics	COLA	2011	2019	x						9
23.0101	M.A. in English	COLA	2011	2019	x						9
23.1001	M.A. in Speech Communication	COLA	2011	2019	x					6/2/2009	9
23.0501	Master of Fine Arts in Creative Writing	COLA	2011	2019	x						9
45.0601	Ph.D. in Economics	COLA	2011	2019	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
23.0101	Ph.D. in English	COLA	2011	2019	x						9
42.0101	Ph.D. in Psychology, Clinical	COLA	2012	2019		x	American Psychological Association (APA), Committee on Accreditation				9
23.1001	Ph.D. in Speech Communication	COLA	2011	2019	x						9
27.0101	B.A. and B.S. in Mathematics	COS	2012	2019	x						9
26.0301	B.A. and B.S. in Plant Biology	COS	2011	2019	x					4/10/2001 3/16/2007	9
26.0502	B.S. in Microbiology	COS	2011	2019	x					9/29/2003	9
27.0101	M.A. and M.S. in Mathematics	COS	2012	2019	x						9
26.0301	M.S. in Plant Biology	COS	2011	2019	x						9
27.0101	Ph.D. in Mathematics	COS	2012	2019	x						9
26.0301	Ph.D. in Plant Biology	COS	2011	2019	x						9
26.0901	B.S. in Physiology	COS/ SOM	2011	2019	x					9/29/2003	9
26.0205	M.S. in Molecular Biology, Microbiology & Biochemistry	COS/ SOM	2011	2019	x					5/11/2004	9
26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	COS/ SOM	2011	2019	x						9
26.0205	Ph.D. in Molecular Biology, Microbiology & Biochemistry	COS/ SOM	2011	2019	x						9
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	COS/ SOM	2011	2019	x						9
	Global Media Research Center	MCMA	2011	2019	x			12/8/2004			9
90.5114	Center for Alzheimer Disease and Related Disorders	SOM	2011	2019	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
26.1001	M.S. in Pharmacology & Neuroscience	SOM	2011	2019	x					6/2/2009	9
90.5113	Parkinson Disease Center	SOM	2011	2019	x			4/25/2000			9
26.1001	Ph.D. in Pharmacology & Neuroscience	SOM	2011	2019	x					6/2/2009	9
26.0902	Post-Baccalaureate Certificate in Anatomy	SOM	2011	2019	x			9/10/2001			9
90.5113	Simmons Cancer Institute	SOM	2011	2019	x			4/5/2000			9
90.4202	Clinical Center	APAA	2010	2020	x						9
51.0907	B.S. in Radiologic Sciences (Radiation Therapy)	CASA	2012	2020		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
90.5122	Center for Rural Health & Social Service Development	Chanc	2012	2020	x						9
03.0501	B.S. in Forestry	COAS	2010	2020		x	Society of American Foresters (SAF)			8/4/2004	9
19.0501	M.S. in Food and Nutrition	COAS	2012	2020	x					8/4/2004	9
01.0000	Ph.D. in Agricultural Sciences	COAS	2012	2020	x			12/4/2007			9
31.0505	B.S. in Exercise Science	COEHS	2012	2020	x					11/20/2007	9
51.2399	B.S. in Rehabilitation Services	COEHS	2012	2020	x						9
16.0901	B.A. and B.S. in French	COLA	2012	2020	x						9
16.0501	B.A. and B.S. in German Studies	COLA	2012	2020	x					1/18/2002	9
16.0905	B.A. and B.S. in Spanish	COLA	2012	2020	x						9
16.1200	B.A. in Classics	COLA	2012	2020	x						9
16.9999	B.A. in Foreign Language and International Trade	COLA	2012	2020	x						9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
50.0901	B.A. in Music and B.Mus.	COLA	2010	2020		x	National Association of Schools of Music (NASM)				9
50.0599	B.F.A. in Musical Theater	COLA	2010	2020		x	National Association of Schools of Music (NASM)	5/23/2008			9
16.0101	M.A. in Foreign Languages and Literatures	COLA	2012	2020	x					2/14/2002 5/31/2006	9
50.0901	Master of Music	COLA	2010	2020		x	National Association of Schools of Music (NASM)			6/13/2003	9
03.0201	Ph.D. in Environmental Resources and Policy	COLA/ COAS	2012	2020	x						9
26.0101	B.S. in Biological Sciences	COS	2012	2020	x					9/29/2003	9
26.0101	M.S. in Biological Sciences	COS	2012	2020	x						9
90.0301	Touch of Nature	APAA	2013	2021	x						9
49.0104	B.S. in Aviation Management	CASA	2013	2021	x					7/15/1999	9,10
30.9999	B.S. in Technical Resource Management	CASA	2013	2021	x					10/27/2005	9
01.0901	B.S. in Animal Science	COAS	2013	2021	x						9
01.1201	B.S. in Crop, Soil and Environmental Management	COAS	2013	2016	x			7/31/2012			9
01.0000	Plant and Soil Science	COAS	2013	--			Degree eliminated and restructured to CSEM and HORT		7/31/2012	7/31/2012	9
01.0699	B.S. in Horticulture	COAS	2013	2016	x			7/31/2012		7/6/2013	9
90.0110	Beef Evaluation Station	COAS	2013	2021	x						9
90.0111	Illinois Soybean Center	COAS	2013	2021	x					5/31/2007	9
01.0901	M.S. in Animal Science	COAS	2013	2021	x						9
03.0501	M.S. in Forestry	COAS	2013	2021	x						9
01.1101	M.S. in Plant, Soil and Agricultural Systems	COAS	2013	2021	x					1/8/2009	9

CIP Code	Program Name	College	Last Review Year	Next Review Year	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Accreditation Agency	Approval Date	Elimination Date	Modification Date	Region No.
30.1101	Post-Baccalaureate Gerontology Certificate Program	COEHS	2013	2021	x			11/9/1999			9
16.0102	B.A. in Linguistics	COLA	2013	2021	x					10/26/2005	9
38.0101	B.A. in Philosophy	COLA	2013	2021	x						9
42.0101	B.A. in Psychology	COLA	2013	2021	x						9
05.0201	B.S. in Africana Studies	COLA	2013	2021	x						9
42.0101	M.A. and M.S. in Psychology	COLA	2013	2021	x						9
16.0102	M.A. in Applied Linguistics	COLA	2013	2021	x						9
38.0101	M.A. in Philosophy	COLA	2013	2021	x						9
13.1401	M.A. in Teaching English to Speakers of Other Languages	COLA	2013	2021	x						9
38.0101	Ph.D. in Philosophy	COLA	2013	2021	x						9
42.0101	Ph.D. in Psychology	COLA	2013	2021	x						9
09.0701	B.A. in Radio-Television	MCMA	2013	2021	x					8/21/2006	9
09.0102	M.A. in Media Theory and Research	MCMA	2013	2021	x					9/12/2005	9
09.0199	M.S. in Professional Media and Media Management Studies	MCMA	2013	2021	x					9/12/2005	9
09.0102	Ph.D. in Mass Communication and Media Arts	MCMA	2013	2021	x						9
90.4005	Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	VCR	2013	2021				6/1/2000			9
47.0609	B.S. in Aviation Technologies	CASA	2011	At FAA Discre-tion		x	Federal Aviation Administration (US Department of Transportation) Flight Standards Office			7/15/1999	9

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PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   BA in Africana Studies_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

      4.1.   **Telephone**   (618)453-5744_____

      4.2.   **E-mail**   nicklow@siu.edu_____

      4.3.   **Fax**   (618)453-3340_____

5.   **Major Findings and Recommendations**

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

The Africana Studies Program (ASP) was approved for an undergraduate major and granted departmental status in June 2010. Therefore, this is the first review of the degree program.

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

The Africana Studies Program is "one of [the] few institutional places for outward support and sustenance for our [SIU Carbondale] students, staff, faculty, and administrators of color." "With its focus on the culture, politics, economics and lives of Africans and African-descended people, Africana Studies offers a unique curriculum and learning community within the larger institution. ASP provides a welcoming environment and offers courses of interest to minority and non-minority students alike for "a deeper understanding of the historical and cultural framework of the Black-American experience."

It would seem that ASP's mission is unfocused, which ultimately distracts attention from its proper pedagogical and scholarly reputation on campus. As the reviewers note, the perceptions of the department are a problem. The ASP faculty, themselves, indicated that the program has "a very limited" or "non-existent" role at SIU Carbondale, evidently because of the "poor visibility of its faculty… [and] the dwindling number of students visiting the department and [low] course enrollment." Enrollments are disproportionately low–just nine students in fall 2012—for a core faculty of five and an affiliated faculty of thirteen. Comparable programs at other institutions teach many more majors than that. Similarly, the advising and mentoring of non-majors detract from the faculty's research and creative productivity as well as from their classroom work.

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

There has been no action taken place since the last review because the program was only implemented in 2010.

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

The program needs a new Chair. While this search is under way, the department and its affiliated faculty will need to work on a mission statement, programmatic goals, and learning objectives that would be used in the development of an effective assessment plan. Once a new Chair is in place, the program can build on its assessment work to develop a substantive strategic plan.

The first goal of the strategic plan must be for the department to work forthrightly on its image, highlighting the many accomplishments of its talented faculty and students, in the curriculum as well as in scholarship and the arts. The department should work closely with University Communications to define its own brand and then market it to target audiences both on- and off-campus. The second goal must be to grow enrollments through a revision of the curriculum. A sharp thematic focus in the major should be in line with the department's defined mission, goals, and objectives arising from its strategic planning and the program's branding efforts. One source of this curricular revision and enrollment building ought to be the development of an online certificate, mostly of interdisciplinary, upper-division courses, drawing on the expertise and interest of the affiliated as well as the core faculty. A third goal should be the coordination of the ASP with supportive resources on campus, such as the Black Male Initiative, the Center for Inclusive Excellence and its Black Resource Center, the University College, and various Registered Student Organizations. But it needs to do so in a manner consistent with the department's mission and goals to protect the program's brand. In so doing, the ASP will re-enforce its role as an academic unit drawing from a broad campus base.

6.   **Outcome**

   6.1   Decision:

   __X__ Program in Good Standing

   _____ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

   6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** <u>MS in Agribusiness Economics</u>

3. **Date** <u>July 2013</u>

4. **Contact Person** <u>John W. Nicklow</u>

    4.1. **Telephone** <u>(618)453-5744</u>

    4.2. **E-mail** <u>nicklow@siu.edu</u>

    4.3. **Fax** <u>(618)453-3340</u>

5. **Major Findings and Recommendations**

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

    In accordance with guidelines established by a faculty committee in spring 2012, based on metrics provided by the IBHE, the MS in Agribusiness Economics (ABE) was flagged in fall 2012 for low enrollment (4) and high, normalized costs per credit hour (1.86) in the latest data provided by the university's Office of Institutional Research and Studies (OIRS). A consistent pattern of low enrollment (<12) and low annual graduation (<6) for several years is evident in the OIRS *Factbook* for 2011-12; high cost-per-credit-hour ratios (>1.25) can also be traced several years before 2010 on the OIRS dashboard of data on academic degree programs.

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

    In the latest program review of the MS in Agribusiness Economics in 2011, there was serious discussion of enrollments, graduation rates, or costs per credit hour, even though these metrics had not yet been identified as performance markers until recent Illinois state legislation (PA97-0610). As a consequence, the department was asked to develop a strategic plan to address recruitment and retention of students in the program, to increase extra-mural grant activity to support the new students, to revise the curriculum to produce more credit hours, and to craft a more manageable assessment plan. All other indicators in the review, however, were considered sufficient for the program to remain in good standing.

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

    The department produced the strategic plan and submitted it to the Provost January 2012. The plan provided for the search for a permanent Chair, appointment of a new Director of Graduate

Studies, collaboration with other economics programs on campus, curricular innovation to grow credit-hour production, new sources of grant funding, and marketing to the growing number of students interested in a professional degree. These efforts were reinforced by the appointment of a permanent Dean of the College of Agricultural Sciences to provide better coordinated and more sustained leadership among the college's different departments. Unfortunately, these action steps in and outside the department were insufficient to correct the slide in enrollments and the rise in costs per credit hour.

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

1. The restructuring of required course offerings in the program to reduce credit-hour costs and to reposition the program as a more professional degree (the Form 90s and 90As must be filed by December 14, 2012).

2. The purchase of 1,000 names of prospective students (through Hobson's GRE Search) each year to target for recruitment, beginning in spring 2013 (the purchase through the Graduate School is due before December 31, 2012).

3. The change in the CIP code for the program, including an analysis of the normalized per-credit-hour instructional costs and the savings accrued by more accurate reporting of the faculty's teaching and work efforts to the OIRS each semester (the official request of the IBHE must be filed by February 1, 2013).

4. The revision and updating of the department's webpage featuring the MS in ABE in cooperation with University Communications and Lipman Hearne (the revisions must be completed by February 15, 2013).

5. The recruitment and retention activities of the Graduate Program Director (including interim arrangements while the present GPD is on sabbatical leave in spring 2013).

6. The development of a five-year master's option for capable undergraduates and its contribution to the program's enrollment, graduation, and costs (the RME must be submitted by May 15, 2013).

7. The development of an online MS/MBA modeled on the concurrent on-campus program with the College of Business and its contribution to the program's enrollment, graduation, and costs (the RME must be submitted by October 1, 2013).

6. **Outcome**

   6.1 Decision:

   _____ Program in Good Standing

   ___X_ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

6.2   Explanation

As the program faculty implement their Plan for Improvement, the MS in ABE shall remain on probation and under a University review committee's continued oversight. The program must meet the IBHE's minimum targets for enrollment (>9), graduation (>4), and cost (<1.26) by January 2014. As it does, the program faculty shall report on its progress to the Associate Provost for Academic Programs by the fourth week of each academic term (including the summer). Each report shall provide updates on the action steps (listed above in the order of their respective deadlines).

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** BS and MS in Animal Science_____

3. **Date** July 2013_____

4. **Contact Person** John W. Nicklow_____

   4.1. **Telephone** (618)453-5744_____

   4.2. **E-mail** nicklow@siu.edu_____

   4.3. **Fax** (618)453-3340_____

5. **Major Findings and Recommendations**

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

   The Department of Animal Science, Food and Nutrition comprises over 40% of the undergraduate students enrolled in the College of Agricultural Sciences. During the last 8 years the program has been enrolling an average of 134 majors and graduating an average of 30 per year while delivering an average of 2,522 undergraduate credit hours.

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

   The reviewers praised the practical teaching experience that the faculty provide in the classroom, a key factor in recruiting and retaining students. Enrollments are strong. Undergraduates have a "unique" equine science degree, the only one of its kind in Illinois. Recognized at the state and national level, "this program generates visibility and puts enthusiastic alumni into the agricultural community." Farm facilities near campus and the city of Carbondale are more than useful for teaching, they make possible effective community outreach. The existing faculty have done an excellent job in teaching a large number of students and have developed strong national and international relationships that contribute to productivity and university visibility. Undergraduate students are amply rewarded with opportunities to engage in research with their faculty.

   The programs' challenges are significant. The program has vacancies in faculty and staff lines. The reduction in the number of farm animals is serious. Deferred maintenance has allowed the facilities that house these animals to deteriorate. The department has lacked a permanent Department Chair for the past 13 years. It is evident in several areas, such as focus, priorities, and communication. Minimal staffing levels have affected the graduate students the most. There are too few graduate students to ensure a regular offering of required courses, thereby delaying their time to completion. The program needs more computer support than IT can provide. Classrooms do not have up-to-date equipment or software for instructional purposes.

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

The department has garnered $4,946,076 from 124 external proposal submissions, with an average of $618,260 per year for the previous 8 years. For the current year, $406,208 has been acquired. The program produced 190 peer-reviewed scholarly works, an average of 23 publications per year. The program has additionally served as a conduit for undergraduate research opportunities by actively participating in the competitive Research Rookies and Research Enriched Academic Challenge (REACH) university-wide programs.

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

The college will appoint a permanent Chair of the Department of Animal Science, Food, and Nutrition in AY14. This internal appointment is critical to the college's strategic planning, which will require collaborative approaches across department and college boundaries to solve problems. Classroom facilities will be upgraded as the college partners with private industry to fund the remodeling of learning spaces. Infrastructure repairs as well as technology for teaching labs will greatly enhance the learning outcomes for students in Animal Science. The college will work with Animal Science to implement a new hands-on program for students, i2i, Ideas to Investigation, with the college's partners in private industry. The department needs to be in touch with the Office of Distance Education and Off-Campus Programs, with an eye to growing graduate enrollments. Animal Science programs need to continue working on their assessment of student learning outcomes.

6.   **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed**   BS in Aviation Management_____

3. **Date**   July 2013_____

4. **Contact Person**   John W. Nicklow_____

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   4.3. **Fax**   (618)453-3340_____

5. **Major Findings and Recommendations**

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

   The overall strategic planning process for the BS in Aviation Management (AVM) is one that continuously evolved since the last Aviation Management program review in 2005. Faculty established a mission, vision, and goals and objectives statement for the AVM program. Once the mission, vision, and goals were set, a new assessment plan based on those core courses and the program objectives was begun. Since then, Aviation Management and Flight has moved (in August 2012) into the Transportation Education Center (TEC). The TEC has been funded and constructed. The space problem experienced during the 2004-2005 self-study is no longer an issue.

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

   The TEC provides for meaningful collaboration between the Aviation Flight and Aviation Management faculty. It also "appears to provide an excellent educational environment for students." The program has made successful recent efforts to recruit new students, who begin first in the Aviation Flight associate's degree and then complete their bachelor's degree in Aviation Management. The faculty's grant and publication activity has increased substantially in the past nine years. Colleagues actually raised $1.658 million for research and training. The faculty get along and work well with each other, a fact that students have remarked. According to surveys, more than 87 percent of the program's alumni are employed in their chosen field of study. AVM students are enthusiastic about their program. Alumni surveys document their appreciation of "well-taught courses, interested and involved faculty, a strong alumni network, many internship opportunities, and continuing assistance after graduation." The AVM program is taught at a number of off-campus sites and thereby reaches a larger pool of interested students to offset the decade-long drop in majors (that is, until recently; enrollments bumped up to 205 in fall 2012).

The TEC has made possible an Air Control Tower (ACT) minor and space for the ACT simulation equipment required for an FAA-Collegiate Training Initiative program, if the faculty choose to pursue that designation. AVM has priority in future hires in the College of Applied Sciences and Arts. This favorable position makes it more likely for the program to hire more faculty when University and college enrollment improves.

The challenges, however, are significant. Only three tenured/tenure-track faculty in the AVM program remain from the five it had just three years ago. The department as well as the program lacks a fully developed strategic plan, especially now that the University has framed its "Pathways to Excellence." The program's assessment of student learning outcomes is not yet yielding substantial or useful data to improve the curriculum. Proper course sequencing is made more difficult without critically important prerequisites. The program operates without accreditation by the Aviation Accreditation Board International (AABI). For nearly a decade, enrollments have been soft, suggesting the program's surplus capacity to serve more students, despite the loss of tenure/tenure track (T/TT) lines. Some courses are not offered on a regular basis.

Faculty publication has tailed off over the past two years, mostly because of the need to cover classes taught by departed faculty members. The program is still not recognized as an FAA Collegiate Training Initiative school, even though it has the air traffic control simulation equipment to qualify for this designation.

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

The reorganization of the AVM curriculum was immediately conducted following the 2004 self-study. An Introduction to Aviation Management course (AVM 303) has been created and in place for the last seven years. An Aviation Weather course is now accessible to AVM students. In addition, a new Air Traffic Control minor, which includes ATC simulation as well as two new lab-based ATC courses, is under development. The TEC is also equipped with smart classrooms, computers, and wireless Internet access. New distance learning video-conferencing 63 equipment is also available.

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

In order to reclaim the loss of T/TT faculty lines, the AVM program needs to grow enrollment by restructuring their expensive fee structure and by developing online coursework. Now that the University's strategic plan, "Pathways to Excellence," has been completed, the department (and college) must now plan for itself. The program shall consider accreditation by the AABI after new federal legislation concerning pilot qualifications and various other rules have been completed. The assessment of student learning outcomes will provide critically important data for the improvement of the curriculum. The faculty therefore need to continue gathering student learning data and use them in the planning process. Program advisement must have curricular maps for students to follow in a more deliberately structured program of coursework. AVM will continue its effective recruitment efforts with an eye to developing 2+2 agreements with community colleges, opening new sites such as in the Metro East area, and working more closely with Undergraduate Admissions to develop a more fruitful recruitment strategy in the context of

the program's strategic plan. A tighter curriculum will leave fewer courses untaught and provide more opportunities for the T/TT faculty to write grant applications, research, and publish their work. Finally, the AVM program needs to finish work on an Air Traffic Control Tower minor.

6. **Outcome**

    6.1   Decision:

           __X__ Program in Good Standing

           _____ Program Flagged for Priority Review

           _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Beef Evaluation Station_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

The Beef Evaluation Station (BES) was last reviewed in 2005. Subsequently, the BES hired a faculty member in 2006 to supervise the BES. Several improvements have been made, including increasing the catalogue's readability while keeping all pertinent data for each bull and the creation of a website for the BES.

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

The program reviewers stated in their report, "The Beef Evaluation Station at Southern Illinois University Carbondale provides an important service to beef producers in the region." Recommendations and comments generated from the review are listed below by category. Teaching: "The station provides a hands-on teaching experience for numerous classes in Animal Science, which is enormously valuable for recruiting and retaining students, as well as for their learning in at least two courses." "The faculty supervisor has done a tremendous job of managing the station and has developed a strong reputation within the industry." She has also managed to staff the BES with undergraduate assistants, which not only has saved the BES's salary budget but also has given the students a first-hand experience in their major. Facility: "The station is the single nicest facility on the university farms. It provides an excellent service and research facility as well as a public showplace for the college." The annual FFA and 4-H livestock judging competitions take place at the BES, bringing attention as well as cattlemen to campus.

The BES's challenges, however, are significant. As the reviewers noted in their report, "The Beef Evaluation Station's weaknesses revolve around full utilization of the facility both physically and from a research perspective." Clearly, the BES could be used more effectively year-round, especially for research purposes. Research: "The station seemingly generates a large amount of primary data on animal performance. The potential exists to better leverage the facility in regards to research output." Animal Science faculty and advanced students need to take advantage of the

BES for their research. Utilization: "The feeding facility is utilized roughly 50% of the year. The arena is used considerably less. The current bull test is at 70% of the total animal capacity." Economics: "The annual bull test is plagued by rising costs (higher feed prices) and perceived low sale prices. These economics may discourage consignor participation." Higher feed costs cannot be easily offset by lower test fees to maintain consigner participation. Low sale prices may be more perception than reality, which the consigner-dominated Advisory Board may exaggerate.

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

Salary costs have been reduced by the BES being awarded undergraduate assistantships (5 out of 6 times). This also allows for students to obtain valuable experience. The BES is utilized for teaching purposes during the time in which the bulls are being tested. Classes in beef management and production, genetics, reproduction, and animal behaviors have used the BES for laboratory instruction. Expected progeny difference and other genetic information are used in the bull evaluation index, and an effort is made to help educate buyers regarding what those numbers mean.

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

Generalizing from the reviewers' list of actions to align the recommendations with University- and college-wide priorities, the BES will incorporate these into its plans for the future.

The BES must factor into the college's strategic planning, which will require collaborative approaches across department and college boundaries to solve problems. A new operating model will be developed, with a focus on financial stability, external partnership, and curricular collaboration. The college will work with BES to implement a new hands-on program for students, i2i, Ideas to Investigation, with the college's partners in private industry. "This pathway of distinction is designed to prepare students for the workforce and/or graduate education," but also to reinforce beef producers' support for the BES. Finally, the BES needs to make itself more visible to its constituents. This is more than mere marketing to develop a brand; it is to ensure that the BES's contributions to the agricultural community are much better known. A reconsideration of who serves on the BES Advisory Board would be an ideal place to begin.

Once the BES has undertaken these steps, it will serve its stakeholders better and foster some exciting, externally funded, interdisciplinary research. With follow-up visits by the Associate Provost for Academic Programs and the mid-cycle planning described in the new Program Review guidelines, the future of the program is more fully in the hands of a capable and dedicated faculty.

