SIU

SOUTHERN ILLINOIS UNIVERSITY

October 16, 2014

Members of the Board Academic Matters Committee

    Shirley Portwood, Chair
    Don Lowery
    Donna Manering

The Academic Matters Committee will meet following the Executive Committee on Wednesday, October 29, 2014, in the Meridian Ballroom in the Delyte W. Morris University Center, Southern Illinois University Edwardsville.

The following items are suggested for the agenda:

1. Approval of the Minutes of the July 24, 2014, Meeting (enclosure)

2. Information Report: Program Quality Assurance (This report was mailed with the packet for the September 11, 2014, meeting. Please let me know if you need another copy.)

3. Reorganization and Name Change of Office of International Student and Scholar Services Within the Office of Student Affairs to Office of International Affairs in the Office of Provost and Vice Chancellor for Academic Affairs, SIUE (Board Agenda Item Z)

4. Approval for Membership in the Digital Manufacturing and Design Innovation Institute (Board Agenda Item AA)

5. Operating and Capital RAMP Guidelines and Executive Summary: Resource Allocation and Management Program (RAMP) Planning, Operations, and Capital Budget Request, Fiscal Year 2016 (Joint Discussion with Finance Committee and Architecture and Design Committee) (Board Agenda Item M)

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

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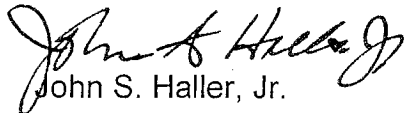
6. Presentation: "SIUE Solar Car Design Experience"

    Presenters: Zachary Crawford, Project Director
                 Lisa Smith, Assistant Project Director
                 Amy Sunderlin, Project Director of 2012 and 2013 Projects

7. Other Business

I look forward to seeing you at the meeting.

Sincerely,

John S. Haller, Jr.

/am

Enclosure

cc: Roger Herrin   Marquita T. Wiley
     Adrian Miller   Randy J. Dunn
     Mitch Morecraft   Julie Furst-Bowe
     Joel Sambursky   Paul D. Sarvela
     Randal Thomas   Other Interested Parties

BOARD OF TRUSTEES

SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

July 24, 2014

The Academic Matters Committee met at 9:00 a.m. on Thursday, July 24, 2014, in the Auditorium at the SIU School of Medicine, 801 North Rutledge, Springfield, Illinois. Present were: Donna Manering, chair pro tem, and Don Lowery. Absent was: Shirley Portwood. Other Board members present were: Roger Herrin, Mitch Morecraft, Joel Sambursky, Randal Thomas, and Marquita Wiley. Executive Officers present were: President Randy J. Dunn; Acting Chancellor Paul Sarvela, SIUC; Chancellor Julie Furst-Bowe, SIUE; and Senior Vice President Duane Stucky.

Minutes

Motion was made by Trustee Donna Manering to approve the minutes of the May 8, 2014, meeting. The motion was duly seconded by Trustee Don Lowery and passed by the 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, 2013 through June 30, 2014 (Board Agenda Item H)*

Acting Chancellor Paul Sarvela spoke on the information report that is required to be submitted to the Illinois Board of Higher Education each year to update the IBHE program inventory. The official report submitted to IBHE must be approved by the Board of Trustees of Southern Illinois University. Items listed in this report include the addition of new degree programs, the reorganization of degree programs, and the addition of specializations and options. The report demonstrates that the faculty are continually updating and improving the curriculum to better reflect changes in the professions and better prepare graduates in the programs. Acting Chancellor Sarvela asked for any questions.

Trustee Manering questioned if the changes and modifications were in consultation with faculty and staff. Acting Chancellor Sarvela confirmed that they were developed with their input.

Trustee Manering made a motion that the item be passed by the Committee for consideration by the full Board. The motion was duly seconded by Trustee Don Lowery and passed by the Committee.