6.   **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** Center for Rural Health and Social Service Development

3. **Date** July 2013 (Review Completed June 2012)

4. **Contact Person** John W. Nicklow

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5. **Major Findings and Recommendations**

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

    The Center for Rural Health and Social Service Development (CRHSSD) went through a leadership change since the last review in 2002. The center conducts programs that have active participation and respect in southern Illinois. CRHSSD staff has formed relationships that are essential to collaboration for their grant programs. This is necessary for program development, capacity building, resource sharing, and securing funding for the region. The CRHSSD advisory board is committed and willing to provide guidance and support as needed. The CRHSSD has two model programs, which could be replicated in other areas of the state and other states and provides an opportunity to expand CRHSSD services. CRHSSD has the potential to be a resource regionally and statewide based on the new primary care/medical home grant. Other statewide organizations have voiced recognition and appreciation of recent efforts by the CRHSSD to reemerge in statewide organizations and become a voice for rural Illinois, particularly in the southern region of the state.

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

    The reviewers' reports cited several strengths and weaknesses of the center: a) The CRHSSD's unusual reporting line (to both the SIU Vice President for Finance and the SIUC Chancellor) links the center with other regional development units and provides welcome synergy and opportunity. However, there was concern about isolation of the center and uncertainty and apprehension about future reporting lines; b) Relationships within the University system and with faculty, other centers, and campus resources appear fragmented. This may be compounded by a remote campus location and unique reporting lines. There are concerns about sufficient progress in defining and fleshing out its academic research mission; c) CRHSSD is rarely included in University materials and not integral to programs and research in healthcare, economic, and professional schools. Given the level of public and institutional interest in the subject and the strong tradition

of regional service at SIU, the lack of strong campus PR in support of the center seems to be a lost opportunity; and d) The center may be operating at near-capacity to fulfill current externally funded projects. This leaves little opportunity for the large proposal development.

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

Faculty involvement and academic research were issues raised in the last review. The involvement of graduate students in center projects and the presence of faculty on the Advisory Board are certainly program strengths, but the effective engagement of the academic community remains elusive.

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

The campus administration will review the center's reporting line and either confirm that there is a long-term commitment to the current structure or carry out a reorganization that places the center in a position to continue its internal and external collaborative activities and enhance its interaction with academic programs. The center will consider the establishment of an academic (campus) advisory group. Such an organization could lead to a better understanding of how to advance academic research within the center's programs as well as how to better offer the center's capabilities to researchers and scholars.

The center will work with the administration to establish a high-energy public image and information program. University Communications has been assigned to work with the center, and a strong signal from the administration should lead to an appropriate allocation of resources to promote the center's work. Complex proposal development may be crucial to sustaining external funding. This strategic investment and a look at the possibilities of providing support for a defined period or matching funds with those provided by outside collaborating organizations will be considered.

6.   Outcome

6.1   Decision:

__X__ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   BA & BS in Chemistry_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

The Department of Chemistry and Biochemistry has seen positive growth in virtually every category under its control over the last 10 years. This includes growth in the number of faculty, the diversity of the faculty, the number of graduate students, the percentage of graduate students seeking PhDs, undergraduate (UG) service course enrollment, the number of semester credit hours (SCH) generated, etc. In contrast, the department has seen increasing, but somewhat uneven, trends in the total number of undergraduate chemistry majors. Some of the most positive trends for the department over the last decade are in the areas of enrollments and SCH generation. For example, departmental SCH generation increased from 8826.5 in FY02 to 10,134 in FY11, a 15% increase. In FY12, SCH generation increased even further to 11,123, primarily as a result of an approved increase in the credit hours associated with the service General Chemistry courses, CHEM 200 and CHEM 210. This most recent SCH number represents a 26% increase over the FY02 value. This is the highest SCH generation increase in the College of Science and within the top 10 in the University as a whole. At both the graduate and UG levels, the number of majors have either remained relatively constant or increased slightly.

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

The Department of Chemistry and Biochemistry was found to be exemplary by the program reviewers. As the external reviewers observed, "department faculty are almost uniformly dedicated to their mission, competent in executing their respective roles, collegial in their interactions, and committed to high-quality research that includes both graduate and undergraduate students." Enrollments in the BA and BS programs are strong (105 in fall 2012) and showing improvement (up from 87 the previous year). Credit-hour production is high, especially in the department's innovative and effective Structured Learning workshops. The curriculum now includes an honors track, a forensics minor, and an education specialization. Nearly all undergraduate majors get laboratory training, some of them every year, in

collaboration with graduate students who supervise and mentor them. This synergy is what makes strong degree programs.

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

A survey conducted in 2008 demonstrated that over 65% of the UG chemistry majors participated in faculty-supervised research prior to graduation. Since that time, the research component of the UG program has been strengthened even further, making UG research a near universal element of the UG program (only the unaccredited BA degrees may be earned without performing UG research, and many of the students in these programs choose to do research anyway). The department has also found particular strength in the placement of graduates after graduation. The department has also been successful in broadening the participation of underrepresented groups in chemistry through both a continuing NSF REU program in Interdisciplinary Materials Research, which has brought in 12-15 UG students from across the country for a 10-week summer research experience for the last 7 years; and through an annual ACS SEED grant, which has brought in 2-4 high school students from economically disadvantaged backgrounds to participate in faculty-supervised summer research for the last 4 years.

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

Areas requiring attention by the department, as stated by the reviewers, are as follows: For many years graduate assistants in the college have been allocated without much attention to the department's instructional needs, leaving programs like Chemistry without the resources to even out TA workloads in popular courses. The Meyers Institute has not had a functioning Director for several years, much to the detriment of the research mission of the department (and the college). The Nuclear Magnetic Resonance facility administered by the college for University researchers is also without a Director. Departmental administrative activities are diverting office staff from its support of faculty and students. Decades of deferred maintenance of labs and classrooms are having a devastating impact on the department's research and instructional missions. In some situations, such as the natural gas leaks in Neckers, the result has been a serious safety concern. The department has no formal system to mentor untenured faculty members, with potentially negative consequences for future tenure-and-promotion cases. The pending loss of three faculty members in the Biochemistry program leaves it without colleagues to sustain one of the most popular tracks in the department. Enrollments in the environmental specialization are lagging—just two students in AY13. As a consequence, the department has been directed to address all these concerns with the assistance and support of the Dean and the office of the Associate Provost for Academic Programs.

6. **Outcome**

    6.1 Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2 Explanation

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   MS in Forestry_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

The most salient change in the Department of Forestry since the 1996 assessment is the complete turnover of faculty during the intervening twelve years when the last of the existing faculty retired. During this period, faculty hiring decisions have been driven by the following: a) satisfying professional reaccreditation requirements for the BS in Forestry curricula as specified by SAF; b) a desire to maintain a high student enrollment in the BS specialization forest recreation and park management, an area of traditional and continuing enrollment strength; c) a strategic hire to expand research capacity in watershed management; and d) addition of a ¼-time appointment of a faculty member from the Cooperative Wildlife Lab.

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

Program reviewers complimented the faculty as the most visible strength of the program. "Despite relatively high teaching loads as compared to peer forestry programs," the report states, "this group of scholars has a high level of scholarly productivity as evidenced by their research and graduate advising record." The department has maintained a consistent number of students—36—for a whole decade. Their diversity contributes substantively to the department's teaching and research activities. The department offers appropriate support to its graduate students: tuition waivers, laboratory space, advisement, and mentoring. Many alumni of the program move on to professional positions or further graduate work. "The departmental and university administrations," the reviewers write, "have fostered an atmosphere of flexibility for faculty to pursue research interests both individually and with collaborators in other departments and institutions." The department's operating papers provide clear guidance in such matters as shared governance, tenure, and promotion. Finally, the reviewers remarked the program's recent plan to assess student learning outcomes "to promote continuous excellence" in both curriculum and instruction.

Although all faculty members have access to laboratory and graduate student facilities, their upgrading has long been deferred, with unfortunate consequences for the program. "Limited space and need for modernization detract from the research and teaching programs, diminish the overall graduate education experience, and prevent program expansion." Besides the condition of facilities, the faculty is not optimally supported: "lack of a clear policy on return of overhead, low faculty salaries, limited university-provided graduate teaching assistant stipends to support instruction, and heavy teaching loads are all likely factors contributing to concerns over faculty retention and low diversity." "The number of faculty contributes to limited graduate course offerings and mentoring activities and thus the ability to expand the graduate program into new areas while bolstering the existing departmental strengths." There are no women faculty members to work with the female graduate students in the program. The assessment of student learning outcomes remains a plan. The objectives are untested and may well be impossible to measure or quantify. As a result, the learning data needed to improve curriculum and instruction have yet to be collected.

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

Given the strong emphasis on supporting the BS program that has always been the centerpiece and driver of the department, the MS program has reflected the faculty expertise needed to support the undergraduate teaching program. Considering the limited departmental resources beyond faculty lines (3.1% of total state-supported budget) and the strong focus on the BS program, Forestry faculty have shaped the MS degree program to be a complementary component of the department's stated mission within the aforementioned constraints.

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

The department is critical to the college's strategic planning, which will require collaborative approaches across department and college boundaries to solve problems together. A new operating model should be developed, with focus on financial stability, external partnership, and curricular collaboration. Classroom facilities will be upgraded as the college partners with private industry to fund the remodeling of learning spaces. Infrastructure repairs as well as technology for teaching labs will greatly enhance the learning outcomes for students in Forestry. "The faculty should consider the breadth of possibilities beyond our college borders, e.g., what we can do with another college and consideration of cluster hires to launch a new wave of opportunities for our students, etc., which creates new/creative programs." As programs like Forestry grow, so will the hiring opportunities. Forestry should work to implement a new hands-on program for students, i2i, Ideas to Investigation, with the college's partners in private industry. Forestry's master's program will benefit from i2i, as well. The opportunities to reach a much larger pool of prospective students in hybrid courses are ripe. Finally, the Forestry program needs to continue working on its assessment of student learning outcomes. This mandate of the Higher Learning Commission is critical to our students' success once they have completed their degrees and moved on to gainful employment or further education.

6. **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** Post-Baccalaureate Certificate in Gerontology_____

3. **Date** July 2013_____

4. **Contact Person** John W. Nicklow_____

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5. **Major Findings and Recommendations**

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

    The following changes have occurred or are being pursued in the Gerontology program since the last program review: an assessment plan was approved by the board in April of 2012; a formal schedule for meetings of all faculty and staff to discuss the project has been developed and in place for two years; the coordinator has met with officials in the graduate college, developed brochures, and updated the website to build consistency of information being provided; there are newfound resources to pay a 50% graduate assistant to assist the faculty member as chair of the program to oversee the academic side of the program and work with those staff to administer the program.

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

    The most important of these steps is the appointment of a faculty coordinator who has given generously of his time and expertise to the program, despite the imposing challenges discussed below. Program review documents summarize the program's other strengths: "(a) the high quality of the courses, (b) passion of the students in the program, and (c) the interdisciplinary nature of the faculty associated with the program, which effectively represents the interdisciplinary paradigm within the field of gerontology." The coursework for this transcriptable certificate is easily traced through GRON prefixes. Moreover, the required number of hours actually exceeds those suggested by the Association of Gerontology in Higher Education (AGHE), especially in conjunction with the two-course practicum experience, to ensure that students develop the competencies they need in the field.

    As for the challenges, the learning objectives are overly general and not tied to specific courses and/or targeted learning outcomes. The lack of coordination of course offerings leads to uncertainty, an impediment to developmental advising and timely student completion. The curriculum lacks a well-defined core of courses and thus does not meet the standards set by the

AGHE. Students are required to be admitted to another graduate program before they can enroll in the certificate. This requirement sharply—and unnecessarily—limits enrollment. The requirement of a second practicum poses an obstacle to completion as students struggle with this additional requirement. The certificate is "a program without walls," that is, it has no administrative office to oversee student advisement and tracking services. Inadequate records make analysis of the completion rate impossible to monitor except for the current year. Social Work students could be better served in the program, despite the clear employment demand for social workers with a background in gerontology. The Gerontology Advisory Board (GAB) and faculty coordinator do not have the clout needed to elicit consistent cooperation across several different participating departments.

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

The Gerontology program coordinator provides opportunities for students in the program to meet and share experiences, an effort which has been in place for two years. The program reviews course offerings once a year, during the GAB meetings, to avoid overlap in course materials and to bring new courses into the program. The GAB has encouraged the faculty teaching in the program to develop research and practicum experiences and make these available to all students enrolled in the program. Monthly required meetings enable all faculty and advisors affiliated with the gerontology program to review curriculum, share research ideas and projects, and develop the program. The GAB meetings involve a review of faculty research to foster the development of interdisciplinary collaborations to facilitate research opportunities. The coordinator and graduate assistant have developed student support services including advising, a student manual, placement, and tracking, and maintaining a listserv of current and interested students.

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

The faculty coordinator will develop a plan of study for each student in the program to improve the coordination of his or her coursework. The faculty coordinator will explore the feasibility of identifying the certificate as a terminal degree program so unaffiliated students can enroll. This effort will be paralleled by the development of an undergraduate professional development sequence, minor, and/or specialization, as appropriate for both online and on-campus students, who are eager for different learning modalities. The program faculty needs to move its coursework online. In keeping with University practice, the college will allocate administrative support, such as a 50% graduate assistantship and dedicated office space, to oversee the operations of the program and to keep better records of student progress in the program.

With the assistance of the GAB, the faculty coordinator will work with the School of Social Work to address students' needs in the certificate program. The faculty coordinator and the GAB will also work more closely with the Dean of the College of Education and Human Services to champion the program, as the reviewers recommend, to manage better its enrollment through more energetic recruitment, careful advisement, coordination of the curriculum and instruction, and the development of more online offerings.

6.   **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed**   MS in Health Education

3. **Date**   July 2013

4. **Contact Person**   John W. Nicklow

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   4.3. **Fax**   (618)453-3340

5. **Major Findings and Recommendations**

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

   In accordance with guidelines established by a faculty committee in spring 2012, based on metrics provided by the IBHE, the MSEd (HED) was flagged in fall 2012 for low enrollment (5) and high, normalized costs per credit hour (1.43) in the latest data provided by the university's Office of Institutional Research and Studies (OIRS). A consistent pattern of low enrollment (<10) and low annual graduation (<5) for several years is evident in the OIRS *Factbook* for 2011-12; high cost-per-credit-hour ratios (>1.25) can also be traced several years before 2010 on the OIRS dashboard of data on academic degree programs.

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

   In the latest program review of the MSEd in HED in 2011, there was no discussion of enrollments, graduation rates, or costs per credit hour. These metrics had not yet been identified as performance markers until recent Illinois legislation (PA97-0610). All other indicators in the review, however, were considered sufficient for the program to remain in good standing.

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

   To address a host of challenges discussed in the 2011 review—faculty attrition, workload, program and department focus, faculty diversity and development, course redundancies, GA funding, recruitment, grant activity, technology and teaching resources, departmental leadership, and the assessment of student learning outcomes—the program faculty were required to develop a strategic plan to chart a course forward. The department responded with a carefully crafted

document, which the faculty submitted to the Provost in December 2011. This plan included a formal request to hire additional tenure-track faculty; a new assessment plan that defines outcomes, measures, and mechanisms for using learning data to revise the curriculum; and a concerted campaign to market, recruit, and support new students through a re-allocation of graduate assistantships. These efforts, however, have not improved enrollment, and the department's leadership to follow through on the plan was set back when the Chair fell seriously ill and was placed on disability leave in December 2012.

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

Given the recent review, the difficulties of implementing the strategic plan, and loss of experienced leadership in the department, the faculty responsible for the delivery of the MSEd in HED decided to eliminate the degree in AY 2014 and to teach out the remaining students. Instead, the faculty committed to focusing their attention on a more successful MS in Health Education and Recreation that has a much larger market and much better reputation.

6.   Outcome

6.1   Decision:

_____ Program in Good Standing

_____ Program Flagged for Priority Review

___X__ Program Enrollment Suspended

6.2   Explanation

Just as soon as the faculty return to their academic year contracts in August 2013, they will formally vote to eliminate the MSEd program and process the Reasonable and Moderate Extension application form for the approval of the College of Education and Human Services, the Graduate Council of the Graduate School, and the Office of the Provost and Vice Chancellor for Academic Affairs. The program will no longer be listed in the Graduate Catalog beginning in AY15.

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

2.   **Program Reviewed**   Illinois Soybean Center_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

          4.1. **Telephone**   (618)453-5744_____

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5.   **Major Findings and Recommendations**

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

The Illinois Soybean Center (ISC) was renamed from the Center for Excellence in Soybean Research, Teaching and Outreach in 2007. Recently, research into utilization of soybean in food and feed has become a major emphasis. Cooperation on the SIU Carbondale campus has been extended to include faculty in the College of Science, School of Medicine, and the Center for Fisheries, Aquaculture, and Aquatic Sciences.

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

As noted by the program reviewers, the ISC has a national and international reputation of excellence in soybean research. Its researchers are well-respected scientists and scholars whose work was facilitated and promoted by ISC activities. The Illinois Soybean Association (ISA) has established an endowed account to provide the ISC a predictable funding stream. The ISC has made some use of this funding to leverage additional sources for research. "Researchers from three colleges (Agricultural Sciences, Science, and the SIU School of Medicine) are actively engaged in collaborative research." The Vice Chancellor for Research has played an important supportive role. Finally, the reviewers conclude, "While the ISC has struggled to meet its intended vision, it has great potential to do so and could benefit many students and faculty as well as producers and consumers of soy products."

Besides the lack of visionary leadership, the ISC is without staff focused solely on ISC efforts, and the reviewers suggested that this is a weakness. "A desire for defined ISC strategy, goals and direction was expressed by ISC faculty," leading to a lack of clarity about its operations, GA support, and communications with various stakeholders. There is almost no marketing or external communication about the ISC. Its visibility and outreach are not what they should be for so prominent a resource. "Funding challenges discussed included limited resources for seed money and a lack of center-led funding pursuits for industry and federal support." Almost all of

the ISA funding goes to the salaries of two faculty members, which leaves very little else for promoting the research and funding of others on campus.

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

The center enhances the educational opportunities at SIU at the undergraduate, graduate, and postdoctoral levels. Cross-disciplinary training is made available to students. Practical training in interdisciplinary areas has been increased. The ability to place students in internship and permanent positions with industry has been improved because of the interaction between industry and the center.

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

The ISC faculty are critical to the college's strategic planning, which will require collaborative approaches across department and college boundaries to solve problems together. A new operating model should be developed, with a focus on financial stability, external partnership, and curricular collaboration. "The faculty should consider the breadth of possibilities beyond our college borders, e.g., what we can do with another college and consideration of cluster hires to launch a new wave of opportunities for our students, etc., which creates new/creative programs." ISC must participate in this approach to hiring. The college will work with ISC to implement a new hands-on program for students, i2i, Ideas to Investigation, with the college's partners in private industry. "Finally, the ISC needs to make itself more visible to its many constituents and stakeholders. This is more than mere marketing to develop a brand; it is to ensure that the ISC's many contributions to the agricultural community is much better known. A webpage and an annual symposium are excellent places to begin this effort.

6. **Outcome**

    6.1 Decision:

    __X__ Program in Good Standing

    _____ Program Flagged for Priority Review

    _____ Program Enrollment Suspended

    6.2 Explanation

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   MLS and LLM in the SIU School of Law_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

In accordance with guidelines established by a faculty committee in spring 2012, based on metrics provided by the IBHE, the MLS and LLM in the SIU School of Law was flagged in fall 2012 for low enrollment (LLM = 3) and low graduation (LLM = 2, MLS = 2). Data provided by the university's Office of Institutional Research and Studies (OIRS), in its dashboard and *Factbook 2011-12*, indicate that each program has seen several years of low enrollment (<10) and low annual graduation (<5). Cost-per-credit-hour ratios (<1.25), however, are not a problem.

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

In the latest program review of the MLS and LLM in 2007, in the context of the Center for Health Law and Policy, there was little discussion of enrollments, graduation rates, or costs per credit hour. This lacuna was owing to the relatively recent development of the degree programs in 2003, which were reviewed as part of the SIU School of Law's re-accreditation with the American Bar Association in 2009. Moreover, these metrics had not yet been identified as performance markers until recent Illinois state legislation (PA97-0610).

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

The MLS and LLM degrees have not been reviewed by the IBHE-mandated review process since their inception in 2003. Rather, they were reviewed in the context of the SIU School of Law re-accreditation by the American Bar Association in 2009. That review did not address any specific concerns, and so these programs were considered sufficiently well run to remain in good standing from an accreditation standpoint.

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

1.   Create a detailed recruitment plan—with personnel responsible for specified tasks, benchmarks, and budgets—targeted to prospective students for the LLM and the MLS. It is further recommended to continue with the letter-writing strategy to attract unsuccessful JD candidates to the MLS program.   Lastly, the School of Law should consider restoring the discounted tuition for the LLM (the plan is due by March 15, 2013).

2.   Develop a plan for covering the duties of the retiring Director of Graduate Legal Studies, Tom Britton, to oversee various aspects of the programs, including implementation of the recruitment plan (this personnel plan is due by April 15, 2013).

3.   Develop a cost-effective three- to five-year marketing plan, including hybrid/online course development (subject to ABA accreditation limitations), for the MLS and LLM, especially with the Health Law and Policy option, in the Springfield area. This plan needs to be coordinated with the recruitment plan (due April 15).

4.   Submit RMEs to establish concentrations in subject areas that draw on areas of strength within the School of Law and that will be attractive to prospective students for the LLM and MLS (due May 15).

5.   Prepare properly detailed plans for the assessment of student learning outcomes in each degree program, as mandated by the Higher Learning Commission's Assessment Academy. The Office of Assessment and Program Review, together with the School of Law's representative on the Campus-Wide Assessment Committee, Professor Nolan Wright, stand ready to assist with this task (due May 15).

6.   Continue to explore joint degree programs involving the LLM and the MLS with various University colleges and departments where synergies and collaborations would be (report due August 15).

6.   Outcome

6.1   Decision:

_____ Program in Good Standing

___X__ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

As the program faculty implement their latest Plan for Improvement, the MLS and LLM in the SIU School of Law shall remain on probation and under a University review committee's continued oversight. The programs must meet the Illinois Board of Higher Education's minimum targets for enrollment (>9), graduation (>4), and cost (<1.26) by January 2014. As they do, the

program faculty shall report on progress to the Associate Provost for Academic Programs by the fourth week of each academic term (including the summer). Each report shall provide updates on the action steps (listed above in the order of their respective deadlines).

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   BA in Linguistics, MA in Applied Linguistics, MA in TESOL

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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    4.3.   **Fax**   (618)453-3340_____

5.   **Major Findings and Recommendations**

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

Since the last program review in 2005, the Department of Linguistics faculty has led a revitalization of the department and its programs. With a faculty member assigned to direct the BA program, enrollment has increased nearly three-fold. Several programmatic changes to the major (as well as to the MA programs) were instituted to streamline the major, increase its quality, and creatively balance BA and MA course offerings with just a few faculty. The master's programs have also maintained a steady increase, with the MA-TESOL program growing by 21% between 2005 and 2011, and the MA-Applied Linguistics program by 44%. The double major in TESOL/Applied Linguistics, which was in its infancy in the early 2000s, has increased nearly five-fold. Total enrollment growth in the master's programs is 28% and 64% across all programs. The program has grown quite a bit, partially due to the opportunity for double majors.

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

The faculty have increased enrollments most notably in the BA in Linguistics (up from as low as 8 in 2005 to 23 in 2012) and the MA in Applied Linguistics (up from 10 in 2003 to 53 in 2012). Enrollments for the MA in TESOL—58 in 2012—have traditionally been good. The reviewers stated, "Student learning outcomes are strong, particularly at the undergraduate level." Students move on to graduate programs and good jobs. "The strength of the current offerings and the dedication of the faculty to students and their success contribute significantly to the increase of majors at the undergraduate level and to the overall quality of the graduate students." "The relationship with CESL is one of the pillars of strength for this program." CESL's potential as a center of research on language learning and teaching is worth noting. However, "The graduate program is too big," necessitating classes of more than 40 students. Additional sections have been opened to CESL faculty who may not be best qualified to teach them. "The thesis requirement/ option [in the MA in Applied Linguistics] places an unreasonable burden on the faculty." The students, many of them Saudi nationals, are ill-prepared in English writing skills to undertake

the work without much additional faculty guidance. Admission requirements for the MA in Applied Linguistics are a problem. The TOEFEL score is set too low, and the back-door pathway to admissions from CESL is insufficient to screen out under-qualified students. To raise the program's profile, the faculty is too busy to do any research. Four of the faculty are non-tenure track and are not required to do so even if they had the time. The fifth member of the faculty is tenure track, but is often as busy as the NTT are with instructional responsibilities.

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

The Linguistics program modified courses since the last review in an effort to ensure student success. Changes included: unifying course credit hours to the nationwide 3-credit-hour norm, changing course content, adding more course offerings each semester, moving course offerings to accommodate transfer students, eliminating prerequisites with limited offerings, and creating new courses. The Applied Linguistics program is now down to 39 credits. This allows students to declare a double major, and many students have taken this opportunity for a double major in Applied Linguistics and TESOL. While the department must teach the undergraduate and graduate sections together, the graduate sections now carry enhanced requirements geared toward giving the graduate students more research experience and a stronger background in the course content.

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

The faculty should work with Undergraduate Admissions to map out a manageable strategy for recruitment. There is also a need to consider developing a five-year BA/MA, non-thesis degree program, which has traditionally helped both undergraduate enrollment numbers and the quality of the graduate program. Graduate admission standards must be more rigorous and better enforced. As undergraduate enrollments improve, there will be considerably less pressure to maintain enrollments in the more labor-intensive graduate degrees. The faculty also needs to institute a mid-program review of graduate student progress; given a properly developed protocol, weaker students can be dropped from the program before they move on to the thesis. The thesis requirement for the MA in Applied Linguistics must be made optional, so long as it is consistent with best practices in the field and SIU's Graduate School. Required coursework in psycholinguistics might also be scaled back and/or made optional. Similarly, the bottleneck of the practicum required for the MA in TESOL deserves review now that many more students are experiencing trouble completing their degrees because of it. If the department is to remain autonomous, it must take better advantage of colleagues in other degree programs—in Anthropology, Psychology, Foreign Languages and Literatures, and English—with comparable interests in one or more fields in Linguistics. These collaborations include research opportunities, but also cross-appointments of faculty and cross-listings of coursework. Already the department is enlisting some of these extramural faculty members to serve on thesis committees. More of this coordination in research, curriculum, and instruction is needed. The assessment of student learning is absolutely necessary for the well-informed development and revision of degree programs as well as the occasion to review student performance in line with the faculty's expectations of learning outcomes. This requirement is more than an accreditation and IBHE mandate; it is the natural concomitant of effective curriculum and instruction. Now that the

department has developed acceptable assessment plans, it needs to collect data and use them to make changes in the programs.

6.   **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Graduate Programs in the College of Mass Communication
     and Media Arts: MA in Media Theory and Research, MS in
     Professional Media and Media Management Studies, PhD in
     Mass Communication and Media Arts_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

Following recommendations from the last program review, the College of Mass Communication
and Media Arts (MCMA) has continued to diversify faculty ranks. Advertisements for faculty,
placed in journals which focus on targeted populations, resulted in faculty more diverse by
ethnicity, national origin, gender, and sexual orientation than at any time in history. The MCMA
graduate program website has also been completely revamped since the last review to better
promote the graduate program. The current, just completed site will include a gallery space for
graduate faculty and student creative work, essential for MFA recruitment.

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

The program reviewer report outlines strengths in the following categories: (a) Potential for
Growth: The employment prospects for graduates of these programs is growing rapidly in the
context of expanding global media, especially in South Asia and China. The opportunities for
graduates of the joint MA/MBA are especially good. (b) Global Media Research Center: "During
our interviews," the reviewers write, "the Global Media Research Center was noted for its past
contribution to the college and university, and its potential to attract scholars and visibility to the
university." The possibilities of showcasing the creative and scholarly work of faculty and
advanced students in the college are powerful. (c) Big Muddy Film Festival: Conceived and long
operated entirely by graduate students, this festival brings valuable visibility to the college. It is
also an incomparable opportunity for these students to experience first-hand how juried
competitions and the peer-review process work and to gain much better knowledge of
contemporary filmmaking. (d) Publications: The college is the home of two peer-reviewed
journals, the Journal of Children and Media and the Gateway Journalism Review.   Both

publications add distinction to the research, scholarly, and professional activity of the college. And (e) Faculty Research Productivity: Based on comparative charts in the Academic Analytics database, which were included in the reviewers' report, MCMA faculty are well above the national norm in books, articles, and awards.

Similarly, the report identifies the following challenges: (a) Less-than-competitive graduate assistantships: Among the lowest on campus, mostly because the college is resorting to assigning many more 25% GAs than elsewhere. (b) Instability in leadership: The college still does not have a permanent Dean; however, the college has developed a strategic plan to develop its graduate programs. (c) Lack of placement data in assessment: Given the growing importance of the employment of graduates from these programs, job placement is an important assessment indicator. (d) Loss of faculty. (e) Facilities: The remodeling of the Communications Building is long overdue. (f) Grants: MCMA lags behind its peers in federal grant dollars for research and scholarly activities, even though it is unlikely that grant-writing efforts alone can address this longstanding problem. And (g) Visibility of the MA degree: Enrollments in the MA in Media Theory and Research have been low, in part because it is not well advertised.

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

College-wide graduate faculty meetings are held each semester to discuss specific degree programs and related curricular initiatives. A database to track student progress through the program has been implemented. It is used to check student progress at regular intervals to be sure that students are progressing through important milestones and stages of the programs appropriately. The database will also help to provide data for the future. A graduate student listserv was developed, and faculty funnel information through the Graduate Studies Office to be disseminated. Early in 2008, MCMA graduate faculty members holding the doctoral degree began meeting to revise the PhD curriculum. A revised curriculum was approved unanimously and implemented in fall 2009. The number of overall credits was decreased from 72 to 60, allowing students to complete coursework within two years and complete the comprehensive exam in the third year. The MS curriculum has also been revised.

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

Recommended actions as a result of the review include the following: (a) Conduct a national search for a Dean: This process is already under way, with the support of the Provost's office as well as the MCMA faculty. (b) Fill vacant faculty lines only as enrollments improve: The college has sustained its graduate enrollments, but it must revisit the MA in Theory and Research program if its day 10 numbers this fall are fewer than 10 students. As undergraduate enrollments improve—and only then—there can be discussion of new tenure/tenure-track hires. (c) Collaborate in instructional, advisement, and mentoring responsibilities to graduate students. (d) Seek out opportunities for extramural funding, establish a mechanism for rewarding grant funding, and work with OSPA to promote interdisciplinary collaboration. Collaboration within and outside of the college, especially among related programs, must be part of this effort. (e) Continue to develop the curriculum and an interdisciplinary vision for graduate programs: This commitment is evident in the college's strategic plan, which needs further implementation. (f) Ensure sufficient support for faculty and student research and scholarly activities: The

college's other-than-salaries budget lines can be rebuilt from the overhead of increased grant funding as well as from distance education, which the college needs to continue developing, especially in its post-baccalaureate certificates. Additional steps include working closely with Career Services to track alumni for assessment purposes, planning for revamped facilities before the Communications Building is remodeled, and marketing the college's graduate degree programs more forcefully.

6.   Outcome

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   Meyers Institute for Interdisciplinary Research in Organic &
                                     Medicinal Chemistry_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

The Meyers Institute for Interdisciplinary Research in Organic and Medicinal Chemistry was
established in 2000 through the generosity of Dr. Cal Y. Meyers, who donated $3M to create an
endowment to benefit Southern Illinois University (SIU) Carbondale, particularly in the area
embodied by the title of the institute. The details of the establishment and operation of the
institute are outlined in a Memorandum of Agreement (MoA) signed by Dr. Meyers and the SIU
Chancellor on February 15, 2000. Dr. Meyers served as the first Director of the institute until his
death in spring of 2012.

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

The MoA stipulates that each succeeding institute Director shall be appointed and evaluated by
the Vice Chancellor for Research/Graduate Dean (VCR/GD; current title). In February of 2013,
after consultation with the Provost (Dr. John Nicklow), and the Provost and Dean of the School of
Medicine (Dr. Kevin Dorsey), the VCR/GD (Dr. John Koropchak) convened a group to develop a
forward-thinking vision for the director position that would ideally optimize the future success
of the institute for the benefit of the university and its mission.

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

There has been no prior review of the institute because of the prolonged and incapacitating
illness of the founding Director, Dr. Meyers. The university requested and received permission
for several postponements from the IBHE since 2008, when the first review was scheduled to
occur. Meanwhile, the Associate Director, Dr. Yuqing Hou, has continued to apply for and

receive research grants to carry out the research called for under the terms of Dr. Meyers' bequest to establish the institute under the oversight of the VCR/GD.

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

The position of the new Director of the institute will be 50% faculty in the Department of Chemistry and Biochemistry, and 50% Director of the institute. The planning group recommended a search that is targeted to areas of existing strengths that are ripe with future funding opportunities, consistent with the mission of the institute, and will most likely lead to success for the institute. Particular areas proposed include:

- magnetic resonance imaging contrast agent synthesis,
- natural product synthesis, and
- bioorganic chemistry (e.g., protein modification).

Competitive applicants for the position would be aggressive researchers with outstanding external funding and publication records and with demonstrated success at working with and developing interdisciplinary research teams.

6. Outcome

6.1 Decision:

_____ Program in Good Standing

___X__ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The new Director will be expected to build successful collaborations/teams with faculty in relevant colleges (e.g., Science, Agricultural Sciences, Medicine, Engineering), and centers (Integrated Research in Cognitive and Neural Sciences, Alzheimer's, Cancer) on campus, as well as those in off-campus entities (e.g., SIUE School of Pharmacy). The Director will also be expected to (1) continue to successfully attract significant external funding through grants and contracts, (2) serve as a mentor/supervisor of undergraduate, graduate, and postdoctoral students, (3) maintain professional visibility of the institute through peer-reviewed publications and presentations, (4) pursue intellectual property and patent protection, and (5) engage in aggressive institute fundraising through donors and alumni. In these activities the Director will bring appropriate attention and national recognition to the institute and its research contributions. The national search for the Director is expected to conclude by January 1, 2014.

PROGRAM REVIEW REPORT

1.   **Reporting Institution**   Southern Illinois University Carbondale _____   ____

2.   **Program Reviewed**   MS in Mining Engineering _____

3.   **Date**   July 2013 _____

4.   **Contact Person**   John W. Nicklow _____

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5.   **Major Findings and Recommendations**

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

In accordance with guidelines established by a faculty committee in spring 2012, based on metrics provided by the IBHE, the MS in Mining Engineering (MNGE) was flagged in fall 2012 for low enrollment (3) and high, normalized costs per credit hour (3.44) in the latest data provided by the university's Office of Institutional Research and Studies (OIRS). A consistent pattern of low enrollment (<12) and low annual graduation (<6) for several years is evident in the OIRS *Factbook* for 2011-12; high cost-per-credit-hour ratios (>1.25) can also be traced several years before 2010 on the OIRS dashboard of data on academic degree programs.

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

In the latest program review of the MS in MNGE in 2010, there was considerable discussion of enrollments, graduation rates, or costs per credit hour, even though these metrics had not yet been identified as performance markers until recent Illinois state legislation (PA97-0610). In fact, the recommendation of the Graduate Dean was to charge the faculty with improving enrollments and costs per credit hour. Otherwise, they would be required to terminate the program. All other indicators in the review, however, were considered sufficient for the program to remain in good standing.

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

The review resulted in the department being asked to develop a strategic plan to address three concerns: enrollments, costs, and learning outcomes. The MNGE faculty framed a plan and submitted it to the Provost's office in May 2011. Contained in the plan were a series of action steps to market the degree more vigorously, especially overseas; to increase extra-mural funding to pay for more graduate assistantships to support these students; and a new set of learning outcomes, measures and indicators, and mechanisms for using the learning data to improve the curriculum. The departmental faculty also elected an Interim Chair to lead the effort to grow enrollment, lower instructional costs, and promote assessment activities. But the preliminary efforts were largely unavailing. As a consequence, the MS in MNGE was identified as under-performing.

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

1. The department shall accurately report to the OIRS each semester the faculty's teaching and work effort, with an eye to reducing instructional costs (attention to more accurate reporting shall begin immediately, following the Dean's guidelines shared with all Chairs in the College of Engineering October 1, 2012).

2. The Graduate School Catalog 2013-14 shall state that support for the program's MS students is limited to no more than two years (the Form 90A must be filed by December 14, 2012).

3. Dean Warwick shall make a formal commitment to fund assistantships for seven (preferably entering) MS students in MNGE (a copy of the Dean's memo is due by February 1, 2013).

4. The faculty shall make a formal commitment to fund assistantships for seven (preferably continuing) MS students in MNGE (a copy of the Chair's memo is due by February 1, 2013).

5. The faculty shall develop a detailed plan for recruiting MS students and rebalancing the department's support for PhD students (the plan is due February 22, 2013).

6. The faculty shall develop a non-thesis option to the MS in MNGE (the Form 90A and any course changes on Form 90s are due April 1, 2013).

7. The faculty shall develop an accelerated five-year MS in MNGE (the RME is also due April 1, 2013).

8. The faculty shall develop a plan for seeking alternative sources of funding for GAs, e.g., Graduate School fellowships, alumni and industry donors, etc. (the plan is due May 15, 2013).

6.   Outcome

6.1   Decision:

_____ Program in Good Standing

___X__ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

As the program faculty implement their latest Plan for Improvement, the MS in MNGE shall remain on probation and under a University review committee's continued oversight. The program must meet the Illinois Board of Higher Education's minimum targets for enrollment (>9), graduation (>4), and cost (<1.26) by January 2014. As it does, the program faculty shall report on its progress to the Associate Provost for Academic Programs by the fourth week of each academic term (including the summer). Each report shall provide updates on the action steps (listed above in the order of their respective deadlines).

PROGRAM REVIEW REPORT

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

2. **Program Reviewed**   BA, MA, and PhD in Philosophy

3. **Date**   July 2013

4. **Contact Person**   John W. Nicklow

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5. **Major Findings and Recommendations**

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

    The Philosophy department has been responsive to concerns that emerged in the previous review. In particular, the department is more transparent with regard to procedures for funding. The department now publishes the procedures followed in funding decisions. They also post a Guide for Graduate Students. Additionally, establishment of the Phenomenology Research Center indicates a remarkable expansion given it has developed into an internationally recognized resource. The previous review also resulted in the hiring of an internationally recognized scholar, thereby greatly strengthening the department in American philosophy.

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

    The Department of Philosophy includes high-quality instruction, especially in the undergraduate programs, as stated by the recent reviewers in the following categories: (a)A prominent graduate program provided by top scholars in their respective fields: Students enjoy their programs, are proud of working with some remarkable scholars, have the opportunity to teach their own courses, and are well placed once they complete their degrees; (b) Broad expertise in Classical American and Continental Philosophy: "The program's breadth is also one of its strengths. The faculty is able to cover ancient and modern philosophy, Eastern philosophy, feminist theory, analytic philosophy, and philosophy of religion" with real competence; (c) Accomplished faculty scholarship: "With regard to the larger discipline, the faculty is easily one of the most unique and talented in the country." These colleagues are remarkably productive, as documented on the Academic Analytics database, in peer-reviewed books and articles; (d) Affiliation with three internationally recognized research centers, namely, the Dewey Center, the Phenomenology Research Center, and the Library of Living Philosophers: "Any one of these centers would be a beacon for a program with a PhD in philosophy."; and (e) The assessment of student learning: The reviewers commented on the department's plan that draws on a "combination of qualitative measures and robust self-reflection."

"The undergraduate program's primary weakness is clear: … [it is] enrollment." Over the past decade, the number of philosophy majors has drifted from a high of 41 in 2006 to its current low of 18. Worse, the department has very little information on or explanation for the decline that puts the program at risk of an unwanted IBHE review next fall. The funding of first-year graduate students is delayed, low, and/or uncertain, making it more difficult to recruit students in the right fields where their work can be supported by faculty expertise. Students are also at a loss to develop professionally without mentoring and travel resources to archives and conferences. "The Department is top-heavy and lacks the vitality that comes with younger teachers and scholars." The department also lacks diversity, which limits the possibilities of new fields of study taught from different perspectives than those of the mostly White males in the department. Departmental governance is not broadly shared and lacks a sense of direction. As a consequence, "many of the most arduous tasks have fallen to the director of undergraduate studies." Moreover, "the department's leaders have reacted to and managed problems" without "an active vision for the future of the department that matches the entrepreneurial spirit demonstrated by individual faculty members." The assessment of student learning lacks department-wide participation. Despite the laudable goals of their assessment plan, the faculty seems indifferent to the data collection and its use to improve student learning, perhaps because of the arcane forms, but more likely because of inadequate record-keeping and clarity about the required documentation. Many recommendations from the 2005 review remain incomplete, including additional faculty lines and budgetary resources, but also the imbalance of the graduate and undergraduate enrollments in the department.

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

There have been significant curricular changes since the last review in both the graduate and undergraduate program. The changes in the latter were designed to increase the number of majors. The undergraduate program now has a pre-law concentration which was enacted in 2009. Additionally, the department now offers funding to many more female and minority applicants to the graduate program.

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

The department must develop an improvement plan to address its low undergraduate enrollments. This plan should include collaboration with Enrollment Management about the best way to appeal to prospective students. The same is true of a more coordinated effort to recruit from the department's active participation in the University Core Curriculum and of a joint degree program with the School of Law. The department needs to reconsider its use of 25% graduate assistantships, which increases the number of students on some form of support, but reduces that support to barely a living wage. The comprehensive examination needs to reflect what students are actually studying. The Department of Philosophy must work up a hiring plan that targets better recruitment of younger colleagues and under-represented groups. The department needs to study ways to diversify the most visible component of its program, the instructional staff. The directors of the research centers must consider extramural sources of support. Grants, contracts, cost-sharing, foundation accounts, and the like, need to be explored in a systematic and focused way. Each center's advisory boards should participate in the effort, and the Phenomenology Research Center should apply for IBHE recognition. Senior colleagues in the

department need to consider assuming more responsibility in its leadership and governance, including support of the director of undergraduate studies. The sharing of responsibility for the assessment of student learning outcomes is essential to curricular and instructional improvement. A revision of the department's assessment plan must incorporate this shared effort leading to better student learning. Finally, besides the concerns left over from the 2005, the department needs to consider developing an online presence to supplement its undergraduate enrollment.

6.   **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** BS in Plant and Soil Science, MS in Plant, Soil and_____
   Agricultural Systems_____

3. **Date** July 2013_____

4. **Contact Person** John W. Nicklow_____

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5. **Major Findings and Recommendations**

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

   The Department of Plant, Soil and Agricultural Systems, with the approval of the IBHE in 2012, restructured the undergraduate Plant and Soil Science (PSS) program. The major was reorganized into two separate majors, Horticulture and Crop, Soil, and Environmental Management, to assist in the identification of programs in agronomy, crop science, horticulture, and soil science. The division into the new majors enhances the recruitment of new students into the program.

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

   The department faculty, as referenced by the program reviewers, are dedicated and passionate about undergraduate and graduate education, key components to the successful recruitment and retention of students. "Many faculty members have active research programs sustained by external funding that provide learning opportunities for graduate and undergraduate students." They are effective in advising and mentoring. "Hands-on training and numerous internship opportunities are major programmatic strengths." Capably led by their Chair, the faculty boast a "can do" spirit that contributes to their specializations, but also to their broader perspectives on practical solutions to unique problems. The reviewers call this breadth of vision a "core strength." Enrollments are good, peaking at 138 undergraduates in 2011 and 49 master's students in 2006. Recruitment and retention have long been effective in PSS, thanks in part to the flexibility students have in designing their coursework for the degree. Program flexibility is an effective marketing tool, and students take ownership of the programs. The reviewers also praised "the strong collegiality and mutual support among the PSS faculty," which students appreciate, including the interaction on a first-name basis. Clearly, the program makes possible a real community of learners. The reviewers remarked that the research and service programs have tight ties to local and regional businesses. "SIU Carbondale is a 'go-to' university for citizens of

southern Illinois," but also in the surrounding states—Arkansas, Tennessee, and Indiana. No comparable programs at other universities have this reach. The department takes advantage of its facilities, particularly the greenhouses for teaching and research, green infrastructure (vertical wall, rain gardens, and the green roof), and the farms. These are "crucial assets for the continuing success of teaching, research, and service activities" in the area. It is worth mentioning the recent development of two new undergraduate majors in PSS. Instead of one unfocused program with a host of specializations, the faculty have created the Horticulture and the Crop, Soil, and Environmental Management majors, with much greater potential for the recruitment of new students. This curricular innovation positions the PSS program for greater enrollment growth as early as next year.

The distribution of expertise is thin in soil science (one new faculty member and the Chair) and agronomy (no one). Similarly, there is an imbalance of experience; there are too few junior faculty. "New faculty are critical to an infusion of fresh ideas and visions needed to… respond to emerging issues and educating students with state-of-the-art knowledge." Similarly, faculty numbers make it difficult to sustain the quality of teaching, research, and service of interest to students and stakeholders alike. The programs are not well served by the inadequate teaching labs and greenhouse space. The department is losing opportunities to serve future constituents—farmers, urban landscapers, green-technology developers, and distance education students—while still serving current constituents. As a consequence, emerging opportunities are lost. Finally, with respect to administrative leadership, the programs are handicapped in achieving their objectives. The reviewers noted concerns with the support provided by Office of Sponsored Projects Administration, accounting of extra-mural funds, indirect cost distribution to the faculty, and quality space for teaching, research, and office work, especially the greenhouse which is not appropriate for teaching modern greenhouse management. "Policy and process decisions that have significant impacts on students and program functioning are sometimes made with a lack of understanding of impacts on the program."

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

The implementation of the Horticulture and Crop, Soil and Environmental Management programs generated five new specializations and two new minors available to students. The new offerings will prepare students for employment in the rapidly growing and developing green industry. Substantial infrastructure improvements have also been made to enhance the classrooms. Smart board technology, a computer laboratory, and computer accessible classrooms are a few such renovations.

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

Classroom facilities will continue to be upgraded as the college partners with private industry to fund the remodeling of learning spaces. Infrastructure repairs as well as technology for teaching labs will greatly enhance the learning outcomes for students in the program. As the Dean of the college noted, "The faculty should consider the breadth of possibilities beyond our college borders, e.g., what we can do with another college and consideration of cluster hires to launch a new wave of opportunities for our students, etc., which creates new/creative programs." As enrollments build and as programs grow, so will the hiring opportunities. The college will work

with Animal Science to implement a new hands-on program for students, i2i, Ideas to Investigation, with the college's partners in private industry. "This pathway of distinction is designed to prepare students for the workforce and/or graduate education," but need not stop at the undergraduate level. PSS's master's program will benefit from i2i, as well. The opportunities to reach a much larger pool of prospective students in hybrid courses are ripe. The additional revenues generated can then be returned to the programs to strengthen them. Finally, the PSS programs need to continue working on their assessment of student learning outcomes.

6.   **Outcome**

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

PROGRAM REVIEW REPORT

1.	**Reporting Institution**	Southern Illinois University Carbondale
2.	**Program Reviewed**	BA, MA, MS and PhD in Psychology
3.	**Date**	July 2013
4.	**Contact Person**	John W. Nicklow
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5. **Major Findings and Recommendations**

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

Since the last departmental review in 2005-2006, the Department of Psychology has made progress in addressing the recommendations of the review teams, especially facilities for teaching and research. The department has renovated a large space, dividing it into two computer labs. The larger one contains 28 computers that can be used for teaching and research purposes. The second space is dedicated for graduate student use and includes 5 units separated by dividers that can be used for computerized experimental studies. The department upgraded two classrooms with ceiling-mounted projectors and other computer/AV equipment to make them "semi-smart" rooms.