Resolution for a Collaborative Creation of a Plan for Consideration of a Grant From the Clean Coal Review Board (Board Agenda Item R)

Acting Chancellor Sarvela reported that the resolution is to seek the Board's support in establishing a collaborative working group to create a plan for submission to the Clean Coal Review Board. The plan could result in significant grant dollars—potentially more than five million dollars. The Clean Coal Review Board has expressed a desire to work with SIU to invest the balance of its funds to launch an initiative that could create a long-lasting legacy and lead to a substantial impact on coal and energy education and research. The campus seeks the SIU Board of Trustees' endorsement of the concept and would like to begin working with the faculty and others in a collaborative effort this fall to discuss details for such a plan for the Clean Coal Review Board's consideration.

Trustee Lowery made the motion that the item be passed by the Committee for consideration by the full Board. The item was duly seconded by Trustee Manering and passed by the Committee.

Presentation: "Free Health Clinic for Homeless and Uninsured Individuals in Springfield: A Student-Led Interprofessional Community Health Project"

Presenters were David Steward, Tracey Smith, Daniel Sadowski, Mallory Adams, and Emily Perkins. They shared a video that provided insight into how the free clinic is ran, as well as its purpose and benefits. The free clinic was developed to provide health care to the homeless and uninsured and as an educational site. The clinic is held twice a year, in late fall and early spring.

Other Business

President Dunn spoke regarding the research funding process and the ongoing review of what has been submitted.

Having no further business before it, the Academic Matters Committee adjourned at 9:27 a.m.

PDS/pm

Program Quality Assurance

July 1, 2013 – June 30, 2014

Southern Illinois University

Submitted to the
Illinois Board of Higher Education
September 2014
by the
Office of Academic Affairs

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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.

John S. Haller

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)	2013	Accredited	2014	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)	2013	Certified	2015	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2013	Accredited	2015	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)

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
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

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
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 (ABFSE)	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	2015	B.S. in Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2006	Accredited	2014	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 (FSDO)	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	Suspended *Seeking Reaccreditation*	2014	A.A.S. in Aviation Flight (AABI Flight Education)
International Fire Service Accreditation Congress (IFSAC)	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	2021	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 (NATEF)	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	2014	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 (CSWE)	2010	Accredited	2018	B.S. in Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2013	Accredited	2015	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	2020	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 (AAM)	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 Theatre
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 Theatre, M.F.A. in Theatre, Ph.D. in Speech Communication (Theatre) B.F.A. in Musical Theater
University and College Intensive English Programs (UCIEP)	2011	Membership	2016	Center for English as a Second Language (CESL)
American Association of Intensive English Programs (AAIEP)	2014	Membership	2015	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 (ACEJMC)	2014	Accredited	2020	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 (ACS)	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

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
2014 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	
Network for Change and Continuous Innovation: Higher Education's Network for Change	2014	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	
National Association of Diversity Officers in Higher Education		Membership	Renewable Annually	
Hispanic Association of Colleges and Universities		Membership	Renewable Annually	
COLLEGE OF ARTS AND SCIENCES				
Accrediting Council on Education in Journalism and Mass Communications	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

Accrediting Agency/Affiliation	Year of Review/Affiliation	Status	Next Review (Year)	Accredited/Affiliated Program/Unit
COLLEGE OF ARTS AND SCIENCES, cont.				
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
National Association of Schools of Art and Design	2014	Accredited through 2020	2021/2022	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; graduate programs in Art Therapy Counseling and Studio Art
St. John's Hospital, Springfield, Illinois	2011	Affiliation agreement for three years	2014	Department of Biological Sciences
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 2019	2018/19	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Reaccredited through 2019	2018/19	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 for the unit/all programs receive annual review	Continued approval	2015 for programs / 2016 unit report due	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)

Accrediting Agency/Affiliation	Year of Review/Affiliation	Status	Next Review (Year)	Accredited/Affiliated Program/Unit
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	
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	Reaccredited through 2018	2018	Doctor of Nursing Practice
SCHOOL OF PHARMACY				
Accreditation Council for Pharmacy Education	2011	Reaccredited through 2015	2014	Doctor of Pharmacy

Notes:

SIUE completed its Quality Checkup for the Higher Learning Commission in 2014.

A final review as part of the reaffirmation process will occur in 2014-2015.

The Chemistry application/report is still awaiting review.

The contract with St. John's Hospital is currently under review.

The decision from the National Association of School Psychologists will not be available until fall.

The NCATE, ABET (including the Computing Accreditation), and ACPE visits are scheduled for later this fall.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed** ME in Biomedical Engineering

3. **Date** July 2014

4. **Contact Person** Susan Ford

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

    4.2. **E-mail** sford@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:

Established in 2008, the Biomedical Engineering (BME) program offers two master's degrees: a MS in BME (with thesis) and a ME in BME (non-thesis option). Each degree is a university-wide program that pulls from four colleges (Engineering, Science, Agricultural Sciences, and the School of Medicine). The program Director is responsible for recruiting faculty to teach and students to enroll. Reporting to the Dean of the College of Engineering, the Director also signs each graduating student's clearance at the end of the program, which regularly see students switch out of the MS into the ME degree at the last minute. These students are unable to complete the research requirement in the MS in a timely fashion. Consequently, enrollments in the ME languish (<10) in preference to those in the MS (>10).

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

Enrollments in the ME in Biomedical Engineering have averaged fewer than 7 students for the past 3 years, well below the IBHE threshold for a performing master's degree program (>10). Similarly, graduation rates in the ME in BME have averaged fewer than 4 students for the past three years, again well below the IBHE threshold for such rates at the master's level (>5). This disturbing pattern triggered the formation of a Review Committee to study the program's problematic metrics and the program Director's Plan for Improvement. This occurred in fall 2013 in keeping with the terms of Public Act 97-0610, which requires universities to monitor and correct underperforming programs. SIU Carbondale's procedures to do so are detailed in the Program Change Review Committee Report in 2012. The ME in BME was among the first programs to be subject to these institutional procedures.

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

The MS and ME in BME were last reviewed in 2011, just three years after the program's establishment. The IBHE-mandated review identified enrollments and graduation rates as problems, but was willing to give the Director the benefit of the doubt to correct them. It was believed that fixing the reluctance of faculty to be cross-appointed in the program and fixing the scheduling of required coursework would help with the recruitment of prospective students in both the MS and the ME degrees. Better coordination of enrollment management would almost certainly follow. Unfortunately, that did not turn out to be the case. The metrics failed to improve.

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

After serious discussion with the Review Committee and with the Dean of the College of Engineering, the program Director proposed eliminating the ME in BME. It was his contention that the MS in BME would be strengthened because students would have no other option than to complete the thesis requirement. Moreover, the elimination of the ME would be seen as eliminating a lesser option for students in BME, a stigma that hampered recruitment efforts into the ME. The Review Committee concurred with the Director's proposal and made its recommendation to the Dean and the Provost.

6.   **Outcome**

6.1   Decision:

_____ Program in Good Standing

_____ Program Flagged for Priority Review

___X__ Program Enrollment Suspended

6.2   Explanation

New enrollments in the ME in Biomedical Engineering are suspended effective July 1, 2014. Students already enrolled in the program will be allowed to finish their degrees in the teach-out period, which is expected run to summer 2016. In light of how few students are in the program, the impact is likely to be minimal.

PROGRAM REVIEW REPORT

1.	**Reporting Institution**	Southern Illinois University Carbondale
2.	**Program Reviewed**	ME in Civil and Environmental Engineering
3.	**Date**	July 2014
4.	**Contact Person**	Susan Ford
	4.1. **Telephone**	(618)453-5744
	4.2. **E-mail**	sford@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 2009, the Department of Civil and Environmental Engineering instituted a new master's degree, the ME, with an eye to exploring the market, both online and on-campus, for a course-only program. The Master of Engineering is a non-thesis, professional degree designed to provide advanced technical knowledge for professional practice. The program provides advanced study in the areas of structural engineering, environmental engineering, geotechnical engineering, and water resources engineering. Perhaps the most attractive feature of the ME program is that it permits students to complete in just three semesters (12 credit hours fall, 12 credit hours spring, 6 credit hours summer).