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

Program reviewers remarked, "The Psychology Department offers all the core courses and breadth one would expect from a quality undergraduate program in psychological science." Its 453 majors—the largest in one degree at the University—have ample opportunity to engage in research with the faculty. The undergraduate program also has an active honors track to attract and sustain capable students looking to pursue graduate degrees. The assessment of student learning at the undergraduate level is exceptional and "provides empirical support for the conclusion that the department's courses are fulfilling the broad learning objectives" of the major. The graduate programs recruit, train, and graduate a large number of promising students, many more than comparable programs handle with a larger faculty. "The training of graduate students for teaching … seems outstanding" with a required practicum as well as a weekly seminar for graduate instructors. "The Clinical Center housed in the Wham building provides superior training for many of the clinical and counseling programs' graduate students." The use of these facilities, including the new electronic record-keeping system, is now considered the best professional practice available to protect the confidentiality of patients' charts. The Applied Research Consultants (ARC) "offers a valuable platform for graduate students to gain work

experience…ARC is playing a very important role for the department… in generating revenues that can be used for funding graduate students." "The faculty is well engaged in scientific activity with high numbers of research presentations at national meetings, representation on editorial boards, and contributions to their respective areas and scientific societies in … professional service." Most if not all members of the faculty are applying for grants of one sort or another. The reviewers also noted "a relatively new space allocated to a room full of computers" for teaching research methods and data collection.

In the undergraduate program, "most of the 300-level courses, which are the lion's share of the courses taken by majors, are now being taught by graduate students because of the faculty shortage." These classes also tend to be very large and are therefore more of a challenge to teach. Even 400-level classes, capped at 40 students each, are very large. At the graduate level, "there is unevenness in the teaching responsibilities across areas, and this may well be necessary given APA requirements and the different training programs for graduate students in clinical and counseling." The reviewers were particularly concerned about the critical mass of expertise in each area (applied, brain and cognitive sciences, clinical, and counseling). "To have a national presence, to grow one's reputation, and to increase scientific productivity, each specialty area needs a minimum of three or four faculty." Assessment at the graduate level is also a problem. "While having clearly defined methods in place for assessing undergraduate student learning outcomes, the department currently does not have comparable assessment plans for graduate students' learning." Doctoral students and the distinction between research and practice are not well served by the department's assessment plans. The faculty's research publications tend to be in less competitive and thus less visible peer-reviewed journals. Some faculty are not submitting many grant applications, much less getting funded. This lack of professional visibility has hurt the department in the latest NRC rankings, now in the lower half of all ranked graduate programs. "Unfortunately, the Life Sciences II facilities are dismal in places." As a consequence of such long-deferred maintenance, the recruitment of quality faculty and graduate students is much more difficult.

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

The department continues to assess undergraduate and graduate curricula on a regular basis in order to maintain and enhance the strength of programs and provide the best education and training possible to students. The department increased the number of graduate students entrusted with being Instructors of Record for undergraduate lecture courses. Meanwhile, the department has instituted practices such as a required Teaching Practicum for Instructors to provide support and supervision to these students and to ensure quality instruction.

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

The department must engage in strategic planning to prioritize its staffing and resources across many different programs. As stated in review documents, "this planning process should include some effort by the faculty to conceptualize their curriculum" to involve instructional collaboration outside the department. These discussions should also include ideas on how to recruit and retain colleagues from under-represented groups where there is some centrally held staffing money. The Psychology faculty needs to follow the lead on the recent RME to develop a

new online certificate on effective parenting. There are a number of other attractive and popular sub-fields the department can offer at a distance that will attract students and the resources they would bring to the programs under the current cost-recovery model. Online offerings should be considered in the strategic plan. The department must build on its remarkable good will to develop a greater sense of community and collaborative innovation across specialty areas and with colleagues outside Psychology. The Brain Neurosciences Center is an excellent example to follow. This cooperation begins with the strategic planning, including the sharing of research results and the possibility of new grant opportunities. The graduate programs must develop a more coordinated assessment plan to monitor the progress of students, but also to collect data on essential learning outcomes. The compartmentalization of data collection and reflection on the curriculum need to be addressed. Part of the strategic planning must attend to some of the program's problematic facilities. One incentive to move the department's needs up the University's priority list is for it to commit indirect overhead to this goal. Although the longer-term requires more resources than the department can secure for itself, it can at least begin to work on the problem.

6. **Outcome**

    6.1 Decision:

    __X__ Program in Good Standing

    _____ Program Flagged for Priority Review

    _____ Program Enrollment Suspended

    6.2 Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** BA in Radio, Television, and Digital Media_____

3. **Date** July 2013_____

4. **Contact Person** John W. Nicklow_____

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5. **Major Findings and Recommendations**

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

    In 2010, a new administrative leader was appointed and played a key role in the following endeavors as well as worked to stabilize enrollment and address concerns of the previous program review in 2008. The Department of Radio, Television and Digital Media (RTD) also revised the departmental Operating Papers and received approval of the document from the University in May 2011. RTD was granted approval to change the name, from the previous Department of Radio-TV title, by the University in 2012.

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

    The curriculum emphasizes faculty teaching. The faculty take teaching very seriously and make themselves available to students in and out of the classroom. Faculty also have active involvement in advising and mentoring students. Opportunities for students to gain real-world experience is another strength, especially in Registered Student Organizations, jobs with WSIU radio and TV, and various internships in large urban markets. As the reviewers stated, "Students are producing award-winning work" thanks to a program that effectively combines theory and practice. A high-quality faculty—in their scholarly and creative work and in their commitment to students—drives the program. The report cites the faculty's active-learning pedagogy, student recruitment activities, and attention to gender issues in the major. The mentoring of junior faculty is widely practiced and working well to help younger colleagues get promoted. The new Chair (and new Interim Dean) has been supportive of her home department and works with the faculty to improve the program in creative ways, such as tracking alumni and inviting them to campus to speak with students and to establish broader networks in the industry. "In general, the department's facilities are good, and they are heavily used…Indeed, one new program strength is the successful shared equipment check-out space with Cinema that facilitates cost savings and more efficient use of limited equipment."

Although the college's graduate programs are the subject of another review, the RTD faculty feel uncertain about their course assignments, advising responsibilities, and training efforts in ways that interfere with their work in the undergraduate major. "More broadly, it is unclear how graduate students are related to the curriculum if at all." A major concern for the future of the department is its budget for instructional technology—there is none identified for this year—even though in this particular field it is in constant need of upgrading to sustain the caliber of the program. This situation puts students at a disadvantage in the job market. The assessment of student learning outcomes needs more work, beginning with revising the plan in the self-study. Faculty are not well-informed about assessment goals, methods, and best practices; capstone classes are not part of the department's documentation of student learning; there is no portfolio of student learning artifacts to review; and the feedback of the data collection and its analysis to improve the curriculum is very limited. Since the departure of John Downing, the Director, the college's Global Media Research Center has not been enough to backfill the need for research-active visiting faculty. The faculty are not applying for extramural funding for their research and creative activities. "While it is the case that there are fewer funding sources for social science and/or cultural studies research than in the biological or natural sciences," the reviewers write, "there are research funding opportunities that the faculty can draw upon." Although the reviewers did not say anything about enrollment, it is clear from the University's *Factbook* that over the past decade the department has seen a dramatic slide in the number of majors, reaching a low point of 234 in 2010. Since then it has ticked upward to 302 in 2012, but enrollment remains a concern. In 2003, there were 464 majors.

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

The department has developed new specializations in Digital Media Arts and Electronic Sports Media. The new specializations represent collaboration with the School of Journalism and the Department of Cinema and Photography. Students from each department can choose the additional course options.

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

The technological needs of the department, like those for the college, will in part be addressed by the remodeling of the Communications Building. Longer-term, more can be done through Foundation work, especially in concerted fundraising and the securing of better in-kind gifts of equipment from program stakeholders. In time, the overhead of extramural funding will also help, just as it does elsewhere on campus. Meanwhile, the investment in the uplink truck for WSIU is a promising start. The department, like the college, has taken significant steps in the assessment of student learning outcomes. The Office of Assessment and Program Review will continue to work with the college to help train the college committee to oversee the process, including the work in RTD. As stated by the Dean, "stronger ties with the Global Media Research Center are being cultivated now that the Interim Director is a member of the department." These ties will mitigate at least some of the faculty development problems the reviewers remarked. Developing a culture of external grant funding is critical to the future of the department (and the college). Discussions with the Office of Sponsored Projects Administration should be sustained to facilitate this effort by the faculty. It is expected not only that funding will increase, but also that it will alleviate some of the college's fiscal constraints. The department's good work on

recruitment and retention of students into the program needs to be continued. The department should also consider what else it can offer online to reach more students at a distance. The Office of Distance Education and Off-Campus Programs will assist in this area.

6.   **Outcome**

     6.1   Decision:

         __X__ Program in Good Standing

         _____ Program Flagged for Priority Review

         _____ Program Enrollment Suspended

     6.2   Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** BS in Social Science Education_____

3. **Date** July 2013_____

4. **Contact Person** John W. Nicklow_____

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5. **Major Findings and Recommendations**

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

    In accordance with guidelines established by a faculty committee in spring 2012, based on metrics provided by the IBHE, the BS in Social Science Education (SSEd) was flagged in fall 2012 for low enrollment (17) and low graduation (1) in the latest data provided by the University's Office of Institutional Research and Studies (OIRS). A consistent pattern of low enrollment (<24) and low annual graduation (<5) for several years is evident in the OIRS *Factbook* for 2011-12. Cost-per-credit-hour ratios (>1.25), however, are not a problem for this program.

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

    In the latest accreditation review of the BS in SSEd by NCATE and NCSS in 2011, there was no discussion of enrollments, graduation rates, or costs per credit hour. These metrics were not identified as performance markers for accreditation purposes. All other indicators in the review, however, were considered sufficient for the program to remain in good standing.

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

    In consultation with the Teacher Education Program in the College of Education and Human Services, the Department of History decided to phase out the SSEd starting in 2005. This decision was the result of concerns that the structure of the program would not meet the state mandate for there to be a minimum of 32 credit hours of coursework in a social science discipline. This phase-out process was reversed in 2007 when a new faculty member was hired in the Department of Curriculum and Instruction to serve as coordinator of the SSEd. The coordinator then spearheaded the re-evaluation and revision of the program, drawing on data from local school

systems, SIU student learning outcomes, and national accreditation requirements. This new process had broad faculty input in the Departments of History and Curriculum & Instruction.

As a consequence, the program's phase-out was changed to a major promotion effort and the substantial improvement of enrollment. It is believed that the progress of the revised program will lead to its meeting the IBHE's mandated metrics by 2014 under the leadership of the new program Director.

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

1. Grant Opportunities, Including STEM

Partnering with the Director of the Library of Congress Teaching with Primary Sources program here at SIU Carbondale, the SSEd Director was able to obtain funding to supply Social Science majors with their own digital tablets (Apple iPads). In the advanced methods course Social Science majors are now required to complete, students learn how to use this digital technology for education purposes. Further, this new course has already helped attract more students to the major (from 7 students in 2009 to 17 today) and enroll area teachers in a graduate-level course.

The SSEd Director currently serves as the PI for a National Science Foundation (NSF) grant, Opportunities for Enhancing Diversity in the Geosciences. Collaborating with colleagues in the Department of Geography and Environmental Studies, the Director has been able to develop, implement, and evaluate curriculum that blends geoscience content with social science research skills.

The updated SSEd includes the option for students to explore geography and environmental studies with more depth. This focus is important for the grants the Director currently has and is writing with colleagues in the Department of Geography and Environmental Studies. For example, the NSF's request for proposals for "Discovery Research K-12" (NSF 11-588) is an opportunity that could fund SSEd's acquisition of the newly created minor in Environmental Studies.

2. Marketing a New 120-Hour Program of Study

Marketing for prospective students will also be an important way to continue attracting more students to the major. One of our major selling points for the SSEd is that it provides students with a designation (i.e., equivalency to a major) in history and additional depth of content knowledge in the social sciences. Pending approval from the Associate Provost for Academic Programs office, students will be able to complete this program in 120 hours.

3. Social Science Teaching Methods Courses Offered Once Per Academic Year

To lower per credit-hour costs, CI469 has been moved from being an every-semester course to being offered in the fall only. CI470 is only offered in spring. History Education majors only need CI469; however, the coordinators allow them to take CI470 to complete this requirement, if it will impact graduating on time.

6.   **Outcome**

        6.1   Decision:

               _____ Program in Good Standing

               ___X__ Program Flagged for Priority Review

               _____ Program Enrollment Suspended

        6.2   Explanation

As the program faculty implement their latest Plan for Improvement, the BS in SSEd shall remain on probation and under a University review committee's continued oversight. The program must meet the Illinois Board of Higher Education's minimum targets for enrollment (>9), graduation (>4), and cost (<1.26) by January 2014. As it does, the program faculty shall report on its progress to the Associate Provost for Academic Programs by the fourth week of each academic term (including the summer). Each report shall provide updates on the action steps (listed above in the order of their respective deadlines).

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   BS in Technical Resource Management_____

3.   **Date**   July 2013_____

4.   **Contact Person**   John W. Nicklow_____

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5.   **Major Findings and Recommendations**

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

        The BS in Technical Resource Management (TRM), renamed from Advanced Technical Studies, and restructured from an AS to a BS degree in 1998, has not undergone a previous program review for the bachelor degree. Therefore, this is the first review of the degree program.

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

        As stated in the program reviewers report, TRM has a strong focus and impressive reputation for delivering its degree to non-traditional students. Its coursework is highly relevant in changing economic times. The tenured and tenure-track faculty are remarkably productive. Together with one non-tenure track colleague, they taught 68 majors in AY13, graduating 37 of them in 2012, at two locations (Carbondale and University Center of Lake County (UCLC)). The program faculty and staff share a common interest in and commitment to the program, especially to grow its enrollment. Students expressed a tight connection with the faculty and the real-world experiences, including employment opportunities that the faculty make possible in the program.

        The TRM program is not accredited. "While national accreditation may not be required for this program, the review team believes it is one of several contributing factors that have potentially impacted recruitment." There is no effective assessment of student learning outcomes. "Without a comprehensive [learning outcome assessment]," the reviewers report, "it will be difficult, if not impossible to attain accreditation or insure accountability for the quality of instruction" and of the curriculum. The program faculty lacks a firm direction. The failure of administrative leadership, the turnover of faculty and administrators, and the miscommunication between administration and faculty are in large part the source of this drift. Geography limits the future growth of the TRM program until it develops a substantial online presence to reach a much larger pool of prospective students. The external review team believes that "continuing to rely exclusively on recruiting regional, face-to-face students may not provide a high enough yield for

long-term growth." The TRM program has lost its surveying track. The result has been a serious erosion of enrollments from professionals across the state seeking a proper credential to stay employed. Any change in the program will need a marketing and branding effort. As it is, students do not know what the program offers outside of the field of manufacturing. Prospective students are also at a loss as to what TRM is and what it can do for them.

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

At present, the TRM program is articulated with almost 100% of the community colleges in the state of Illinois. The degree program was changed from an associate degree program to a bachelor degree program, allowing for students to obtain more knowledge in related fields.

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

The TRM faculty will develop a strategic plan to guide the program's future. Given the faculty's interest in accreditation by one or more nationally recognized associations, the program must develop a comprehensive assessment plan. Such a plan is essential for improvement of a quality curriculum and its various specializations as they are developed. The TRM faculty will move much of its curriculum online (or some hybrid version in key locations like the Metro East area and the University Center of Lake County) to reach more students. This development will enable the program to phase out selectively its face-to-face classes at various off-campus locations. The faculty needs to apply to the Office of Distance Education and Off-Campus Programs for start-up funding. The program will develop and offer service courses to the university. Since it already does so for Automotive Technology, EST, and IST, there is no reason why it cannot expand to other programs, such as Industrial Technology and Management. Curricular collaboration is encouraged, such as with Civil and Environmental Engineering on a Construction Management certificate. The TRM faculty will begin to seek accreditation in whatever accrediting body it deems appropriate. The International Facilities Management Association seems like a good place to start. Then the program can move to seeking accreditation by the Association for Technology, Management and Applied Engineering. The most appropriate faculty development lies with training for online course development and delivery through the auspices of the Center for Teaching Excellence. As the program moves into new fields, marketing and branding will become much more important. Prospective students, targeted by their demographics and the program specialties best suited to them, need to know what TRM has to offer. Transfer students outside the region, including those certified by the Community College of the Air Force, are the obvious audience.

6. **Outcome**

   6.1 Decision:

   __X__ Program in Good Standing

   _____ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

   6.2 Explanation

PROGRAM REVIEW REPORT

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

2. **Program Reviewed**   Touch of Nature (Education Center)_____

3. **Date**   July 2013_____

4. **Contact Person**   John W. Nicklow_____

    4.1. **Telephone**   (618)453-5744_____

    4.2. **E-mail**   nicklow@siu.edu_____

    4.3. **Fax**   (618)453-3340_____

5. **Major Findings and Recommendations**

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

    In fall 2012, administrative oversight of the Touch of Nature (ToN) was moved from the Office of Continuing Education under the Provost and Vice Chancellor for Academic Affairs to the Office of Auxiliary Services under the Vice Chancellor for Administration and Finance. At the same time a new Director was appointed to develop a business model to deliver ToN services to the university and the community in a more cost-effective manner. Thus this review of the ToN's operations comes at a very good time for careful consideration of its challenges and possibilities for a new direction. The ToN is no longer an extension of academic programs or a community service center; it has become a site for more specialized learning and service opportunities.

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

    Since its inception in 1963, the ToN's strengths have been consistent: a supportive institutional affiliation, a dedicated staff, strong programming, a regional reputation, and a beautiful location in the Shawnee National Forest. The ToN's challenges remain much of what they have long been: annual budget deficits, declining use by the university's academic programs, less visibility on and off campus, a loss of expertise and knowledge useful to the ToN's operations (thanks to a wave of retirements), low staff morale, infrequent planning, unequal wage scales, and a limited vision of the future.

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

    The ToN has never been reviewed before because it is not officially recognized as an instructional unit or service and/or research center. Consequently, this review constitutes an important first step to redefining the ToN's operation to something that ought to have IBHE sanction. With this

goal in mind, the present recommendations are the first substantive effort to chart a new direction for the ToN.

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

The development of the following plans will be addressed within 12 months of this review. These plans must be flexible, reviewed regularly, and implemented.

1. The ToN will revise its mission statement with an eye to sustaining its activities without additional resources from the university.

2. The center will develop a more detailed business plan that addresses hiring, budgets, and fiscal development.

3. The ToN will effect its strategic plan to expand its operations.

4. The ToN also needs a marketing plan, which must be reviewed by the university's marketing consultants at Lipman Hearne.

5. Deferred maintenance must be foreseen, budgeted, and executed on a regular basis, using funds generated by the ToN's operations.

6. Finally, the ToN will create a master facilities plan to adapt its operations and new markets, as appropriate.

6.   **Outcome**

6.1   Decision:

__X___ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The university will underwrite the ToN's transition with fiscal, administrative, and educational leadership to promote its planning and ensure that its assets are put to better use as a recruitment and retention tool for the university. ToN will also reposition its role in the local community and the region to ensure the best use of its operations.

	SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE	
	PROGRAM REVIEW SCHEDULE	
	JUNE 2013	
REPORT YEAR [1]	**INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)**	**ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)** [2]
2013	None	None
2014	None	None
2015	Health Professions/Related Sciences: • Anatomy – Histotechnology Certificate [3]	Medical Education Programs: • Undergraduate Medical Education
2016	None	None
2017	None	None
2018	None	Medical Education Programs: • Continuing Medical Education
2019	Health Professions/Related Sciences: • Molecular Biology, Microbiology, and Biochemistry – Graduate [4] • Pharmacology – Graduate • Physiology – Graduate [4] • Anatomy – Post-Baccalaureate Certificate [5] • Anatomy – Histotechnology Certificate Organized Public Service/Research Centers: • SIU Center for Alzheimer's Disease and Related Disorders (incl. Parkinson Disease Center) • Simmons Cancer Institute at SIU	None
2020	None	None

Notes:
1) Fiscal Year date in which the program review will conclude and be summarized in the university's Program Quality Assurance report. (Program reviews begin in the previous year.)
2) Accrediting agencies may alter program review schedules in the future.
3) Progress report only; not full program review.
4) Molecular biology, microbiology, and biochemistry (MBMB) and physiology programs are cooperative programs with SIU Carbondale; program reviews are performed jointly by the two campuses. Reviews of undergraduate programs in microbiology and physiology are performed simultaneously with these reviews.
5) Anatomy – Post-Baccalaureate Certificate program is reviewed and reported within the physiology program review.

All dates are subject to change.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
2013 ACCREDITATIONS/AFFILIATIONS

Accrediting Agency/Affiliation	Year of Review/Affiliation	Status	Next Review (Year)	Accredited/Affiliated Program/Unit
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission of the North Central Association of Colleges and Schools	2007	Member Academic Quality Improvement Program (AQIP)	2014	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
INSTITUTIONAL AFFILIATIONS				
The Council for Undergraduate Research	2007	Institutional Membership	Renewable annually	
Center for International Programs				
National Association of Foreign Student Affairs		Membership	Renewable annually	
Enrollment Management				
American Association of Collegiate Records and Admissions Officers		Affiliation	N/A	
National Association for College Admission Counseling		Membership	Renewable annually	
Study Illinois International Education Consortium		Membership	Renewable annually	
Institutional Diversity and Inclusion				
Diversifying Faculty in Illinois		Affiliation	N/A	
COLLEGE OF ARTS AND SCIENCES				
Accrediting Council on Education in Journalism and Mass Communications	2011	Reaccredited through 2017	2016	Baccalaureate program in Mass Communications
American Art Therapy Association	2011	Reaccredited through 2018	2018	Master's program in Art Therapy
American Chemical Society	2009	Reapproved through 2014	2014	Baccalaureate program in Chemistry
Council on Social Work Education	2013	Reaccredited through 2020	2019	Baccalaureate program in Social Work
Council on Social Work Education	2013	Reaccredited through 2020	2019	Master's program in Social Work
National Association of Schools of Music	2010	Reaccredited through 2020	2019	Baccalaureate and master's programs in Music
National Association of Schools of Public Affairs and Administration	2012	Reaccredited through 2019	2018	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2012	Accredited through 2022	2021	All baccalaureate programs in Theater
St. John's Hospital, Springfield, Illinois	2011	Affiliation agreement for three years	2014	Department of Biological Sciences

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
2013 ACCREDITATIONS/AFFILIATIONS

Accrediting Agency/Affiliation	Year of Review/Affiliation	Status	Next Review (Year)	Accredited/Affiliated Program/Unit
SCHOOL OF BUSINESS				
Association to Advance Collegiate Schools of Business-International	2011	Reaccredited through 2017	2016	Baccalaureate and master's programs in Business
Association to Advance Collegiate Schools of Business-International	2011	Reaccredited through 2017	2016	Bachelor of Science and Master of Science in Accountancy
SCHOOL OF DENTAL MEDICINE				
American Dental Association Commission on Dental Accreditation	2012	Reaccredited through 2012	2012*	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Reaccredited through 2012	2012*	Advanced Education in General Dentistry (certificate program)
SCHOOL OF EDUCATION				
Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2011	Reaccredited through 2019	2018	Graduate program in Speech-Language Pathology
Illinois State Board of Education	2007	Continued approval	2014	All teacher education programs
National Association of School Psychologists	2008	Reapproved through 2014	2014	Specialist degree in School Psychology
National Council for Accreditation of Teacher Education	2007	Reaccredited through 2014	2014	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
SCHOOL OF ENGINEERING				
Accreditation Board for Engineering and Technology	2008	Reaccredited through 2015	2014	Baccalaureate programs in Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Manufacturing Engineering, and Mechanical Engineering
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2008	Reaccredited through 2014	2014	Baccalaureate program in Computer Science
American Council for Construction Education	2012	Reaccredited through 2018	2017	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	

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
2013 ACCREDITATIONS/AFFILIATIONS

Accrediting Agency/Affiliation	Year of Review/Affiliation	Status	Next Review (Year)	Accredited/Affiliated Program/Unit
GRADUATE SCHOOL (continued)				
Public Responsibility in Medicine and Research (PRIM'R)		Membership	Renewable annually	
SCHOOL OF NURSING				
Commission on Collegiate Nursing Education	2009	Reaccredited through 2019	2019	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2010	Reaccredited through 2020	2020	Nurse Anesthesia
Commission on Collegiate Nursing Education	2013	Initial Accreditation sought	**	Doctor of Nursing Practice
SCHOOL OF PHARMACY				
Accreditation Council for Pharmacy Education	2011	Reaccredited through 2015	2014	Doctor of Pharmacy

*The School of Dental Medicine anticipates receiving a formal letter renewing the programs' accreditation.

** The DNP program anticipates receiving a formal letter accrediting the program later this year.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE PROGRAM REVIEW SCHEDULE
Undergraduate Programs

ARTS & SCIENCES	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)
Anthropology	2011-12	In Good Standing	2004	2019-20	2014-15	
Art & Design	2009-10	In Good Standing	2002-03	2017-18	2013-14	
Biological Sciences	2008-09	In Good Standing	2000-01	2008-09 2016-17	2012-13	
Chemistry	2008-09	In Good Standing	1999-00	2013-14 2018-19	No interim reviews because of short accrediting agency cycle	
Criminal Justice Studies	2005-06	In Good Standing	None: new program	2014-15	2010-11 2018-19	
Economics	2012-13	In Good Standing	2005-06	2017-18	2015-16	
English	2009-10	In Good Standing	2000-01	2017-18	2013-14	
Foreign Languages	2011-12	Flagged for Priority Review	1996-97	2015-16	2015-16	
Geography	2004-05	In Good Standing	1997-98	2014-15	2010-11 2018-19	
History	2004-05	In Good Standing	1997-98	2014-15	2010-11 2018-19	
Liberal Studies	2006-07	In Good Standing	1995-96	2014-15	2010-11 2018-19	
Mass Communications	2011-12	In Good Standing	1999	2019-20	2014-15	
Mathematics & Statistics	2008-09	In Good Standing	2002-03	2016-17	2012-13	
Music	2009-10	In Good Standing	1998-99	2017-18	2013-14	
Philosophy	2006-07	In Good Standing	1995-96	2013-14	2008-09	
Physics	2006-07	In Good Standing	1999-2000	2013-14	2010-11	
Political Science	2005-06	In Good Standing	1998-99	2014-15	2010-11 2018-19	
Social Work	2009-10	In Good Standing	1997-98	2017-18	2014-15	
Sociology	2005-06	In Good Standing	1998-99	2014-15	2010-11 2018-19	
Speech Communication	2009-10	In Good Standing	2000-01	2017-18	2013-14	
Theater & Dance	2010-11	In Good Standing	2002-03	2018-19	2014-15	

BUSINESS	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	
Accountancy	2012-2013	In Good Standing	2005-06	2017-18	2015-2016	
Business Administration	2012-2013	Flagged for Priority Review	2005-06	2015-16		
Business Economics/Finance	2012-2013	In Good Standing	2005-06	2012-13 2017-18	2015-2016	
CMIS	2012-2013	In Good Standing		2012-13 2017-18	2015-2016	

EDUCATION	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	
Curriculum and Instruction: Early Childhood Education	2003-04 (with ECE)	In Good Standing	1995	2015-16	2013-14	
Curriculum and Instruction: Elementary Education	2003-04 (with Elementary Ed)	In Good Standing	1995	2015-16	2013-14	

EDUCATION, continued	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	
Exercise and Wellness & Community Health	2003-04 (Under Kinesiology review)	In Good Standing	1994-95	2013-14	2016-17	Note program changed from Exercise and Wellness to Exercise Science in 2011
Health Education	2011-12	In Good Standing	2003-04	2019-20	2014-15	
Kinesiology	see specific programs	In Good Standing	1994-95	2011-12	2014-15	
Physical Education & Teacher Education	2011-12	In Good Standing	1994-95			Program applied for elimination
Psychology	2010-11	In Good Standing	2003-04	2018-19		
Special Education	2003-04	In Good Standing	1994	2015-16	2013-14	
Speech-Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2018-19	2013-14	

ENGINEERING	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	
Civil Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Computer Science	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Construction	2012-13	In Good Standing	2004-05	2018-19	2015-16	
Electrical and Computer Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Industrial & Manufacturing Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	
Mechanical Engineering	2006-07	In Good Standing	1999-2000	2013-14 2019-20	2009-10	

NURSING	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	
	2006-08	In Good Standing	1993-94	2014-15	2010-11	
Family Health & Community Health		In Good Standing		2014-15	2010-11	
Primary Care & Health Systems		In Good Standing		2014-15	2010-11	

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE PROGRAM REVIEW SCHEDULE
Graduate Programs

ARTS & SCIENCES	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)
Art	2009-10	In Good Standing	2003		2017-18	2013-14	
Art Therapy Counseling	2009-10	In Good Standing	2003		2017-18	2013-14	
Biological Sciences	2008-09	In Good Standing	2000-01	2012-13	2008-09 2016-17	2012-13	
Biotechnology Management	2012-13	Suspend Enrollment	Program began in 2005	Fall 2006	2016-17	2016-17	
Chemistry	2008-09	In Good Standing	2001-02		2008-09 2013-14 2018-19	No interim reviews because of short accrediting agency cycle	
English	2009-10	In Good Standing	2000-01		2017-18	2013-14	
Environmental Sciences	2008-09	In Good Standing	2000-01	2012-13	2016-17	2012-13	
Environmental Science Management	2012-13	Flagged for Priority Review	Program began in 2005	2012-13	2016-17	2016-17	
Geographical Studies	2004-05	In Good Standing	1997-98	2010-11	2014-15	2010-11 2018-19	
History	2004-05	In Good Standing	1997-98	2010-11	2014-15	2010-11 2018-19	
Mass Communications	2011-12	In Good Standing	1998-99		2019-20	2014-15	
Mathematics	2008-09	In Good Standing	1993-94	2012-13	2016-17	2012-13	
Music	2009-10	In Good Standing	1998-99		2017-18	2013-14	
Physics	2006-07	Program Suspended 2009	1999-00	2001-02	2010-11		
Public Administration	2012-13	In Good Standing	1997-98 (as PAPA)	2003-04	2012-13 2019-20	2015-16	
Social Work	2005-06	In Good Standing	1997-98	2010-11	2014-15	2018-19	
Sociology	2005-06	In Good Standing	1997-98	2010-11	2014-15	2018-19	
Speech Communication	2009-10	In Good Standing	2000-01		2017-18	2013-14	

BUSINESS	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)
Accountancy	2012-2013	In Good Standing	2005-06	2008	2017-18	2015-2016	
Business Administration	2012-2013	In Good Standing	2005-06	2008	2017-18	2015-2016	
CMIS	2012-2013	In Good Standing	2005-06	2008	2017-18	2015-2016	
Economics and Finance	2012-2013	In Good Standing	2005-06	2008	2017-18	2015-2016	
Marketing Research	2012-2013	In Good Standing	2005-06	2008	2017-18	2015-2016	

EDUCATION

EDUCATION	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)
Educational Administration	2011-12	Flagged for Priority Review	1994-95	2006-07	2015-16	2018-19	
Education Doctorate Degree					2015-16		2013-14
Elementary Education	2003-04	In Good Standing	1991-92		2015-16	2013-14	
Instructional Technology	2010-11	In Good Standing	2003-04	2007	2015-16	2013-14	
Kinesiology	2011-12	Flagged for Priority Review		2006-07	2015-16	2018-19	
Learning, Culture, & Society	2011-12	In Good Standing	2011-12		2019-20	2014-15	2008-09
Literacy Education	2011-12	In Good Standing	2011-12	2007	2019-20	2014-15	2008-09
Master of Arts in Teaching	2011-12	In Good Standing	2011-12	2006-07	2019-20	2014-15	2008-09
Psychology	2010-11	In Good Standing	2003-04		2018-19	2013-14	
Secondary Education	2003-04	In Good Standing	1992-93	2010-11	2015-16	2013-14	
Special Education	2003-04	In Good Standing	1994-95	2010-11	2015-16	2013-14	
Speech-Language Pathology	2010-11	In Good Standing	2001-02		2018-19	2013-14	

ENGINEERING

ENGINEERING	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)
Civil Engineering	2006-07	In Good Standing	2001-02	2009	2013-14 2019-20	2009-10 2016-17	
Computer Science	2006-07	In Good Standing	1999-2000	2009	2013-14 2019-20	2009-10 2016-17	
Electrical Engineering	2006-07	In Good Standing	2001-02	2009	2013-14 2019-20	2009-10 2016-17	
Industrial Engineering	New program				2017-18	2014-15	2012-13
Mechanical Engineering	2006-07	In Good Standing	2001-02	2009	2013-14 2019-20	2009-10 2016-17	

NURSING

NURSING	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review / Progress Report	Initial Report (New Programs Only)
Nursing	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Nurse Educator	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Family Nurse Practitioner	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Health Care & Nursing Administration	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Nurse Anesthesia	2010-11	In Good Standing	2002-03		2018-19	2014-15	
Doctor of Nursing Practice					2018-19	2014-15	Due 2013-14

PHARMACY

PHARMACY	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)
	Initial Program Review document submitted 10/29/09	In Good Standing			2014-15 2020-21	2017-18	2009-10

OTHER	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)
Health Care Informatics					2015-16		Due 2013-14

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   Anthropology Undergraduate BA/BS

3.   **Date:**   2011-2012

4.   **Contact Person:**   Denise Cobb

   4.1.   **Telephone:**   (618) 650-5609

   4.2.   **E-mail:**   pcobb@siue.edu

   4.3.   **Fax:**   (618) 650-3633

5.   **Major Findings and Recommendations**

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

In recent decades the four anthropology subfields (archaeology, biological, cultural, linguistics) have become more specialized, in part due to technological advances in their respective research methods. There has also been a general trend towards greater emphasis on applied areas of anthropology, including medical anthropology, forensic anthropology, cultural resources management and contract archaeology, and environmental anthropology. These trends have been evident, and increasing, since the last review. There is greater need for individuals with anthropological training to work with government, nonprofits, and private industry as globalization progresses, in consideration of the complexities of current international engagements and challenges in multi-ethnic/multi-cultural societies. In fact, the U.S. Bureau of Labor Statistics estimates 21% growth in professional anthropologist positions.

Our program has shifted its curricular focus since the last review in ways paralleling broader trends, and in conjunction with the hiring of new junior faculty in 2009. The new faculty expertise in environmental sciences and geoarchaeology, and medical anthropology and community engagement have permitted further development of applied components. We have also expanded forensic anthropology in response to interest in forensics generally and the role forensic anthropology has played in human rights/war crimes investigations. This has included creation of an interdisciplinary Forensic Sciences minor in cooperation with Biological Sciences, Chemistry, and Criminal Justice, currently with more than 60 minors after only three years. Correlating with the faculty hires and curricular changes, we have also seen an increase in majors from 32 in 2005 to 77 in spring 2013, indicating growing demand for the program.

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

The external review (conducted by Janet E. Levy, Professor and Chair, Department of Anthropology, University North Carolina-Charlotte) and internal review concurred on several recommendations. These are summarized below.

Major Findings of External Reviewer: "My major finding is that the Department of Anthropology at SIU-E provides an excellent undergraduate major in anthropology, taught by faculty who demonstrate commitment to undergraduate education through courses and individual mentoring of students."

Recommendations of external reviewer and internal review committee

- Hire additional faculty
  The external reviewer and internal review committee both recommended the addition of new faculty, to support the program growth in majors and department contributions to other programs (general education and interdisciplinary programs). The external review noted, "If the high-quality, hands-on, and research-intensive student experience of the anthropology major is important to the university, it needs to be supported with more faculty." The external reviewer advised against hiring a forensic anthropologist, citing concerns with the ability of specialists in this field to integrate into four-field departments. In contrast, the internal review committee recommended the department seek two new faculty lines, including a forensic anthropologist. The committee noted that someone with this expertise would support expanding student interest in this area and could engage interdisciplinarily with other programs (e.g., Biological Sciences, Criminal Justice Studies, Forensic Sciences minor). The committee noted: "The department seems to be nearing capacity of their current faculty to provide the excellent level of mentoring and individualized mentoring given their students. As the department continues to expand this will become an issue with an already overtaxed faculty."

- Acquire additional facilities
  Both the external reviewer and internal review committee recommended the department needs more space, and computing facilities. This included suggestions to find another location to store bulky equipment, thus freeing laboratory space for teaching/research. The committee noted, "The lab is used not only as a lab space but as a basic classroom, a departmental meeting space, a working space for student research groups and more." It also reported that "the program needs dedicated computing lab space. This need was also noted in the student interviews undertaken by the committee." The external reviewer highlighted that such a computer facility could be shared by multiple departments (e.g., a social science computer lab).

- Assessment practices
  The external reviewer and internal review committee both recommended assessment activities. The external reviewer suggested reviewing program learning objectives: "The department should consider shortening significantly the list of student learning goals. The current process [senior assignment] is extremely intensive and is not sustainable as numbers of majors grow. The student learning outcomes themselves are admirable; however, the process of assessment is problematic." The internal review committee suggested that "to determine the effectiveness of the curriculum changes [including splitting the introductory course]…data be obtained to show whether or not these curriculum changes resulted in the improvements that were desired."

Additional recommendations made by the external reviewer:

- "The department should reconsider the graduation requirement that anthropology majors must earn a C or better in all anthropology courses…it would be better to establish a GPA requirement in the major or a minimum of a C in certain core courses."
- "The College and the department should work together to improve whatever is the problem with secretarial support."

- "The College and the department should work together to clarify allocation of advising responsibilities between the CAS Advising Center and the department(s). There needs to be consistent communication to students about where they should go for which aspects of advising."
-

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

Recommendations from the previous review dealt with faculty morale, advising, curriculum, and senior assignment. We have taken appropriate actions to address these issues; however, as noted in our original response, some of these concerns were misguided.

Since the review, one faculty member retired, two faculty members hired in 2004 were tenured in 2010, and two junior faculty members were hired in 2009, and are currently making good progress toward tenure. This suggests we are successful with recruitment and retention of faculty. Department business is conducted in a collegial and professional manner, and recent revisions to Operating Papers (in 2010) provide additional structure to facilitate this dynamic.

It is the nature of American anthropology to educate with a diverse curriculum, and we have always offered courses in four fields (biological, archaeology, cultural, linguistics). Engagement in interdisciplinary programs (e.g., Women's Studies, Black Studies, Museum Studies) is appropriate, and based mainly on existing courses. The department is the principal unit behind the creation of two new interdisciplinary programs, Forensic Sciences and Native American Studies. The Forensic Sciences minor has been especially successful, with over 50 minors in 2012. Anthropology is not best-served by extensive structured course sequencing; however, we made curricular adjustments to improve student preparedness and better meet university needs (completed 2006). This included eliminating courses no longer offered and adding courses to better fit current faculty expertise and serve general education, such as Freshman Seminars, an online course, and IS courses. Introductory courses were modified to provide a stronger background prior to advanced coursework (e.g., ANTH 111 was split into two courses). We made the course rotation available online to facilitate planning by advisors and students.

Senior Assignment is assessed continuously. Subsequent to the previous review, we coordinated use of a common syllabus and more detailed written guidelines for products, and incorporated joint meetings of all senior assignment students and faculty mentors. A number of students have been URCA Associates, and students have won awards with their projects from professional societies. Projects are collaborative efforts of students with their mentors, and are not strictly determined by the mentors' specific research agendas, to allow students to explore their own interests, which is standard practice in anthropology programs.

It was recommended that we develop a structured advising system; however, we did at the time of the review have such a system. The addition of the CAS Advising Office was also intended to systematically address advising needs. However, we continue mentoring on a case-load basis and further formalized certain mentoring procedures. For example, majors complete a survey about their background and interests. We also have 'fillable' curriculum guides, which are kept by an assigned faculty mentor as well as given to the student. The Chair maintains regular communication with CAS Advising and the Academic Advising liaison. Data for spring of 2011 indicated that our majors nearly doubled in that year, indicating healthy recruitment and retention.

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

- Hire additional faculty: Pursuing this recommendation requires resource decisions beyond the department. With CAS support we hired a full-time instructor, primarily teaching introductory and IS

courses, supporting general education. We again requested a position in forensic anthropology in spring 2012 (unsuccessful) and spring 2013 (status unknown). While highly supportive of our need for additional faculty, the external reviewer was concerned with the fit of forensics. In contrast, the internal review committee noted ways faculty with this expertise would contribute. There are more than 60 Forensic Sciences minors (March 2013), and a significant number of majors (13-15% in two years) conduct forensic research for senior assignment. A forensic expert would better enable us to meet these student needs and develop an in-demand part of the curriculum. We submitted a proposal for an interdisciplinary Forensic Sciences major (with Biology, Chemistry, Criminal Justice), including the request for a forensic anthropologist.

- Acquire additional facilities: As with additional faculty, pursuing this recommendation requires resource decisions beyond the department's control. CAS was able to provide logistical and financial help to provide office space for our new full-time instructor; however, this required a reduction in one of our labs (from which the office was constructed) in spring 2013. The University Museum has also been supportive in assuming storage of artifacts that were previously housed in the department, occupying too much space. The construction of the office from the lab was critical in supporting our new faculty but further limits research and teaching space. We have been reorganizing lab facilities and equipment throughout 2012/2013 for efficiency. We will continue to assess lab and classroom use to ensure as productive a work place as possible.

- Assess the changes made recently in their curriculum: We developed a new component to our assessment to supplement senior assignment. This is a survey requesting feedback from majors on skills and knowledge sets they perceive they are learning from required courses. This was first administered in spring 2012 to two core courses and administered again in two courses in spring 2013. Analysis of these results is planned for 2013/2014. Considering the challenges of mentoring individual research projects for seniors as our majors increase, and in consideration of feedback from students, we have submitted program changes to modify senior assignment in ways to allow for more flexibility for students and faculty, and make it more manageable. These are planned to take effect in fall 2014. We will begin assessing these changes as well starting next year.

- Graduation requirement: We submitted a formal request in fall 2012 to change program exit requirements to a C average or better across all anthropology courses.

6.   **Outcome**

   6.1   **Decision:**

            ___X_ Program in Good Standing

            _____ Program Flagged for Priority Review

            _____ Program Enrollment Suspended

   6.2   **Explanation**

The program received an "exemplary" rating from the internal review team and a rating of "in good standing" with generally positive comments from the external reviewer. The Curriculum Council determined that the program has a very strong and commendable Senior Assignment program. That said, intense faculty mentoring that is key to the success of the senior assignment has the potential for overloading the faculty. While the student-to-faculty ratio in the department may seem low, the number of contact hours is high in coursework and in mentoring. The department has done a good job of

managing limited resources; several of the recommendations made by the internal and external reviews are issues that also depend on resources currently difficult to increase (i.e., space for equipment, space for students, more faculty). Faculty diversity within the department has increased recently. Whether this is contributing to the increasing numbers of majors is uncertain. More discussion of job prospects for graduates is encouraged for the future, which would connect to striving for better alumni response and connections. The argument for a new hire in medical anthropology, which was received positively by the internal reviewers but of which the external review was skeptical, seemed strong to the council. Nevertheless, the council recognizes that space and money are in short supply currently. The Department of Anthropology has already begun to respond to the reviews, changing the way its grading expectations are expressed and affirming the intent to assess recent curricular changes. As with other departments of the College of Arts and Sciences, changes in departmental mentoring and advising processes to adjust to the college's transition to professional advising are under way. Overall, the department seems to work together well and be deeply invested in teaching, research, and engaging the students in meaningful scholarly work.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Educational Administration

3. **Date:** 2011-2012

4. **Contact Person:** Denise Cobb

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5. **Major Findings and Recommendations**

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

In response to an expanding research base in the discipline and new federal and state policy, the Educational Administration program is in the process of implementing major program changes. In January 2013, the program began implementing its newly approved principal preparation program. By May 2014, a newly state-approved principal preparation program will completely replace the General Administration Type 75 program. It is expected that by May 2014, the state of Illinois will have new legislation requiring design, approval, and implementation of an entirely revised superintendent preparation program.

One explicit goal of the recent Illinois principal preparation legislation is to decrease the number of candidates gaining the principal endorsement while increasing the quality of the candidates gaining the credential. To this end, the requirements for candidates in an approved principal preparation program are more rigorous in the areas of admissions, program content, and internship. Additionally, while the previous General Administrative certificate appealed to potential students interested in a variety of leadership roles, the Principal Endorsement is highly focused on preparing students for the role of assistant principal or principal. Due to these changes, the number of students applying for the new program is (and will continue to be) greatly decreased. It is still unknown how changes to legislation will impact the superintendent program.

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

Recommendations with rationales for the EDAD program: Below, the review committee lists recommendations that the program should consider over the next few years. It should be noted, however, that many potential issues that the program may face in the coming years cannot be anticipated due to the changing standards in the principal (and perhaps the superintendent) program. As the program (and thus the program review committee) cannot be fully aware of what may arise, the manner in which these

recommendations are or are not addressed may change dependent upon factors that are not only beyond the control of the program, but are in many ways unforeseeable.

Recommendation #1: The program should develop some method (e.g., committee) to consider the cohesion among its members in terms of the overall vision of the department.

Recommendation #2: The program should revisit the structure of the curriculum as well as the structure of each course across all degrees.

Recommendation #3: The program should more clearly define advising roles and duties.

Recommendation #4: The program should consider using different class structures including more hybrid online/in person classes as well as more options for superintendent students. It should also review/revise the hybrid classes already in place.

Recommendation #5: The program should continue to maintain and improve proper assessment procedures across all degrees. At the very least, everyone in the program should be aware of the assessment procedures in place.

Recommendation #6: Given the changing standards, the program should intensify its efforts to combat drops in student enrollment (e.g., new degrees, stronger on-campus recruitment), especially in the principal program.

Recommendation #7: The program should work on enhancing its website.

Recommendation #8: The program should ensure that resources are sufficient and being used properly (ideally with help from the university).

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

1. At least two additional faculty members with specializations in areas under-represented in the program should be hired without further delay.

The EDAD program has added faculty members. At the time of the self-study for the 2011-12 review, the program area had three tenured faculty members, three tenure-track faculty members, and one visiting assistant professor representing diverse specialty areas within educational administration.

2. The program should consider revising admissions requirements to make admission more selective.

The Educational Administration program has strengthened admissions requirements for Principal Endorsement candidates. As part of the admissions process, candidates must take and pass EDAD 500 and be selected by a panel of program faculty who review the candidate's leadership portfolio and writing sample. Each candidate is also interviewed by a minimum of two full-time faculty members.

3. The exit portfolio format should be revised and standardized as that of a research paper to enhance and illustrate research capabilities and writing skills of graduates.

Program area faculty members do not agree that a research paper is appropriate at the master's degree level in educational administration. Program faculty members assess the research capabilities and writing

skills of master's-level students in coursework throughout the program. This begins with the research course, EPFR 501, and is strengthened in other courses throughout the program. Research papers of varying lengths are required in several courses, giving students multiple opportunities to enhance their writing skills. EDAD program faculty members consider the internship (EDAD 550) to be the culminating experience in the program. This internship requires each candidate to work closely with a school administrator (typically, a building principal) on a daily basis throughout the internship to apply program content, to submit an extensive portfolio. The portfolio includes reflections on professional activities related to the ELCC standards required by NCATE, an annotated log of activities, and other artifacts designed and used by the intern throughout the semester to demonstrate competency.

With the implementation of the Principal Endorsement program on September 1, 2012, the internship experience will become even more intense. It will be a 12-credit-hour experience over at least two semesters that requires demonstrated mastery of ELCC standards, ISLLC standards, and Southern Research Education Board (SREB) critical success factors for principals on performance-based assessments.

4. The insufficient access to smart classrooms should be resolved.

All of the classrooms that program faculty use in Alumni Hall and Founders Hall are smart classrooms. Rooms utilized in satellite locations (Red Bud, Belleville, Alton, Staunton) are appropriately equipped.