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

Enrollments and graduation rates in the ME degree in Civil and Environmental Engineering have been very disappointing. In five years, fewer than 4 students have enrolled annually, and only 4 students have ever completed it. Under the terms of Public Act 97-0610 and the IBHE's target metrics for performing programs at the master's level (> 10 students enrolled, > 5 students graduated each year), the ME degree is clearly lagging the research-focused MS in Civil Engineering, which has more than 30 enrolled students and more than 10 graduates a year. The department faculty has received money to develop online courses specifically to offer the ME at a distance, but none of these courses have been scheduled for students to take, primarily because the faculty members feel that their intellectual property rights in the program are insufficiently guaranteed. As a consequence, a Review Committee was formed in fall 2013, following the procedures outlined in the university's Program Change Review Committee Report in 2012. The committee requested the department's Plan for Improvement to address the low enrollments and graduation rates in the ME program.

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

The ME was not included in the latest review of the Department of Civil and Environmental Engineering's graduate programs in 2010 because it was at the time a new program. Moreover, the faculty considered the ME merely an extension of the MS degree, which had very good enrollments, even though the two degrees have different requirements. At no time has the department developed an acceptable plan for the assessment of student learning outcomes for either program, despite the Higher Learning Commission's expectations that all degree programs at the university have one and use it to collect meaningful data to ensure that all curricular changes are data-driven.

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

After reviewing carefully the department's Plan for Improvement and visiting with the Department Chair, the Review Committee came up with the following action steps. It is expected that the department will undertake them and produce results in line with the IBHE enrollment and graduation thresholds by fall 2015.

1. Targeting a sustained marketing effort, both on and off campus, to prospective students best suited to the program.

2. Collaborating with the School of Engineering at SIU Edwardsville to recruit its graduates who are best suited to the ME degree.

3. Working with the department's Industrial Advisory Board to assist with recruiting students for the program.

4. Sharing more of the Department Chair's duties with the department's Graduate Committee, as appropriate under the department's Operating Paper, to recruit prospective students.

5. Engaging the department's Registered Student Organization to assist with recruiting activities for the program.

6. Developing an accelerated BS/ME degree track for students well-suited to such a combined degree program.

7. Considering new advisement protocols for prospective students.

8. Moving course by course the ME program online once the department faculty involved in this effort are assured of their intellectual right protections.

9. Revising the plan for the MS to measure student learning outcomes to include the ME (as required by the Program Change Review Committee Report) to ascertain what the learning data suggest would make the program more effective and thus more appealing to prospective students.

6. Outcome

6.1 Decision:

____ Program in Good Standing

_X__ Program Flagged for Priority Review

____ Program Enrollment Suspended

6.2 Explanation

Until the program has increased its enrollments and graduation rates to reach IBHE-mandated thresholds for performing programs (> 10 students enrolled, > 5 graduates a year), the ME in Civil and Environmental Engineering shall remain a program flagged for priority review. If the enrollments and graduation rates are still found to be underperforming in fall 2015, another review committee will be convened under the terms of the Program Change Review Committee Report.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed**   International Business and Cultures Center

3. **Date**   July 2014

4. **Contact Person**   Susan Ford

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

    4.2. **E-mail**   sford@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 College of Business has not participated in CIBER activities for at least 15 years. In the late 1980s and early 1990s, the College of Business collaborated with the University of Memphis' (Memphis State) CIBER activities. The Robert Wang Center for International Education and Research at the University of Memphis was designated as a CIBER in 1989 by the U.S. Department of Education. At some point during the 1990s, that collaborative arrangement was discontinued. Since that time, no CIBER activities have taken place in the College of Business' International Business and Cultures Center. College of Business educational programs, research activities, student outcomes, resources, and faculty responsibilities will not be affected.

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

There are no records of the center having been reviewed in the past ten years. Each time the Provost's office has contacted the Dean of the College of Business about the center, the Dean has agreed to eliminate it but has not taken active steps to do so. It is time to attend to this administrative oversight of a once-active center that has not received state funding for decades.

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

None.

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

A Reasonable and Moderate Extension Proposal was approved by the President of Southern Illinois University in February 2014 to eliminate the center from the SIUC program inventory. The elimination will be reported on the FY 2014 Additions and Deletions Report. The center was dormant and needed to be cleared from the College of Business' approved IBHE inventory.