5. Program faculty should consider developing an identity for the program beyond NCATE standards.

The new Principal Endorsement program now includes ISLLC and SREB standards. An Ed.D. program has also been added since the last report, and while technically falling under NCATE standards, this addition has helped further redefine our programs.

6. The program should submit a progress report to the Dean of the Graduate School in December 2005.

A report was submitted to Dean Stephen Hansen on May 15, 2007.

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

1. Recommendations Already Addressed

A. Principal Endorsement Program

- Since the completion of the program review, SIUE's Educational Administration program was the first in Illinois approved to offer administrative certification under the new Principal Redesign initiative. Vicki Phillips, Interim Director of the Educator and School Development Division at the Illinois State Board of Education, noted that SIUE's "well organized" submission was chosen first so it could "serve as a model" and "set the bar high" for other university programs. This milestone was accomplished through faculty efforts that addressed Recommendations #1, 2, 5, and 6.
- Advisement has been changed in the new Principal Endorsement program.

B. Superintendent Program

The following initiatives within the superintendent program have addressed recommendations in the program review:

- New options for students with the opening of a new Belleville superintendent cohort (Recommendation #4)
- Recent revision of all assessments, as evidenced by our "Nationally Recognized" designation from NCATE (Recommendation #5)
- Successful implementation of the first year of the Ed.D. program (Recommendations #4 and 5)

C. Both Programs

- CAEP (formally NCATE) reports were submitted for both programs in August 2012. Both programs were given "National Recognition" with no conditions. (Recommendations #1 and 5)
- In conjunction with the SOE Dean's office, during the fall of 2011 the program piloted a database for student assessment data to enhance the program's ability to retain, access, and analyze data. (Recommendations #1 and 5)
- Faculty have evaluated each student's status and put procedures in play to communicate with every student through the advisor and program director. (Recommendation #3)

2. Recommendations Being Addressed

In March 2013, the program was selected to participate in a statewide initiative, *Principal Preparation Program Evaluation Capacity Building*. The purpose of this project is building the capacity of the EDAD program to continuously evaluate and improve the progress of the principal preparation program in achieving the new ISBE/IBHE standards by implementing a Program Theory Evaluation (PTE) model. Participation in this project is expected to address:

- Department cohesion (Recommendation #1)
- Structure of curriculum (Recommendation #2)
- Clearly defined advisor roles (Recommendation #3)
- New assessments (Recommendation #5)

Additional initiatives have included:

- Revising accreditation (CAEP) assessments during fall 2012. (Recommendation #5)
- Involving program faculty (through training and program meetings) in student recruitment, program implementation, and assessment from fall 2012 through summer 2014. (Recommendations #4 and 6)
- Partial revision of the programs' websites. (Recommendation # 7)
- Work on designing a hybrid version of the new Principal Endorsement program. (Recommendations #4 and 6)
- Feasibility work on the potential of creating a program option for international students. (Recommendations #4 and 6)
- With assistance from the Provost's office, permission has been received to offer the EDAD Principal Endorsement program and the superintendent program in Missouri. Recruitment efforts are under way to start one or more programs in Ladue in fall 2013. (Recommendations #4 and 6)
- Efforts are currently under way to continue program presence at various satellite locations. (Recommendations #4 and 6)

- On-going participation in the state's Superintendent Redesign work. The program nominated a faculty member to serve on the state-level committee. Faculty will utilize information from this committee to proactively collaborate on the redesign of the superintendent program, as will be required by the state at a date to be determined. (Recommendations #1, 2, 4, 5, and 6)

6.   **Outcome**

    6.1   Decision:

        _____ Program in Good Standing

        __X__ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

Based on the report from the Programs Committee of the Graduate Council, the program strengths include responsiveness to the previous review, field experiences, dedication of the faculty, flexibility in course offerings (format and locations), practice and networking opportunities for the students, and the new Ed.D. program. The program has made changes to the principal preparation program to align success and leadership competencies with the Interstate School Leaders Licensure Consortium (ISLLC) standards along with the Southern Research Education Board (SREB). The standards for the superintendent preparation program will not be affected by the Principal Redesign changes but could also undergo changes in the near future. The challenges and feelings of uncertainty with these new standards were emphasized by the faculty and administrators. The anticipated changes could not affect only the curriculum but also the enrollment in the future. The Program Review Committee reported there were differing opinions among the program faculty about the structure and content of the courses as well as the rigor of the assessment procedures. Student interviews also verify the differences in the focus and structure of the courses. In addition, students expressed concerns about advisement, which the Program Review Committee concludes could be due to misinformation about the faculty advising roles. These concerns could be a reflection of the state of flux in the program due to the impending changes in standards. As recommended by the review committee, data collected by the program over the next few years could be used to evaluate and find solutions to these concerns. The program has opportunities to develop a more unified vision for the program as it addresses the standards changes as well as student and faculty concerns about course structure, assessment procedures, and advisement.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   <u>Foreign Languages and Literature</u>

3.   **Date:**   <u>2011-2012</u>

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

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5.   **Major Findings and Recommendations**

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

The development, implementation, and widespread use of new technologies in the field of foreign language (FL) teaching over the last 5-8 years have had a profound impact on the field as a whole. Hardly any foreign language has escaped the pervasive effects of these changes, and most have substantially profited from the rapidly occurring paradigm shifts of the last few years. Arguably, the most profound change in the field of FL teaching has been the prevalent use of Information and Communications Technology (ICT), which until the late 1980s used to be known as "Computer-Assisted Language Learning" (CALL).

Now, through computers, the Internet, and other related technologies, FL teachers and students alike enjoy more access to target languages and cultures. This round-the-clock unfettered entrée into foreign linguistic and cultural milieus greatly facilitates the communication and practice in the target language. The identifying hallmark of this paradigm shift in the field of FL teaching and learning involves the synergistic conceptualization of an infrastructure and processes whereby instructors can engage in sustained professional development, and students are only a few clicks away from authentic and interactive linguistic and cultural ambiences and activities in the target language that in the past were almost wholly dependent on the FL instructor.

According to the Modern Language Association (MLA), interest in foreign languages on the part of American college students has been steadily on the rise over the past two decades. Indeed, enrollments in foreign language courses on U.S. campuses are at their highest since the 1960s.

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

1. One of the overlying needs of the department is a definitive <u>unifying vision</u>. This should not merely be a "marketing" vision to tack onto the website, but one that truly moves the department forward

with regards to student and faculty goals. Such a vision should also set the tone for expectations of the department within the university and the region.

2. There is an ongoing need for <u>outreach</u>. This was addressed in the previous review, and while some headway has been made, there is still significant room for improvement. The Chair has reiterated the need for further outreach and has already made strides towards this end.

   2.a. At the level of the university. Not only is there a need for greater campus exposure, but opportunities for more focused minors in FLL geared towards business and health care could provide an influx of new ideas and students. Beyond intra-departmental collaborations, a greater cultural-event outreach might be viable.

   2.b. At the regional level. The Chair has emphasized a need to look into the surrounding communities of "native" speakers, looking at community/social interactions and potential internship opportunities.

   2.c. At the national/international level. While the study-abroad programs have brought success, many other opportunities with enhancement of collaborative efforts and potential affiliations with "sister" schools/departments may provide further opportunities.

3. A greater degree of clarity with regards to articulating/formalizing the goals of the program and methods of programmatic assessment is needed.

4. The Chinese focus within the FLL department has shown a good deal of student interest and growth over the past several years. A greater commitment to Chinese language study is needed for long-term viability. When students (Chinese 101) were interviewed with regards to whether they had interest in a Chinese language minor, ~8 indicated a strong desire. It is recommended that a Chinese minor be initiated within two years and a viability study be conducted within five years as to the potential of having a major in Chinese.

5. Students expressed a desire for more opportunities for elective courses. The department should explore potential electives, both within the department as well as allowance of viable electives in other departments (e.g. anthropology, history, political sciences,…).

6. The Teacher Education Program should have oversight from a full-time tenured/tenure-track professor.

7. There appears to be some issues with respect to the clerical/administrative end of the department, expressed at both the faculty and student level. A formal evaluation at the level of the CAS appears warranted.

8. An ongoing sticking point appears to be the opportunities and need for the advancement of faculty scholarship. This is tempered by the understanding of course loads, student requests for more advanced courses, and service requirements. Indeed, the self-study report identifies a very high level of dissatisfaction at the level service required. An evaluation, in coordination with the CAS, appears warranted with regards to scholarship and review of faculty scholarship opportunities.

9. A permanent FLTC director is another ongoing addressed need of the department. While there does appear to be a need for greater oversight of the FLTC, in realistic terms this is tempered by the current economic climate. Moreover, many of the addressed needs (self-study) are generalized: "…enable the faculty and students to develop more sophisticated approaches…", "… enhance

maximum productive teaching and learning." What <u>exactly</u> would be the duties of a FLTC director, which are not currently being met or could greatly enhance the FLTC as a whole (i.e. would the director be in charge of specific on-line hybrid courses that are in the works, international outreach programs, etc.)? Delineating this may provide a more concrete understanding for the CAS, and thereby a greater potential of obtaining someone for this position.

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

The department has been active in many areas in its efforts to achieve a more visible presence on campus. At the general education level, FLL advocated vigorously during the development of the Lincoln Program by pressing for a true distinction between the BA and BS degrees at SIUE. The department is active in coordinating team teaching on the individual faculty level, in creating interdisciplinary minors and majors, in creating active groups open to the university community, and in offering special events.

Before the adoption of the Lincoln Plan, the new general education plan, SIUE offered a BA and BS degree. Any student, even if her/his major was in the humanities, could earn a BS degree. Students avoided the BA degree because they did not want to take a foreign language and opted for the BS degree because it was a default degree, e.g. the BS degree required fewer credits and did not have foreign language requirement. During the vetting of the new general education plan, the FLL department strongly advocated for parity between the BA and BS degrees. The result was that while the BA continues to require one year of foreign language study, the BS degree now requires two semesters of lab science and the two degrees require the same number of credits. It is the department's hope, once the Lincoln Program is in place and there is parity between the BA/BS degree, that more students will opt for the BA and will be thereby exposed to the excellent opportunities offered in foreign languages.

On an academic/curricular level the department is actively involved in interdisciplinary courses and minors and is currently participating in defining its role in the newly proposed International Studies major. Faculty members have been and are currently involved in teaching important interdisciplinary studies courses.

[…] The department communicates regularly with the student advisement offices. We update the advisors regularly on departmental policies, new courses, etc. […] Since the Program Review in 2005, there have been changes in advising in CAS and the department is currently adapting to these changes. The faculty has now assumed a mentorship role. The majors are now required to meet with departmental mentors and then present a signed form confirming that mentorship has taken place before receiving their pin number for course enrollment from the professional advisors.

With regard to the School of Education, the department has worked closely with OSECA, especially due to its collaboration with SOE during the NCATE (2005-07) review which occurred over a two-year period. During this period both entities clarified their relationship, including advisement expectations, student-teacher qualifications, expectations, and student teacher placement procedures. Communication between the School of Education and the College of Arts and Sciences has been greatly enhanced by the monthly meetings between the two groups of the JCTP (Joint Committee on Teacher Preparation). Our department is represented on this committee by the teacher education supervisor. The advisement relationship with SOE is further enhanced by close communication between the departmental teacher education supervisor and OSECA.

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

1. One of the overlying needs of the department is a definitive <u>unifying vision</u>. This should not merely be a "marketing" vision to tack onto the website, but one that truly moves the department forward with regards to student and faculty goals. Such a vision should also set the tone for expectations of the department within the university and the region.

   <u>Action Taken</u>: Such a vision is in place. The department periodically reviews its vision, in order to align it with college and University visions, and uses it to move the unit forward in concert with the rest of SIUE.

   The internal review team apparently was not aware of the department's Vision Statement that has informed and guided the department's direction since 2002 (see information below). As a result of the formulation of the FLL Vision Statement, the department has, among other initiatives and examples, worked closely with the Center for International Programs to facilitate the participation of foreign language students in study-abroad programs (FLL Vision Statement A.1.), created the Foci in French, German, Spanish, and Chinese, as well as having principals in the CAS European Studies minor and the CAS Asian Studies minor (FLL Vision Statement B.2.), and deepened meaningful collaborations with other departments through the regular teaching of a substantial portfolio of Interdisciplinary Studies courses, e.g. IS 320, IS 364, IS… (FLL Vision Statement C.2.).

2. There is an ongoing need for <u>outreach</u>. This was addressed in the previous review and while some headway has been made, there is still significant room for improvement. The Chair has reiterated the need for further outreach and has already made strides towards this end.

   As part of our outreach initiatives, throughout AY 2011-2012, in order to promote diversity and multiculturalism and to contribute to the further internationalization of our curricula and programs, the FLL department devised and began to implement a program aimed at raising its profile on campus, in the city of Edwardsville and in southern Illinois, and internationally. This program consists of a three-pronged approach to developing and expanding the offerings in the department, especially in the field of foreign languages for the professions, both on campus and in study-abroad settings. Specifically, it is a student-centered program that involves the following goals, some of which have already been accomplished:

   2.1. **Campus outreach initiative vis-à-vis other departments and programs at SIUE** — Geared especially to students in the professional schools at SIUE, this initiative aims to offer foreign language courses custom tailored to the professions to add additional value to majors in different areas and to enable our graduates to compete successfully in a globalized economy. Past experience has shown that when we combine a foreign language with a degree from a different academic area like business, nursing, pharmacy, construction, engineering, social work, or criminal justice, the end result is often tangible value added to an already valuable credential, which then becomes more marketable and profitable. This is a welcome and much needed skill because increasingly more college graduates are having to rely on the use of foreign languages and cultures to better meet their professional needs. With the above in mind, the following was or is in the process of being undertaken by the department: We are currently working on outreach initiatives involving foreign languages and the following departments: 1) Pharmacy and Nursing; 2) Criminal Justice & Sociology; 3) Construction; and 4) Business. We are developing several special Spanish-for-the-Professions modules, as Interdisciplinary Studies courses, to be offered to the following programs on campus: Pharmacy, Nursing, Construction, Civil Engineering, Criminal Justice, and Business.

In addition, responding to the department's strong and sustained emphasis on outreach initiatives, the faculty members in the FLL department have proposed new courses and activities to meet these needs. For instance, Dr. Carolina Rocha recently submitted a proposal to revamp Spanish 292 Service Learning for the Beginning Language Student.

However, it should be noted that our outreach efforts do not involve only major European languages with sizeable enrollments. In AY 2011-2012, we developed a marketing campaign for the only African language taught on campus, Yoruba, an initiative that has proven very successful. This campaign involved our reaching out to — and maintaining contact with — all programs and professors on campus who might have an interest in Yoruba, African languages, history, and cultures. As a result, we were able to increase enrollment in Yoruba from zero (fall 2011) to 22 (spring 2012). The orientation and animus of the department towards more inclusive world languages and cultures — in addition to traditional European languages such as French, German, and Spanish — are also evidenced in our effort to offer languages such as Brazilian Portuguese, Russian, and Turkish through our recently established Critical Languages Program.

2.2. **Critical Languages —** After interfacing with other programs on campus to determine how best our programs could add value to the training that their students are currently getting, in fall 2012 the FLL department planned, identified the resources for, and established a NASILP-based (National Association of Self-Instructional Language Programs) critical languages program in our unit. Teaching critical or less commonly taught languages using a self-managed format, as per NASILP guidelines, is arguably the most cost-effective form of instructional delivery for foreign languages at present. This program was established in order to meet the academic and professional needs of students who require this specialized training for business, scientific, diplomatic, military, national security, or geopolitical reasons. We are currently offering Brazilian Portuguese, Russian, and Turkish, and plan to add Farsi, Hindi, and Pashto in the near future.

2.2.1. **Community outreach program with Latino / Hispanic enclaves** in southern Illinois and the St. Louis metro area in order to increase the number of Latino / Hispanic students on campus. The FLL department is currently working to establish at SIUE a community outreach program similar to the one the current Department Chair was able to conceive and successfully implement at his position before coming to Edwardsville, at Essex County College in Newark, NJ, from 2006 to 2011.

To that end, we currently have in the department several on-campus programs and community outreach initiatives under way that pertain directly to our ability and willingness to serve especially underrepresented segments of the population. Specifically, in order to reach out to the Latino community locally and to take our students to these communities as change agents and users of the target language (Spanish), we currently have programs and initiatives under way. The department is actively working with SIUE's Office of Marketing & Admissions in reaching out to the Latino community and other ethnic enclaves in Illinois. The FLL department is currently working with the Caseyville Elementary School on a joint venture to help their kindergarten Latino students whose sole language is Spanish. As a *pro bono* community service, our students have assisted Caseyville teachers in orienting these students during their first days at school, and in return our students have been given the unique opportunity to put their Spanish to work in a very real and socially constructive context.

2.3. **FLL Pre-School Programs for District 7 Schools** — In order to address the need to have more community outreach involving foreign languages, we have been engaged in a very successful program with District 7 schools, especially in Edwardsville. Responding to a very strong demand

from local parents, in AY 2011-2012 we offered foreign language programs for pre-school students in District 7 schools. We worked with the YMCA to accomplish this goal and have enjoyed very strong and sustained support, especially on the part of the parents. Two foreign languages were offered to pre-school students through this program.

2.4. **International community outreach program** partnering with institutions of higher learning in BRIC countries, especially China and Brazil. As part of the FLL department's international outreach initiative, throughout 2012 the FLL department continued to develop our contacts at the Federal University of Pernambuco, in Recife, Brazil. At this stage, this outreach work is being done on behalf of all programs in the FLL department, along with SIUE's School of Pharmacy, School of Business, and School of Engineering, all of which have an abiding interest in establishing student and faculty exchange programs with universities in Brazil. The FLL department has made contacts with the objective of developing exchange programs with universities in these countries in order to increase the number of visiting or exchange students and faculty at SIUE, thus contributing to the internationalization of our curricula and programs. The FLL department is pursuing this initiative in order to take advantage of the auspicious economic moment that countries such as China and Brazil are currently enjoying, where their federal governments have been actively financing and encouraging their citizens to participate in study-abroad programs. A representative from the FLL department traveled to South America in 2012 and was able to negotiate the terms of a student and faculty exchange agreement between SIUE and the Federal University of Pernambuco in Recife, Brazil. The final document was signed by the chancellor of SIUE in April 2012.

3. A greater degree of clarity with regards to articulating / formalizing the goals of the program and methods of programmatic assessment is needed.

   Action Taken: The FLL department has taken concrete steps to address issues identified by the internal evaluation team in our last program review related to 1) the goals of the program and 2) methods of programmatic assessment. The following actions / initiatives are currently under way:

   3.1. **Program Goals 1 — Marketing:** Taking into account the demands and expectations of the national and international markets, we have taken steps to articulate more clearly the goals of the FLL program, both as a stand-alone discipline and as a value-added complement to another major. The website notes courses in twelve different world languages.

   As was mentioned previously, the Critical Languages Program in our department was established in order to meet the academic and professional needs of students who require this specialized training for business, scientific, diplomatic, military, national security, or geopolitical reasons. We are currently offering Brazilian Portuguese, Russian, and Turkish, and plan to add Farsi, Hindi, and Pashto in the near future.

   3.2. **Program Goals 2 — Curriculum Development, Reassessment, and Restructuring:** The different language programs in the department are currently engaged in active discussions related to curriculum development, reassessment, and restructuring, with the objective of better serving the students who take courses in our unit. This reassessment and restructuring is especially taking place with regard to the Spanish program, where the faculty have been able to examine and address a number of areas that were in need of improvement, such as:

      3.2.1. **Restructuring of Spanish 101-102 and 201-202 —** This objective was successfully accomplished in the spring of 2012, along with the adoption of a more updated and streamlined textbook (*Cuadros*, published by Cengage), which for the first time will

enable the department to produce data-driven SLOA (Student Learning Outcomes Assessment) reports. These SLOA reports will reflect more accurately what is happening in the classroom and will better inform our dealings with ISBE (Illinois State Board of Education) and IBHE (Illinois Board of Higher Education).

3.2.2. **Migrating certain aspects of the teaching / learning operation in the language programs to an online platform** — This migration is being undertaken as a direct response to our Chancellor's urging for SIUE as a whole to develop more hybrid / blended and online courses. The adoption of an online platform for first-year language courses was successfully accomplished by Spanish and French faculty.

3.2.3. In the case of Spanish, we are currently using a new textbook (*Cuadros*, published by Cengage), which is far more versatile. Specifically, this new Spanish textbook can be used in three different formats: 1) traditional face-to-face teaching; 2) hybrid or blended format; and 3) entirely online format. Following the successful experience in Spanish, the French faculty have opted to use an electronic workbook for French 101-102 (*Motifs*, published by Cengage). This decision should make it easier for the French program to eventually migrate to hybrid / blended or completely online formats in the future. Also, as with Spanish, this change in the French program operations should make it easier for the French faculty in the department to produce data-driven SLOA (Student Learning Outcomes Assessment) reports.

3.2.4. **Innovative Hybrid / Blended and Online Courses** — In 2012, Dr. Olga Bezhanova developed, implemented, and started teaching the department's first online and hybrid / blended courses. The first entirely online course (FL 111C-500 Intro to Foreign Studies: Spanish) was taught in the summer of 2012. This course is offered in English to students who need to satisfy their GenEd requirement. Twenty-three students enrolled in the course and 21 of them completed it successfully. In the fall of 2012, the department's first hybrid / blended course was offered (FL 111C-500 Intro to Foreign Studies: Spanish). This course had an enrollment of 38 students, 31 of whom completed it successfully.

In the summer of 2013, the course FL 111C-500 Intro to Foreign Studies: Spanish is once again being offered in an online format (indicated by the "500" suffix). The enrollment grew by 100% compared to what it was in the summer of 2012. This time around, 46 students have registered for the course. At the present time, Dr. Olga Bezhanova is developing SPAN 353 (Survey of Spanish Drama) to be offered in an online format in spring of 2014. This will be the department's first entirely online course offered in Spanish. If the course is successful, it will open the door to developing a more robust selection of online and hybrid / blended courses in the FLL department.

3.2.5. **OPI Mentoring Program** — In January 2012, the FLL Department Chair conducted discussions with interested faculty and eventually implemented a mentoring program geared to help FLL students who had to take the OPI by ACTFL (Oral Proficiency Interview, prepared by the American Council on the Teaching of Foreign Languages), which they have to pass in order to qualify for student teaching. This mentoring program came into existence in order to address a pressing need on the part of our students, who felt they were not being sufficiently well-prepared for the OPI and could benefit from closer and more intensive mentoring by FLL faculty in preparation for this interview. The FLL OPI Mentoring Program has been in place since January 2012 and has been an unqualified success. The positive results of our students in the ACTFL OPI has also

impacted in a very beneficial way our dealings with ISBE (Illinois State Board of Education) in Springfield, IL, to whom we have to report every year in connection with the performance of the student teachers in our Teacher Education Program.

4. The Chinese focus within the FLL department has shown a good deal of student interest and growth over the past several years. A greater commitment to Chinese language study is needed for long-term viability. When students (Chinese 101) were interviewed with regards to whether they had interest in a Chinese language minor, ~8 indicated a strong desire. It is recommended that a Chinese minor be initiated within two years and a viability study conducted within five years as to the potential of having a major in Chinese.

   Action Taken: As was also correctly pointed out in the external review of our program, "the department has made a considerable effort to branch out from its traditional set of languages, namely German, French and Spanish to include Chinese as well as Arabic and Yoruba." The next logical step will be to hire another full-time faculty member in Chinese in order to meet the increasing needs in this language. We have submitted the required data and request in connection with this possible additional line in Chinese to the CAS Dean's office. However, at the same time we are fully cognizant of the fact that the present economic climate will most likely delay the implementation of our request.

5. Students expressed a desire for more opportunities for elective courses. The department should explore potential electives, both within the department as well as allowance of viable electives in other departments (e.g. anthropology, history, political sciences,…).

   Action Taken: Elective courses in Foreign Languages and Literature are offered in the target language. Therefore, it is not possible for students to take courses that count toward the major in other departments. However, students are strongly advised to take courses with related content to their major in other departments. This will, of course, make them stronger candidates for future study and/or career opportunities.

   Although a minor is not required for language majors, the interdisciplinary minor in Latin-American Studies can be an appropriate choice for Spanish majors. It includes required courses in History, Anthropology, and Spanish Culture; and many Spanish courses count as electives in both fields.

6. The Teacher Education Program should have oversight from a full-time tenured/tenure-track professor.

   Action Taken: This problem has been resolved. We successfully conducted a search for a tenure-track faculty to coordinate our Teacher Education Program. Dr. Heidy Cuervo Carruthers was hired in fall 2012 and has very effectively been able to meet our needs in this area.

7. There appears to be some issues with respect to the clerical/administrative end of the department, expressed at both the faculty and student level. A formal evaluation at the level of the CAS appears warranted.

   Action Taken: As with the problem outlined in item 6, this problem has also been resolved. In summer 2012, we successfully conducted a search for a department secretary and were able to hire Ms. Catherine Yurkovich in August 2012. Ms. Yurkovich has proven to be an excellent addition to the department and has very effectively been able to meet our secretarial needs.

8. An ongoing sticking point appears to be the opportunities and need for the advancement of faculty scholarship. This is tempered by the understanding of course loads, student requests for more

advanced courses, and service requirements. Indeed, the self-study report identifies a very high level of dissatisfaction at the level service required. An evaluation, in coordination with the CAS, appears warranted with regards to scholarship and review of faculty scholarship opportunities.

Action Taken: The Chair questioned whether the statement "a very high level of dissatisfaction at the level [of] service required" reflects the actual situation on the ground, as the level of service for full-time faculty in the department is anything but excessive. Be that as it may, the department has continued to pursue research / scholarship and professional development opportunities for its faculty.

9. A permanent FLTC director is another ongoing addressed need of the department. While there does appear to be a need for greater oversight of the FLTC, in realistic terms this is tempered by the current economic climate. Moreover, many of the addressed needs (self-study) are generalized: "…enable the faculty and students to develop more sophisticated approaches…", "… enhance maximum productive teaching and learning." What exactly would be the duties of a FLTC director, which are not currently being met or could greatly enhance the FLTC as a whole (i.e. would the director be in charge of specific on-line hybrid courses that are in the works, international outreach programs, etc.)? Delineating this may provide a more concrete understanding for the CAS, and thereby a greater potential of obtaining someone for this position.

Action Taken: The department has not done very much to implement this recommendation, given the financially difficult times that the state and our institution (both Edwardsville and Carbondale) are currently going through.

6. Outcome

6.1 Decision:

_____ Program in Good Standing

___X__Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The program received rating of "needs improvement" from the internal review team and a rating of "in good standing" from the external reviewer. The Curriculum Council recognizes that this is a department that has made significant changes since the last review, with new language foci (Chinese, Yoruba, Arabic), a newly designed Foreign Language Training Center, several new faculty, and a new Department Chair hired through an external search. Further work is planned: developing a vision for the future of the department; transitioning to the Lincoln Program; and possibly adding more faculty members to address student demand, although there are budget constraints that affect the latter issue. In particular, the department is reaching out across the university to expand beyond its core population of future teachers to bring in students studying languages for other professions such as health professions, business, or engineering. As with other departments of the College of Arts and Sciences, changes in departmental mentoring and advising processes to adjust to the college's transition to professional advising are under way. Issues with clerical staff have already begun to be addressed.

The council emphasized that the decision to flag this program for priority review was supported by the response from the Chair. This rating is not a reflection of problems within the department, but rather a

recognition that Foreign Languages and Literature is in the midst of many changes and projects right now, making a review on a shorter timeframe something that would be beneficial to the assessment, reflection, and evaluation of the program. The department seems to be addressing a range of needs and goals and has a sense of energy, and the council hopes that the shortened review period will be helpful in their endeavors.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Health Education

3. **Date:** 2011-2012

4. **Contact Person:** Denise Cobb

    4.1. **Telephone:** (618) 650-5609

    4.2. **E-mail:** pcobb@siue.edu

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5. **Major Findings and Recommendations**

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

The development of the field of health education accelerated rapidly over the past 30-40 years. It is considered an emerging profession as evidenced by the relatively recent agreement over the roles and responsibilities for both entry-level and advanced health educators in the 1980s and the availability and acceptance of the Certified Health Education Specialist exam beginning in 1990. President Obama's signing of the Patient Protection and Affordable Care Act in 2010 formally shifted the nation's priorities to prevention education, leading to a growing need for health educators. According to the U.S. Bureau of Labor Statistics, health educator jobs are expected to increase by 37% by 2020, a much faster than average jobs growth. This reflects our experience at SIUE, where our Health Education undergraduate program, which had 39 majors in 2003, a decade later (2013) now has 122 majors.

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

Internal Finding/Recommendation 1: Continuous formal assessment of students' learning should be carried out as the next few cohorts of students in the major make their way through the Community Health program.

Internal Finding/Recommendation 2: The program recognizes that there are concerns with sequencing of courses and is trying to improve sequencing through the use of the new student advisor. The program should consider working on a more formal sequencing of courses for students.

Internal Finding/Recommendation 3: The rigor of the program is currently changing to a more rigorous program, but the students feel there are inconsistencies between faculty expectations for similar projects. The faculty should discuss ways to improve consistency in grading across the program.

Internal Finding/Recommendation 4: A more formal mentoring program for students may help facilitate more consistent opportunities for student research opportunities with faculty as well as allow for more consistent career development and opportunities for all students.

Internal Finding/Recommendation 5: The Department Chair should continue working with the Dean of the School of Education to secure an appropriate classroom space that can be designated as the official computer lab for the VC building. Because most buildings on campus have at least one computer lab for students, it is an educational imperative that the VC building gets one.

External Finding/Recommendation A: It would be helpful for the program to track how many students are taking and passing the national CHES examination. Increasingly, employers are requesting that new hires hold this certification and at a minimum be eligible to sit for the exam.

External Finding/Recommendation B: The assessment report states that letters are sent to all students who are admitted into the nursing program. Yet, I would encourage the faculty to consider sending letters to accepted students in the nursing program and encouraging them to consider a double major or minor in health promotion.

External Finding/Recommendation C: Technology is important and it appears from the assessment that the faculty need state-of-the-art computing facilities within the building. This will take administrative support to provide the needed resources for this type of technology and laboratory.

External Finding/Recommendation D: The internship should be increased to a minimum of 320 hours. This is the minimum required if the program desired to have its program SABPAC approved.

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

Based on recommendations prior to the 2011-2012 review, the program focused on four areas: adding faculty members to the growing program, increasing recruitment, upgrading the computer equipment, and revising the Community Health Education program. First, we hired a third Health Education faculty member in AY 2012 to equal three tenure-track faculty and one full-time instructor.

Second, we increased recruitment efforts through flyers provided to SIUE undecided undergraduates, meetings with the general education advisors, direct recruitment emails sent to pre-Nursing students who were denied admission to the School of Nursing, and recruitment presentations to the university's personal health undergraduate course.

Third, our classrooms' technology (computers, projectors, boards) has been upgraded several times and faculty now have access to adequate computing and tech support. However, we were unable to provide a computer lab or even a computer lounge for the students.

Finally, we initiated a major revision of the Community Health Education curriculum in 2007 with input from community partners, alumni, and faculty. Among other changes, this led to offering the program's first hybrid online/classroom course in the summer of 2008. In May 2010, the long-time Program Director and major contributor to the School Health Education program retired, and faculty began to assess the direction of the health education field and professional preparation programs nationwide to predict the future needs of the program. Through careful review of other Illinois health teacher preparation programs and the current and predicted job market, the program made the difficult decision to end the School Health Education program. The final decision for KHE faculty allowed the program to commit time and resources to concentrate on the growing numbers in the Community Health Education program.

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

- Health Education faculty have discussed and continue to discuss coordinating formal assessment of the students throughout their program and are currently reviewing other programs' assessment practices. (1)

- The Program Director is meeting and communicating regularly with our advisor to ensure that course offering and sequencing are logical, efficient, and realistic. Major program revisions to this effect were submitted fall 2012, and we hope they will be approved for implementation in summer 2014. (2)

- HED faculty meet monthly to discuss, among other things, assignments and standards intended to address student concerns about potential inconsistency. The rigor of the program is currently increasing, so we have discussed ways to improve consistency (and perceptions of consistency) in grading across the program (e.g. using same 90/80/70/60 grading scale). (3)

- Student access to a computer lounge may be addressed spring 2014 when KHE moves into the Lukas Annex. The computer cart laptops were replaced spring 2012 and that has been helpful, but spotty Internet access and the small number of laptops available continue to be issues. This is a priority to the SOE and the university, and we expect improvement with the new building. (5, C)

- The Program Director is now tracking students who are taking and passing the national Certified Health Education examination. Our majors scored higher and a larger percentage (75%) passed than the national average. (A)

- Nursing has a new advisor with whom the Program Director has made contact and sent an informational handout about the program to inform the current Nursing students about the HED program. (B)

6.   Outcome

   6.1   Decision:

   __X___ Program in Good Standing

   _____ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

   6.2   Explanation

The program received an "in good standing" rating from the internal review team and the external reviewer. The Curriculum Council perceived that the Community Health Education interest area is an energetic program with strong enrollment. The rigor and course sequencing, which are based on national standards from the National Commission for Health Education Credentialing, seem to be developing well. Concerns about course sequencing are being addressed through an ongoing major program restructuring. The high percentage of faculty engaged with the Undergraduate Research and Creative Activities (URCA) program is commendable. The Dean has assisted with purchase of laptops but continuing work to identify resources for a computer lab seems to be an area of potential improvement. The Health Education program has already begun to work towards implementing some of the suggestions made in the

review, such as tracking student credentialing and increasing the number of hours required for the internship. The council encourages the program to monitor its efforts and assess the impacts. The council accepted the program review report and the formal response. This program seems to be vibrant and in the midst of significant changes that will hopefully move it into the excellence that seems just over the horizon.

PROGRAM REVIEW REPORT

1.	**Reporting Institution:**	Southern Illinois University Edwardsville
2.	**Program Reviewed:**	Graduate Program in Kinesiology
3.	**Date:**	2011-2012
4.	**Contact Person:**	Denise Cobb
	4.1. **Telephone:**	(618) 650-5609
	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 Kinesiology is experiencing significant interest for all three specializations. Despite the removal of Sports Management two years ago, we maintained our overall enrollment numbers of ~80 graduate students per year by increasing the enrollment in our other three degree specializations. The increases in enrollment have occurred for two primary reasons. First, the Kinesiology faculty has developed and executed a sound recruitment plan on campus. Second, an increasing number of students who want to attend professional schools in physical therapy, occupational therapy, pre-medicine, and chiropractor are enrolling in our graduate programs for additional training. Contributing to the significant interest in the three specializations is the curricular changes that were recently implemented by the graduate faculty. All three programs are now aligned with national standards or accrediting bodies, which has increased the rigor and quality of the curriculum. It should be noted that the U.S. Bureau of Labor Statistics estimated a 30% growth rate for professional health jobs from 2010 through 2020. Overall, jobs in the health care sector are among the fastest growing, and the current transition taking place in health care in the United States should assure that this growth continues long-term. Fortunately, the department planned accordingly for this rapid enrollment growth. First, we have hired additional faculty via reallocated lines (e.g., from the recently eliminated undergraduate Physical Education Teacher Education program). Second, we have spent considerable time strategically designing our year-round (fall, spring, summer) schedule to maximize efficiency and availability. Finally, we have raised the maximum number of students in select popular courses in order to accommodate demand.

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

INTERNAL Program Review Recommendations

Recommendation #1 – Monitor student diversity levels

Recommendation #2 – Provide assessment training & support to faculty

Recommendation #3 – Provide junior faculty with advising and mentoring skills

Recommendation #4a – Provide classroom teaching support as needed

Recommendation #4b – Balance rigor across curriculum

Recommendation #5 – Monitor new exit exam

Recommendation #6 – Increase oversight of internships

Recommendation #7 – Keep seminar headcounts modest

Recommendation #8 – Monitor workload balance among faculty

Recommendation #9 – Add research assistants

EXTERNAL Program Review Recommendations

Recommendation #1 – It is strongly recommended that Student Learning Outcomes for the new curricula are formulated that are paired with clearly related measures.

Recommendation #2 – It is strongly recommended that faculty study carefully the recurring student feedback that faculty are not available to them for academic and career advising.

Recommendation #3 – Continuing to deliberately recruit a diverse student population is recommended.

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

INTERNAL REVIEW

Recommendation #1 – Department needs to develop an enrollment management plan

Action #1 – Since the last program review, the Dean of the School of Education redirected funding in order for the department to add two new faculty lines in Exercise Physiology beginning fall 2006. Those lines remain intact today, and the faculty members employed in those lines contribute to the graduate Exercise Physiology option, which is the largest and fastest growing option in the graduate program. Thus, the department currently possesses two FTE faculty members more than we possessed during the last program review. Combined with the fact that the graduate enrollment numbers have essentially not changed, we have clearly improved our faculty-to-student ratio since the last program review in 2004.

Recommendation #2 – Department needs to improve graduate student advisement

Action #2 – This concern appears to have been voiced most prominently by students in our Sport Management option. Two changes have taken place since the last program review to address this issue. First, as of fall 2010, we now have a dedicated faculty member serving as the Internship Coordinator for the entire department. This provides students with a consistent "go to" person to work with concerning identification of placements, evaluations and other paperwork, and issues, problems, and concerns associated with the placements. We have heard very few complaints regarding internships from students

since this implementation. Second, because the Sport Management option has been phased out (for a variety of reasons), we would expect less concerns being voiced about job prospects after graduation, since this group of students was the group most concerned (understandably, given the job market) about their future employment.

Recommendation #3 – Department needs to solve the problem of unavailable (required) courses

Action #3 – Once again, this concern is related to the courses required outside of the department in the Sport Management option, and, indeed, this continued to be problematic following the last program review in 2004. The elimination of the Sport Management option should effectively eliminate this issue.

Recommendation #4 – Improve library facilities

Action #4 – While this recommendation clearly is beyond the control of our department, we have been very pleased with the efforts of the university (in particular, Matt Paris, the School of Education librarian) to improve the availability of electronic resources. In the past, students in our Research Methods course, for example, complained regularly about the availability of literary resources, but more recently, the program faculty has received very few complaints about this issue. In short, we feel the library has made great strides in improving these resources (especially electronic copies of journal articles) since our last program review.

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

Recommendation #1 – Monitor student diversity levels

Action #1 – We recruit students from the Midwest region. We target students from all racial backgrounds. It should be noted that our graduate students are diverse in other ways beyond race (e.g., sex, social class). Recently, the department did hire a faculty member who was born and raised most of her life in China.

Recommendation #2 – Provide assessment training & support to faculty

Action #2 – The new graduate coordinator is currently providing training of the junior faculty related to the assessment of graduate students. It will be an ongoing process, but the initial training was completed by spring semester 2012 and refresher training will be provided as the need arises.

Recommendation #3 – Provide junior faculty with advising and mentoring skills

Action #3 – The new graduate coordinator is currently providing training and mentoring of the junior faculty related to the advising and mentoring of graduate students. It will be an ongoing process, but the initial training was completed by spring semester 2012 and refresher training will be provided as the need arises.

Recommendation #4a – Provide classroom teaching support as needed

Action #4a – The Assistant Chair in the department began addressing this issue in fall 2011 with our new hires, and we believe that his efforts are already proving effective. We will continue this process through Mid-Tenure Review for all new faculty members from this point forward.

Recommendation #4b – Balance rigor across curriculum

Action #4b – We have enhanced the curriculum for all three programs that better align with accreditation and/or careers in the respective areas. Additionally, the exit exams or projects better reflect the information that students need to know for the careers. We are currently working with the Commission on Accreditation of Allied Health Programs in Exercise Physiology and Exercise Science to accredit the graduate program. While we agree that this disparity exists, and will certainly endeavor to balance the rigor across the entire graduate program as much as possible, it is unlikely that a perfect balance will ever be obtained.

Recommendation #5 – Monitor new exit exam

Action #5 – The results of the exam are recorded and kept in a file and used for annual reviews by faculty to determine areas to address and areas that are doing well.

Recommendation #6 – Increase oversight of internships

Action #6 – Once again, we agree that the quality of the internship experience has been variable, and we have taken steps to address this concern. First, we have instituted an Internship Coordinator within the past couple of years (we have recently reassigned this responsibility to another member of the department). Second, the Department Chair has recently discussed with the SOE Dean the potential for off-campus supervision of internship students, and there appears to be some promising opportunities to engage in such activities in the future.

Recommendation #7 – Keep seminar headcounts modest

Action #7 – Beginning fall 2012, graduate courses will be limited to 20 students per class. However, we will offer the courses more than once per year, which will increase the flexibility of the course offerings for our students.

Recommendation #8 – Monitor workload balance among faculty

Action #8 – This has never been raised as an issue prior to this review and, furthermore, does not appear to be accurate. Certainly, the Health Education faculty members do not teach graduate courses since there is no Health Education graduate program. However, every single Kinesiology faculty member has taught both graduate and undergraduate courses within the past year. Our feeling is that this really is a non-issue.

Recommendation #9 – Add research assistants

Action #9 – The Department Chair continues to engage in discussions with the SOE Dean regarding the hiring of an additional number of graduate assistants. The Dean has, in the past, been accommodating with respect to the provision of graduate assistant funding and, we believe, is likely to continue to help us with our needs in this area going forward.

EXTERNAL REVIEW

Recommendation #1 – It is strongly recommended that Student Learning Outcomes for the new curricula are formulated that are paired with clearly related measures.

Action #1 – We have revised the Student Learning Outcomes to be in line with the new curriculum. We have been collecting outcome data that is reported in annual reports.

Recommendation #2 – It is strongly recommended that faculty study carefully the recurring student feedback that faculty members are not available to them for academic and career advising.

Action #2 – All new faculty members are mentored on advising graduating students. A step-by-step approach is used. Additionally, upon acceptance students meet with their graduate advisor. A semester-by-semester plan in writing is provided to the student so they know exactly when to take what courses throughout their program.

Recommendation #3 – Continuing to deliberately recruit a diverse student population is recommended.

Action #3 – We recruit students from the Midwest region. We target students from all racial backgrounds. It should be noted that our graduate students are diverse in other ways beyond race (e.g., sex, social class).

6.   **Outcome**

   6.1   **Decision:**

   _____ Program in Good Standing

   ____X_ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

   6.2   **Explanation**

The Programs Committee of the Graduate Council unanimously voted to rate the program as "flagged for priority review." According to its report, the program has made considerable strategic changes in its offerings in the past two years, dropping one option and placing another on moratorium, while focusing on developing and strengthening its offerings in options that reflect the strengths of the faculty, need in the market, and standards of their professional organizations. The review points to some serious concerns about the rigor of the courses for a master's-level program, the need for a well-developed assessment plan for student learning, and rigor, consistency, and oversight of internship opportunities and supervision. The program has made some progress in developing its assessment plans but has some work to do as it develops measures and methods to reflect the accreditation standards. A well-developed assessment plan and data gathered in the next few years from such a plan could enable the faculty to evaluate and address the inconsistencies in rigor.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   Learning, Culture, and Society

3.   **Date:**   2011-2012

4.   **Contact Person:**   Denise Cobb

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5.   **Major Findings and Recommendations**

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

Due to severe budget shortages in Illinois, K-12 education has suffered major budget cuts. School districts are hiring fewer faculty and staff members, so trained educators are having a harder time finding jobs than in the past. Also, some districts are not offering the financial incentives for getting master's degrees that they were in the past. This crisis has potential negative and positive effects on enrollment in the Learning, Culture, and Society (LCS) program. On the negative side, if teachers are not rewarded for getting a master's degree, current teachers may be less likely to enter the program. On the positive side (in terms of enrollment), if certified teachers cannot get jobs upon graduation, it may make them more likely to move right into a master's program.

At the same time, accountability for teachers depends more than ever on demonstrating student learning of *all* students. Our program, with its emphasis on developing the ability of educators to meet the needs of diverse students, is increasing in relevance as schools try harder to close the achievement gap between wealthy and poor students and between White students and students of color.

The two previous paragraphs have focused on current and aspiring K-12 teachers. The program also needs to take into account the fact that many of its students are not teachers and have a variety of other educational interests. In this category fall some U.S. students but also several international students, which the program seems to attract. SIUE's new focus on recruitment of international students should definitely work to our advantage as we work to expand the program.

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

Findings:

1.   The program is featured with a diverse student make-up. There is a strong presence of minority student body in the program.
2.   The program's mission and focus appear to be attractive to students.

3. The program offers a wide range of electives, which introduces students to a variety of issues related to diversity and education.
4. The faculty members are dedicated and value active faculty-student interaction as the key to student success.
5. The program is unique and novel, and fulfills an important educational need of its students.
6. Faculty members in the program are strongly invested in the program's success, possess strong credentials, and invest considerable time and personal energy in the students that enter the program.
7. The program allows students considerable flexibility in terms of pursuing their interests and goals as long as they remain within the broad arena of education.
8. Largely due to the devotion of the faculty members that direct the program, the program manages to maintain a high level of integrity while requiring little in the way of dedicated resources on the part of the college and the University.
9. However, it does appear at times that the nature and direction of the LCS program is driven more by faculty interest than on evidence based on careful analysis of student needs, current trends in education, and/or a needs assessment of potential students and employers in the region or beyond.
10. At this point, the program seems primarily a resource of opportunity for students whose plans, or interests, do not readily align with those of more structured programs. The program can probably continue to survive as such, and at little cost to the college or institution. If, however, the desire is to recruit greater numbers, or students with more defined professional goals, then the current approach may not be the most viable.

Recommendations:

1. The program should develop a clearer statement of the purpose of the program and its outcomes. Who is the program for? What will students be able to do with a master's degree in LCS?
2. The program should consider strengthening and broadening the research preparation components of the program.
3. The program should consider adding a global perspective, or emphasis, to the program.
4. The program may consider using social media, e.g. Facebook, to establish a network of individuals who may be interested in discussing what the program does, how it works, etc., and as a means of reconnecting with program alumni.
5. The program should consider changing the midpoint assessment such that it is explicitly aligned with the desired learning outcomes of the program, and more appropriately reflects the current direction of the program.
6. The program should recognize some students' needs for certification or recognition for completion of training on culturally responsive teaching.
7. The program is encouraged to increase visibility to its target audience (in-service teachers interested in diversity issues for educators), increase the pool of applicants while becoming more selective, and maintain enrollment at optimum level.
8. Resources such as scholarships and assistantships can help the program attract more diverse students.
9. There is a need to increase the visibility of the LCS program on campus. Programs and faculty members offering courses that are eligible electives for LCS students, for instance, should receive better communication regarding the LCS program and needs of its students.
10. The students who graduated from the LCS program are competitive, but monitoring the level of preparedness of students in key areas such as theory/method is of need. We recognize the faculty is taking steps to make changes in the final product to better integrate theory.
11. The program should look for the replacement of retired faculty members.
12. The program is encouraged to seek institutional support for recruiting students and communicating its program goals to its key audiences (potential students, the university community, etc.).

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

Not applicable. The program began in fall 2006, so it has had no previous reviews.