6. **Outcome**

    6.1 Decision:

        _____ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2 Explanation

Since none of the outcomes listed above applies to the elimination of a research center, it is enough to say that the center is being discontinued and the RME will be forwarded to the IBHE shortly.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   BA in Linguistics_____

3.   **Date**   July 2014_____ _____

4.   **Contact Person**   Susan Ford_____ _____

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       4.2.   **E-mail**   sford@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 Linguistics is a small, but highly effective department at both the undergraduate and graduate levels. Though enrollment in the major needs building, the department is well enrolled by 111 graduate students. In the last few years, the department has been understaffed; the current faculty has just 1 tenured and 4.5 non-tenure-track instructors. The lecturers all have graduate faculty status in order to participate fully in the BA and MA programs. Meanwhile, the department has had a series of Chairs, all from outside of Linguistics, for the past decade. So the unit is slowly rebuilding.

As a rule nation-wide, linguistics programs tend to be small compared to other fields of study that are taught in the public schools, such as English, history, music, art, mathematics, and the sciences. The fact that students are not introduced to the subject of linguistics in high school or community college means that recruitment efforts need to be vigorous. Not only is it a superb discipline for building knowledge of languages, cognition, and human behavior, linguistics also has excellent value as a path to a career, ranging from FBI agents, teachers of English as a second language, social workers, and translators, to name a few.

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

As of Day 10 census count (August 30, 2013), the BA in linguistics had 24 majors, just 1 short of the IBHE minimum of 25. On the other hand, the program had 3 double-majors, which are shared with Foreign Languages and Literatures and English. Moreover, the BA has had a reasonably steady enrollment of 25 majors, on average, over the past decade. Despite only 4 students completing the degree in 2013 – again one student shy of the IBHE threshold – the program saw

17 majors finish in 2014. As a general rule, the program has averaged more than 5 graduates every year since 2008.

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

The BA in Linguistics was last reviewed in 2013, but its enrollment and graduation rates were not discussed in any detail as a problem in need of remedy. Much more pressing was the over-enrollment of students in the MA program where understaffing was a more pressing concern. Consequently, no recommendations specific to recruitment and retention of undergraduates were made. Since then, however, the department has developed a Plan for Improvement, as required by the Program Change Review Committee Report of 2012. The essentials of that plan are listed below.

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

A. Recruitment: Since linguistics is not taught in the public school system or at community colleges, students need to be informed about the benefits of the major as a discipline and career path. The program is eager to get the word out.
      1. SIUC recruitment:
          a. Starting in spring semester 2014, the faculty will recruit aggressively in the linguistics core curriculum courses, Linguistics 201 and 320i. They will send letters to students who show an aptitude for the discipline, encouraging them to become majors.
          b. Also starting in spring semester 2014, faculty and students will make presentations in the UCOL courses for undecided students about linguistics as a major.
          c. During spring semester, the program will begin talking to admissions about the students to recruit as minors in such disciplines as International Studies and Foreign Languages and Literatures.
      2. Recruitment marketing:
          a. During spring semester, the Chair will contact admissions to develop a Web-based marketing plan to recruit prospective students. This will involve adjusting the Web page to target students who are window-shopping.
          b. The department has a Hobsons' letter that goes out to prospective students. The faculty will enhance this outreach by making phone calls to students who show an interest in studying linguistics at SIUC.

B. New Chairperson. The department is currently seeking a Chair in the discipline. It is hoped to have the new chair installed for fall 2014. One of the criteria in the search is expertise in enrollment management.

C. New Director of Undergraduate Studies. In fall 2013, Dr. James Berry was put in charge of majors. Dr. Berry has plans to create more exposure for the Linguistics department.   He is putting together a Linguistics Speaker Series with speakers from both the department and outside the university. He organizes our table at the Open Houses and works on the materials (brochures, letters, email, etc.) that we send to prospective students.

D. <u>Forensic Linguistics</u>: In summer semester, the department will offer a Forensic Linguistics course. This offering will be a trial balloon to test student interest in the topic. If it is successful, the department will investigate the possibility of adding a Forensic Linguistics course to the undergraduate curriculum. Forensic study is popular among young people, in part because of its exposure on television. The program will explore the possibility of installing it as an elective in the Forensic minor offered by the Departments of Administration of Justice and Anthropology.

E. <u>Core Curriculum</u>: The Chair has also talked briefly with Professor Pat Manfredi about offering an appropriate version of the Forensic Linguistics course in the Core Curriculum. This course would enhance the department's current Core Curriculum courses of "Language, Society, and the Mind" (LING 200), "Language Diversity in the USA" (LING 201), and "Language, Gender, and Power" (LING 320i), which are used to recruit majors.

E. <u>Accelerated Master's Degree</u>. In fall semester 2014, the Linguistics department will investigate a 4 + 1 BA/MA degree in Applied Linguistics. The recent six-year review report suggested that the department develop this degree, and the faculty agreed it was a good idea pending more discussion and input from the Graduate School. Preliminary research shows that it is relatively common in Linguistics departments nation-wide.

F. <u>NENU Majors</u>: Northeast Normal University in China has recently contacted SIUC to implement a 2+2 program for their undergraduates. They have targeted Linguistics along with Mass Media and Business. The faculty are currently awaiting word from the SIUC team involved in this initiative. This relationship could bring a large number of international majors to Linguistics and SIUC.

6.   **Outcome**

     6.1   Decision:

         _____ Program in Good Standing

         ___X_ Program Flagged for Priority Review

         _____ Program Enrollment Suspended

     6.2   Explanation

Until the program reaches a steady state of 25 undergraduate majors and 5 graduates, it will remain as flagged for priority review. The Review Committee, however, did not feel that this oversight will be needed in the medium-term; the program's Plan for Improvement appears reasonably effective to fix the enrollment and graduation problems.

PROGRAM REVIEW REPORT

1.	**Reporting Institution**	Southern Illinois University Carbondale
2.	**Program Reviewed**	Materials Technology Center
3.	**Date**	July 2014
4.	**Contact Person**	Susan Ford
	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:

Established in 1983, the MTC has been an active and productive interdisciplinary research center for over 30 years. Over that time, there have been only three permanent directors of the MTC. This continuity in leadership is a testament to the viability and stability of the program. The appointment of the current director in January 2013 has provided the opportunity to assess and refocus the operation, direction, and future of the MTC.

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

The appointment of the current director, after almost two years without a permanent director, has been well received by the SIUC materials community and administrators. It was expressed more than once that he is working very effectively to revitalize the MTC. The agreement to return 5% of the indirect charges that go to the Office of the VCR to the MTC provides incentive for faculty members and students to be affiliated with the MTC. The director's willingness to spend a portion of his start up package to fund activities related to MTC is an indication of his commitment to fostering and promoting materials research campus-wide. Establishing a well-defined membership structure for MTC faculty members, affiliates, and students that included the requirements and privileges of membership was an excellent way to identify the people associated with and interested in the success of the center.

From a broader perspective, there continues to be a significant amount of materials-related research being conducted on the SIUC campus. The breadth of the research areas, the number of faculty members in different schools and departments conducting externally funded materials projects, and the diversity of technical expertise provides a critical mass of shared interests that can make the MTC a stronger center. Funding of the Interdisciplinary Materials Research in Chemistry, Physics, and Engineering at SIUC through the National Science Foundation (NSF) Research Opportunities for Undergraduates (REU) program is an example of the commitment and capabilities that exist for faculty and students. Building on that foundation to grow and strengthen the MTC should be a priority.

While budgetary constraints are at the core of many of the challenges the center faces—the center lost more than half of its university support in the past five years—a number of items should be addressed before making budgetary allocation decisions. Technically, there is a need for agreement on the research focus areas for the MTC. The technical areas of interest identified in the self-study document, areas mentioned by the different administrators, and the topics discussed with the faculty, department chairs, and students were

not consistent. Furthermore, a lack of identified laboratory space and equipment under the control of the MTC is in sharp contrast to other university materials research centers that house and administer them.

Administratively, the most apparent shortcoming of the MTC is a lack of support staff to handle routine duties. Without any administrative support, the director has the added responsibility of the clerical and logistical operations associated with running a center, in addition to his teaching, research, and service responsibilities. Progress with centers can be challenging when directors are spread thin by having to oversee every detail of operations, and clearly a center director's time is best spent focused on building the research and educational reputation of the center rather than performing clerical duties. Furthermore, the lack of a graduate degree program in materials limits the visibility, creditability, and potential of the program in many ways, including recruitment of graduate students. Finally, metrics to evaluate the MTC by the campus administration have not been clearly established, and this hinders setting goals as well as determining the impact of the MTC.