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

1. At our recent LCS Program Advisory Committee meeting, we developed a plan for a new leaflet to be created this summer. The top part of the leaflet will be divided in half vertically. One half will begin with: "If you are a K-12 teacher, this is what the Learning, Culture, and Society Program will do for you," followed by an emphasis on the link between the courses and closing the achievement gap and increasing the growth of the lowest-achieving students. The other half will begin with something like: "If you are interested in education but are not a K-12 teacher, this is what the LCS program will do for you," followed by a slightly different set of issues.
2. We have worked to strengthen the research component of the program. First, we have already incorporated theory work into the research course. We are also having discussions about incorporating research skills into the other required core courses, so that students are better prepared to undertake their final projects at the end of the program.
3. We now have a Learning, Culture, and Society Facebook page. The goal is to establish a network of individuals who may be interested in discussing what the program does, how it works, etc. Program events and job ads are listed on the page as well.
4. We are working on better aligning the midpoint assessment with program goals. As a first step in improving LCS assessment, faculty discussed the abilities students need for the Final Project that are often weak. They identified these as: theory and theoretical framework development; analysis and critical thinking; qualitative data analysis; focus and problem identification. Faculty then discussed ways to incorporate more work on these skills in the required courses. The next step will be to modify our assessment process to better monitor these skills in the program.
5. We are currently developing a certificate program in diversity. This effort is headed by Jennifer Logue, who has begun conducting a needs assessment.
6. We reorganized the LCS website to make the scholarships and grants more prominent and to make information about these more accessible.
7. We have increased communication with faculty in other departments who are teaching courses with LCS students in them.
8. We have made annual requests for a new faculty member to replace the most recent retiring faculty member.
9. In terms of recruitment, program faculty have met with Ron Schaefer of the Office of International Programs about recruitment of international students. As a result of that meeting, Dr. Schaefer sent out information about the program to Illinois trade offices for Asia-Pacific.
10. To help with recruitment of local K-12 educators, we reconvened our Annual Advisory Committee for a meeting on April 11, 2013, including old members plus some new ones. The meeting generated publicity for the program and some new ideas for program improvement and recruitment.
11. During the 2012-2013 academic year, we have held three events aimed at making LCS students feel more like members of a cohort and thus improving learning and student satisfaction with the program: (1) We held a potluck holiday party for students and faculty on December 7, 2012. (2) We organized a student presentation of a Final Project, December 2, 2013. (3) We invited speakers in for a panel on Restorative Justice and Peace Education, which took place on March 25, 2013.

6. **Outcome**

    6.1 **Decision:**

          __X__ Program in Good Standing

          _____ Program Flagged for Priority Review

          _____ Program Enrollment Suspended

    6.2 **Explanation**

The Programs Council unanimously rated the program as "in good standing." Based on its report, the program offers students interested in education an opportunity to explore the various factors and issues that enhance teaching and learning. Though enrollment is small, the program is offered at little extra cost to the University, since all the required and elective courses are those used in other programs within the School of Education and SIUE. While the program initially focused on in-service teachers, it has expanded its audience to include non-teachers and persons who may not be considering a teaching career. The Programs Committee suggested that the program faculty clarify the program's focus, effectively communicate this focus, and market its program to the wider audience. Given the change in the program goals, primarily away from teaching, the program should revisit the learning goals and also develop a more effective assessment process. The program should consider better and more formal coordination with departments and faculty members whose courses are used in the program, including formalizing their involvement in student thesis committees.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   Master of Science in Education-Literacy Education and Post-Master's Certificate-Literacy Specialist

3.   **Date:**   2011-2012

4.   **Contact Person:**   Denise Cobb

       4.1.   **Telephone:**   (618) 650-5609

       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].

(a) The International Reading Association developed new standards for reading professionals in the fall of 2010. All of the assessments and course objectives needed to be adapted to meet the new standards.

(b) and (c) There continues to be a demand for reading specialists in K-12 schools, and therefore there is continued enrollment in the literacy program at SIUE. Due to a K-12 need to also prepare reading teachers, a new option was developed for the reading teacher certificate. This new program was approved in spring 2013.

(d) SIUE offers both a master's degree and a post-master's certificate leading to the Illinois Type 10 K-12 Reading Specialist Certification. The program includes foundational, clinical, and leadership courses. The clinical courses include three semesters of working with K-12 children in the supervised Cougar Literacy Clinic.

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

Internal Program Review 2011-2012 Major Findings and Recommendations

- Although the committee was exceptionally impressed with the amount of work and dedication on the part of the two literacy faculty, the committee recommends at least one more faculty member in this program.

- The Dean needs to continue to advocate for more clinical and classroom space.

- Students disclosed some difficulties in completing this program in three years, as some courses are offered only once per year and if for some reason a student cannot take a course during that semester,

she or he has to wait until the following year to take the course. Thus, the committee recommends a greater flexibility for when courses, especially those that are only offered during summer sessions, are offered.

- Students raised the issue of lack of clarity or confusion about what is expected of them. One potential way to remedy any communication problems would be, as students suggested, to make syllabi and other course material for all courses available to <u>all</u> students regardless of whether those students are currently enrolled in a course.

- The committee was pleased with the new standard on diversity and wants to encourage the program to continue in a parallel direction. One way that the program can address this concern is by engaging in more active recruitment of racial-ethnic minority students.

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

The following are the continuous improvement efforts undertaken by the program in 2011-2012. The benchmarks have all recently changed to reflect the new International Reading Association (IRA) Standards, and during spring 2012 and summer 2012 we have refined them for the fall 2012 school year. After reviewing the assessment results, the department decided to make significant changes to the assessments and rubrics last year to meet the new IRA Standards and Sub-Standards. While our candidates are successful at meeting the objectives and IRA Standards, we would like to support the students in exceeding the standards. Based on literacy specialist candidates' feedback and assessment scores, we have added more detail to the assessment criteria to help the candidates make better connections between their artifacts and the IRA Standards. We also made significant changes to the objectives last year to meet the new IRA Standards and Sub-Standards. The primary changes were related to diversity and leadership.

The program faculty members are working on our recruitment efforts in that we contacted all of the local administrators through Bill Porzukowiak to let them know about SIUE's IRA-approved Literacy program leading to Reading Specialist Certification and how our graduates can support the literacy programs at their schools. Our program is also advertised by our faculty through local, state, national, and international conferences and affiliations.

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

Response to Internal Review Findings

- The program is currently searching for another literacy faculty member.
- The Dean is currently looking for more clinical and classroom space. There is a proposal to consolidate the reading clinic space with the speech-language pathology space in order to maximize the space available. This proposal is contingent on funding.
- The frequency of course offerings is dependent upon course enrollment. Some courses are only offered once per year; however, we are adding high-enrollment classes more than once per year to accommodate student needs.
- The program has developed a new literacy handbook that is on Blackboard to improve communication.
- The program recently sent informational letters to superintendents and principals in rural, urban, and metropolitan areas to recruit new and diverse graduate students to our program.

6.   **Outcome**

    6.1   **Decision:**

          __X___ Program in Good Standing

          _____ Program Flagged for Priority Review

          _____ Program Enrollment Suspended

    6.2   **Explanation**

According to the Programs Committee of the Graduate Council, the program is well designed to meet the International Reading Association Standards for Reading Professionals. The courses are rigorous, practical, relevant, and provide opportunities for students to apply the acquired knowledge and skill. A well-designed assessment of student learning reflecting these standards is performed continuously and used to make improvements. Flexibility in program offerings is limited by the standards that are needed; as a result, no electives are offered. The number of offerings for each course has been limited due to resource restrictions. Resource restrictions may also be related to some issues with advising. Resources have been added in the past year (one faculty position, one administrative staff, and student workers), which could alleviate issues with the number of offerings as well as advisement.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   Mass Communications Graduate Program

3.   **Date:**   2011-2012

4.   **Contact Person:**   Denise Cobb

    4.1.   **Telephone:**   (618) 650-5609

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5.   **Major Findings and Recommendations**

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

The field of mass communications is ever changing and offers a number of challenges that we, as academics, have to meet in order to satisfy the expectations of our graduate students. There is growing emphasis on more technology-based skills as well as in-depth understanding of the potential of these technological changes to affect the success of media organizations. As a result of these professional pressures, we have seen a growing interest both among new incoming students as well as seasoned media professionals looking for changing directions in their careers or acquiring an additional skill set. This has led in turn to a significant increase in interest in our program, especially in the past eight years. In addition, many of our graduate students continue on to position themselves very successfully in a variety of professional positions connected to mass communications, increasing the reputations of both the university and the program itself. As a result of the changing trends in the media field, we have also been faced with the challenge of being able to respond to the demands of the students, both in having the latest technology and equipment we can offer as well as formats of course delivery that work with the busy schedule many of our professional students have. As the media transformations in terms of the access to technology and the importance of multiple platforms to create and distribute content grow, there is without any doubt, a larger demand for students who have not only the technical skills to produce this content but also the knowledge of where, when, and how to use them effectively.

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

The recommendations from the *internal* review of our program are as follows.

Recommendation #1: Use the program assessment plan to systematically collect student learning outcome data, analyze those data, and use the data to monitor and revise the program continuously (also supported by the external review).

Recommendation #2: Develop an option for students interested in the practical industrial field (also supported by the external review).

Recommendation #3: Expand the program to meet student and market demand.

Recommendation #4: Standardize the advising process (also supported by the external review).

Recommendation #5: Provide job placement help.

Recommendation #6: Establish a media research lab in the department (also supported by the external review).

Recommendation #7: Provide more graduate assistantships (also supported by the external review).

Recommendation #8: Make full use of the Mass Communications' Alumni Advisory Board to help the graduate program become more competitive.

Additional recommendations from the *external* review of our program are as follows:

Recommendation #1: The faculty should develop a strong curricular approach to provide an emphasis on international communication. This appears to be in the beginning stages, and faculty should be supported in creating a coherent core of classes reflecting this specialization.

Recommendation #2: Current faculty should be encouraged to engage graduate students in faculty research projects.

Recommendation #3: Faculty should encourage students to take courses offered outside of the department, especially in areas that would enhance an international perspective.

Recommendation #4: The department should develop a more formalized process for the development of teaching.

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

In cooperation with the Office of Assessment, the department has worked to formalize an assessment plan that takes advantage of processes already in place but which have not been incorporated into a formal plan. This new assessment approach will include data collected (1) after the student's first semester in the graduate program, and (2) at the time of the defense of the thesis or project.

While it is difficult to incorporate hands-on skills training in theory and research methods courses, we have developed new special topics courses that are more practical in nature, particularly involving technology related to the move to a "convergent" media environment. Online delivery platforms for news and information are particularly evident in the course on Convergent Media Technology, taught as MC504 (Special Topics). Additionally, all Mass Communications graduate students now take MC502 (Media Campaigns), which incorporates hands-on application of skills in a theoretical course.

Also, over the past six years the department has utilized our MC504 (Special Topics) course to test the demand for certain classes. One of these classes, on media propaganda, was received so well that it is now a permanent course, MC505. We have also developed special topics courses at the 500 level in convergent media technology and, most recently, international advertising.

In addition, the department allows—and strongly encourages—its graduate students to take up to six hours of graduate-level courses outside of the department. Our graduate faculty has worked with various departments, both on student committees and in other capacities, and has a good knowledge of the classes that are available campus-wide.

Regarding software and technology demands, while many issues relating to available software and lab problems are outside of the department's control, we have established much better relations with IT over the past few years. However, the constant need for updated equipment and software will likely persist as a problem, particularly given the state's economic situation. Finally, in coordination with the department chair's assignment as special assistant to the Dean of the College of Arts and Sciences for communications, the department has been provided two 50% GA positions to work on CAS-related projects, raising the total number of available assistantships to ten.

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

- Currently we are in the process of implementing a new assessment tool in the form of an assessment rubric, which all graduate faculty fill in at the time of the poster presentations that students enrolled in MC500 and MC501 have to complete in their first semester in the program. We are also researching online tools that can facilitate the distribution of these assessment materials.

- Recommendations for more specific-practical courses have been heeded as we continue to modify our graduate courses, such as MC502 (Media Campaigns) and MC504 (Special Topics in Media Convergence), as well as add more special topic classes, such MC504 (International Advertising).

- In response to demands for more practical aspects of the master's program, we have incorporated a variety of classes, such as International Advertising, Advanced Multimedia, and Documentary Media, that students can take in order to pursue their interests in the more practical dimensions of mass media. We also encourage students to take on a professional project option if their interests are within the area of media practice rather than research.

- The research lab is now in operation that will be utilized in advancing students' learning outcomes in research and in writing their scholarship.

- In the spring and summer of 2012, we have increased our admission rate, accepting five out of eight candidates for a degree in Mass Communications.

- We are also actively working on providing assistantships for our students. For the fall of 2012, we have ten assistants, and we are assisting new incoming students in locating properly fitted assistantships on campus.

- The department is also reconstituting the current Alumni Advisory Board to include alumni from the graduate program who can help by offering job placement tips and advice on future course offerings for the graduate program.

6.   Outcome

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

The Programs Committee of the Graduate Council rated this program "in good standing." It recognized the internal and external review committees' findings that the program seeks creative ways to offer excellent courses and provide student support. Though there are numerous strengths in the program, the committee noted that the graduate program in Mass Communications must improve its assessment procedures and plan. To do so, it should build on the recommendations of the program review. The committee affirmed the program's research focus.

PROGRAM REVIEW REPORT

1.	**Reporting Institution:**	Southern Illinois University Edwardsville
2.	**Program Reviewed:**	Mass Communications Undergraduate Program
3.	**Date:**	2011-2012
4.	**Contact Person:**	Denise Cobb
	4.1. **Telephone:**	(618) 650-5609
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5. **Major Findings and Recommendations**

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

Mass Communications is closely tied to the media industries. In addition to helping students develop their abilities of communication and critical analysis and their understanding of legal and ethical issues, this department must ensure that its graduates develop the skills necessary to compete in a highly competitive field. To do this we must have industry standard equipment of high quality—and in sufficient quantity. Just as the media industries are continually reassessing their technological needs in the ever-changing age of converged media, so must we. Convergence is the term used to describe today's media, where walls that used to divide one medium from another and one job from another have been all but obliterated. Media professionals—and our students—must be able to produce great content and then deliver it on any of a number of "media platforms." Only by committing ourselves to staying on top of this reality that describes the future of media will we retain our place among the top programs of our size in the nation. To this end, the department must continually upgrade its equipment, and by extension, its entire learning environment. This commitment requires long-range planning. While no one can predict what skills a media professional will need (sometimes even year to year), the department has developed a ten-year plan that, while certainly needing to be regularly revisited, should ensure that we stay competitive with other universities and in step with the skills that our graduates will need to find jobs in the industry.

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

Recommendations

1. Development of mentoring program

As identified by the department, there seems to be a need for mentoring of undergraduate students. Throughout the student interviews, complaints were common about the shift from faculty advising to central advising. Since this change in policy was done by the College of Arts and Sciences, and certainly

has advantages for both faculty and students, reverting back to faculty advising is not feasible. However, in order to insure that students are provided with accurate information, the development of a faculty/student mentoring program would be helpful. Actions should also be taken by the CAS advising office to insure that students are given accurate information, but this is beyond the scope of this review.

2. Securing up-to-date equipment and technology

As stated above, it is crucial that the Mass Communications department be provided with state-of-the-art equipment in order to provide the best education. Updating the TV and radio labs, providing a "convergence environment," allowing access to the most current software available, and providing adequate lab space and staffing for students are all crucial aspects of a quality education. Every effort should be made to provide the department with adequate resources.

3. Coordination of content in lower-level classes (Students commented that there was an inconsistency in MC 201 and 202 classes, depending on which adjuncts were teaching the classes.)

During the student interviews there were common complaints that some of the adjunct lecturers were teaching these classes in an inconsistent manner. It appears to be a necessity to have lecturers teaching these courses. Lecturers are certainly capable of providing valuable knowledge to students due to their status in the field. However, the basic knowledge that needs to be taught in these classes should be identified and actions taken to insure that all adjunct lecturers are teaching said material.

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

The previous review indicated that the program should seek greater opportunity to offer Interdisciplinary Studies (IS) courses. The committee suggested that the department's relatively high instructional unit cost and low credit hour generation in lower-division courses could be aided by the creation of an IS course that would have campus-wide appeal. The specific type of IS course that the committee recommended—The Greatest Motion Pictures—was offered for the first time in summer 2011 as IS303, taught by Ralph Donald of Mass Communications and Alexander (Lex) Van Blommestein of the Department of Theater and Dance. The class had a capacity of 50 and an enrollment of 50, with 20 students waitlisted. Obviously, this course was very popular. Its creation was an excellent recommendation, and the course will be repeated on a yearly basis. This course is not the only regular IS offering by the department. Since the last review, the department has offered two additional IS courses, IS353 (Representing Women's Bodies) co-taught with a Music department faculty, and IS376 (Information Technology & Society), co-taught with a faculty member from Computer Science. IS353 has been offered three times beginning in summer 2006; IS376 has been offered four times beginning in fall 2007. Neither course has ever had any problem "making." The introduction of these courses has gone a long way toward addressing the issues that the review committee indicated. The department's faculty continues to pursue other opportunities to introduce Interdisciplinary Studies (IS) courses.

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

- Development of mentoring program

The program agrees that mentoring students is an essential role for each faculty member to play, particularly since advising is now centralized through CAS advising. The wording in the review document makes it sound as if we do not mentor students at this time. To the contrary, concurrent with the transitioning of advising responsibilities to CAS, a mentor system was created at the department level.

Each time the department receives a declaration of a new major, a letter is sent to that student by the Chair requesting a short meeting with the new major. At this meeting the Chair, in discussion with the student regarding her/his career goals, steers the student toward the correct sequence and assigns the student to a faculty member within that sequence to serve as her/his mentor. Current majors have also been assigned faculty mentors.

- Securing up-to-date equipment and technology

The program faculty agree wholeheartedly with—and appreciate—the review team's recommendation that adequate resources be provided to the department at this critical time of transition in the media industries and for media education. The department is always active in requesting funds through the IER process. However, to fully implement our movement to a "convergence media environment" and for the conversion of our TV studio and laboratories to high definition, they will need significant investments. To this end, the department has submitted funding proposals to the CAS Dean's office and is working with the director of development to find appropriate private sources of funding. The CAS director of development announced at our April alumni evening that the college is launching a $750,000 campaign to raise money for the department so that we can make these necessary investments in new technology.

- Coordination of content in lower-level classes (Students commented that there was an inconsistency in MC201 and 202 classes, depending on which adjuncts were teaching the classes.)

While the program faculty respects the need to maintain certain levels of autonomy in the classroom, the department agrees with the review team regarding the necessity of greater consistency in the knowledge and skills that are imparted to our students regardless of their class section. In the past they have had our full-time faculty meet with the adjuncts at the beginning of each semester to discuss common outcomes that we expect of every student who successfully completes these courses. This practice will continue. Additionally, they have tasked a new department committee (the Curriculum Monitoring Committee) to work with instructors of these lower-level classes to develop standardized syllabi. The Chair has also begun to meet with each MC202 instructor individually at points throughout the semester to ensure that the basic goals of the course are being met.

6.   Outcome

      6.1   Decision:

            ___X__ Program in Good Standing

            _____ Program Flagged for Priority Review

            _____ Program Enrollment Suspended

      6.2   Explanation

The program received an "exemplary" rating from the internal review team and has received accreditation from an external body, the Accrediting Council on Education in Journalism and Mass Communication. The rigorous external accreditation seems to be a significant influence on the department's curriculum and courses and is a strength of the Mass Communications program. Senior Assignment, which includes an internship, is an excellent experience for the students and provides valuable feedback to the department. The department maintains close ties to area communications professionals, aiding ties to alumni, internship cultivation, and program feedback. The department has ongoing needs for funding to

keep its technology up-to-date. It has successfully obtained significant resources in the past and will hopefully be able to continue to maintain high standards in this area.

The Mass Communications department was commended for already beginning to respond to recommendations regarding consistency in introductory coursework. The Curriculum Monitoring Committee seems to have plans that allow for consistency in skill goals while respecting academic freedom in the classroom. Curriculum Council encouraged the department to tie this committee to existing departmental committees with curriculum responsibilities and to monitor the success of the new committee.

The council commended the program's close ties to alumni and proactive response to recommendations.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Master of Arts in Teaching (MAT)

3. **Date:** 2011-2012

4. **Contact Person:** Denise Cobb

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5. **Major Findings and Recommendations**

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

The field of education has faced growing external pressure in the last decade. University teacher education programs are responding to higher levels of accountability and embedding increasing numbers of standards from content areas (i.e., math and science standards), national professional organizations' standards, and state standards (Illinois Professional Teaching Standards and Common Core Standards) into an already compressed curriculum. The integration of these standards in teacher education courses and programs leaves little flexibility in the programs and demands more resources in a time when resources are limited. As more school districts consolidate classes, raise class sizes, and reduce budgets, teachers are being laid off and new hires are decreasing. The state of Illinois has implemented new entrance testing requirements that are reducing the number of students who are eligible to enter teacher education programs.

All of these things have led to declining numbers of people entering the field. Because the MAT program was designed for professionals with degrees in content areas such as math, biology, English, and history to add teacher education courses in a shortened timeframe to gain teacher certification, the program attracted individuals wishing to change their career path. Many of these people were recent graduates who could not find employment in their field or professionals who were laid off due to the economic conditions. The decline in the number of teachers being hired and the reports of budget challenges for school districts have led to fewer students entering the MAT program.

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

- **Continuity:** The program suffers from a lack of continuity in faculty, content, and structure which must be addressed in order for the program to satisfy current students, to attract future students, and to think about future growth.

- **Response to Student Concerns:** The faculty were incredibly open to new ideas and changes. However, sometimes student concerns were not adequately addressed. It is recommended that the program provide mechanisms to collect student feedback outside of course evaluations.
  The program might consider assessing the program in the middle or the end of the second block using the Office of Assessment to help uncover student concerns.
- **Program Decision Making:** We recommend that the program develop a structured method for making decisions such that maximum meeting length and number are reduced.
- **Staff Support:** We recommend that, if possible, 1-2 additional graduate assistants be made available to the program, providing additional support and further opportunities for graduate students at SIUe.
- **Space:** Our final recommendation discussed by faculty and students concerned the issue of classroom space. Presently the MAT classroom accommodates 20 students, approximately the number of students presently in the program. However, to allow for growth, a bigger classroom that fosters student interaction and group work is needed. If the program wishes to grow, a larger classroom needs to be attained.

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

Not applicable. The 2011-12 review was the first internal review of this program.

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

Since the 2011-12 program review, the MAT program has moved forward on several of the recommendations. The program has continued to meet monthly to insure continuity in the program. These meetings are held to an hour to an hour and a half in order to not overburden faculty who also attend C&I department meetings and possibly Secondary program meetings. This would correspond to approximately four hours for department meetings each month. The program faculty has adopted the edTPA as the primary program assessment, and faculty members have worked to ensure curricular continuity through this process. Overlapping assignments have been eliminated and syllabi have been reviewed to make sure all standards are covered and redundancy is eliminated. In response to faculty continuity, the Graduate Program Director for the C&I department will take on program direction for the MAT program in the 2013-14 academic year. This will allow more continuity with the C&I master's program. In response to the recommendation about modifying the program based on student concern or feedback, faculty members have created informal mechanisms to collect information about the program outside of course evaluations. These include soliciting student feedback mid-program and then bringing student concerns to a program meeting. The School of Education was not able to add extra graduate assistants to provide additional support. Finally, the Department of C&I is working with the School of Education dean's office to secure additional space when needed. Some of the MAT classes are very small. These classes do not require additional space.

Because of the decline in student enrollment in the MAT program, the department has sent a proposal to the Provost's office and Graduate School requesting that the MAT program be placed on moratorium. If accepted, the department plans to teach out students who are currently in the program and redesign the MAT program to better meet the needs of working professionals (night classes, on-line classes, weekend classes). We hope these changes will significantly increase enrollment.

6.   Outcome

6.1   Decision:

___X___ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

According to the Programs Committee of the Graduate Council, the program offers non-education majors who have an undergraduate degree in a content area an opportunity to prepare for and obtain a teaching certificate. The program is innovative in content and format. The cohort structure is much appreciated by the students. The focused three-term format also enables students to spend a relatively short time in getting their degree. While the students appreciated the knowledge and skills they developed in pedagogy, classroom management, and assessment, they expressed some concerns related to coordination. The Programs Committee noted that the program faculty addressed expressed concerns about perceived repetition, lack of coordination in content, and lack of continuity in blocks of discussion assigned to particular faculty members. The committee recognized that the MAT offers a new format and adjustments are being made to improve the coordination among different blocks and content within a block based on student feedback and outcomes assessment. The Programs Committee encouraged the faculty to consider more effective coordination and communication. The focus should be enhancement of students' understanding of how the content addressed by multiple faculty members are building blocks to higher levels of learning as they progress through the program.

As noted above, the program has initiated several actions to address potential concerns raised by declining enrollments.