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

The following items were listed as actions steps for the MTC at the conclusion of its last review in 2001: (1) enhance the interaction of the Industrial Advisory Board with the faculty associates to improve the research of the MTC; (2) the center needs to budget for an additional administrative staff member; (3) the MTC should consider establishing an interdisciplinary graduate degree program; and (4) the MTC should prioritize (and build) the interdisciplinary research initiatives and seek funding to balance the essential needs of each research priority. The Director at the time, Dr. Max Yen, agreed to undertake each of these steps but was unable to complete them before he left the university in 2011, three years after the center's regularly scheduled review, which was postponed a number of times for re-organization and until a new director could be appointed. The Industrial Advisory Board still needs to be reconstituted, the center remains without administrative staff, there is no interdisciplinary graduate degree program, and the research initiatives await prioritization. Hence Dr. Suni's work and the present review to assist him with it.

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

1) The addition of an administrative staff person will aid in taking care of the routine tasks and clerical duties. An office manager shared with the Image Center will allow the Director to be a more productive faculty member and research center director.

2) Identification of laboratory space and equipment under control of the MTC will help establish the visibility and viability of the center. This also make it easier for the university to provide assistance for equipment maintenance and repair. These actions will likely increase the number of people associated with the MTC, and using its facilities.

3) A more formal seed project funding process will make more apparent how the MTC can assist in promoting research and scholarly activities of students, faculty, and staff, and to further incentivize membership.

4) In conjunction with the Vice Chancellor for Research and other research centers, the MTC will enhance its visibility on and off campus by bringing in seminar speakers, agency program managers, industrial researchers, and other guests. This effort will promote materials research.

5) The Director suggests that pursuing an MTC Registered Student Organization, as recommended by the reviewers, depends to a large extent on finding dedicated student(s) in their departments to make this happen.

6) In the long-term, the Director will collaborate with the Provost to develop graduate programs in Materials Science and/or Engineering, as well as an interdisciplinary Materials Technology Science online certificate, drawn from already existing courses.

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 and MS in Mining Engineering

3.	**Date**	July 2014

4.	**Contact Person**	Susan Ford

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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 and MS in Mining Engineering (MNGE) were flagged in fall 2013 for high, normalized costs per credit hour (1.87 for the BS, 2.58 for the MS) in the latest data provided by the university's Office of Institutional Research and Studies (OIRS). High cost-per-credit-hour ratios (>1.25) can also be traced several years before 2012 on the OIRS dashboard of data on academic degree programs (http://iquest.siu.edu/program_review).

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

In the latest review of the MS in MNGE in 2012-13, there was considerable discussion of costs per credit hour, because these metrics had been identified as performance markers by Illinois state legislation (PA97-0610). In fact, the recommendation of the university's review committee was to charge the faculty with improving enrollments and extra-mural funding in order to reduce costs per credit hour. Otherwise, they would be required to terminate the underperforming program. All other indicators in the review, however, were considered sufficient for the program to continue but was flagged for priority review in 2013-14.

    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 report more accurately faculty work effort each semester, in line with guidelines prepared by OIRS. The Graduate Catalog (2014-15) indicated that assistance to MS students is now limited to just two years in order to spread the support to a larger number of students. The faculty committed to match the dean's commitment of seven Graduate Assistantships, giving the department a total of 14 to recruit and retain talented students. Moreover, the faculty were asked to develop a non-thesis option and an accelerated five-year BS/MS degree program. In the view of the review committee, these steps seemed both positive and promising to address the programs' enrollment and cost-per-credit-hour problems. While they did help with enrollments in the MS, they were insufficient to fix the cost ratios.

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

The review committee accepted the department's metrics plan, subject to the stipulations provided by the Dean of the College of Engineering, as the basis for its efforts to meet the challenge posed by the IBHE-mandated metrics. The department's detailed provisions appear reasonable to address a longstanding problem with instructional costs by increasing undergraduate enrollments and reconsidering teaching assignments.

The committee therefore recommended to the Provost – and he agreed – that the department be given until the Day 10 census count in fall 2016 to reach 60 undergraduate majors, to sustain its 15 MS students, and to achieve a normalized cost-per-credit-hour of 1.25 for all programs. Should the department fail to meet all of these targets by this date, the Department of Mining and Resource Engineering (MMRE) shall be dissolved, the faculty will be re-assigned to other units, and its degree programs will be moved to another department in the College of Engineering, whose administrative re-organization should address the IBHE-mandated metrics.

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 and the MS in MMRE 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 cost (<1.26) by September 2016 or face dissolution. To date, the Dean and the MMRE faculty are engaged in re-naming the department and adding faculty members and degree programs in chemical and energy engineering. It is expected that in this way the MMRE faculty will in fact reduce the instructional costs of their programs by fall 2016.

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

2. **Program Reviewed**   B.S. in Recreation

3. **Date**   July 2014

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5. **Major Findings and Recommendations**

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

The precipitating factor for this review was the program's loss of its accreditation by the National Recreation and Park Association (NRPA) in 2010, owing principally to the loss of tenured/tenure-track faculty and the inability to secure funding to pay the re-accreditation fees. The BS in Recreation is now taught by one tenured faculty member – the chair – and five non-tenure-track faculty members. Given the shift in instruction, the program faculty have undertaken a thorough SWAT analysis and drafted a thoughtful strategic plan for the program's regeneration, which seems more likely now that the program has sustained a careful and supportive review for the first time in more than a decade.

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

The strengths of the program are its faculty, its leadership, its students, its geographic location, and its curriculum.

The instructors are dedicated, caring, unselfish, generous, student-centered, team-oriented, passionate, and accessible. These are appropriate accolades for the hard-working faculty. Similarly, the chair is upbeat, creative, imaginative, respected, effective, personable, and knowledgeable, while the students are appreciative for what the faculty and their academic adviser do for them. Like their instructors, students are committed to the program, which makes available opportunities for experience outside the classroom, especially in a registered student organization.

The program's location is also a major strength as it is in a region whose outdoor environment is conducive to recreational activities, leading to its national prominence in outdoor recreation. The program makes good use of the Touch of Nature, Giant City State Park, Shawnee National Forest, and the area's wildlife refuges. These resources provide increased opportunities for fieldwork, internship placement, and employment. Moreover, the curriculum is innovative in its service-learning pedagogy and experiential focus. Socially engaged students are easily retained to complete the program.

The program's challenges are numerous and all relate to staffing and resources. There are too few faculty and staff to meet workload needs, resulting in simple oversights like the out-of-date website. There is almost no departmental funding for professional development, travel, office supplies, fieldwork and internship supervision, or support for student travel and faculty research. Students were critical of online course offerings because they were deemed more expensive than face-to-face courses. Students much

prefer direct contact with their instructors, who as a consequence perceive that their online workloads are heavier.

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

The accreditation representative of NRPA reported in 2011 that the BS in Recreation did not have sufficient tenured/tenure-track faculty in keeping with NRPA standards. Less than 50 percent of the regularly scheduled, required courses were taught by T/TT instructors. Moreover, because the Department of Health Education and Recreation was unable to secure the funds for re-accreditation, the program was never thoroughly reviewed in 2011, even though the program did receive feedback from an NRPA representative.

Since then, the program has taken steps to hire more TT faculty. One generalist position was approved for advertising and hiring in AY 2014, while a request for another faculty position was submitted and approved by the college for AY 2015. That would make a total of three T/TT faculty in the program, including the Chair, by the beginning of AY 2016, with the expectation of hiring a fourth in AY 2017. Once the department has secured funding for re-accreditation, it will then reapply to the NRPA in that same year.

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

Six recommendations form the basis for programmatic improvement going forward. Despite the unlikely addition of any more faculty until AY 2016, the present staff will need to implement the following recommendations as best they can:

1. Recruit more students. The program has outlined a promising plan by updating the Recreation webpage and by considering a new program name (Recreational Services) and departmental identity (Public Health and Recreational Services). Collaborations with Undergraduate Admissions will complement the outreach to other programs on campus in Forestry, Nursing, Rehabilitation Counseling, and Physician's Assistant. New activity courses and the renaming of longstanding courses will help.
2. Integrate Recreation with SIUC Sustainability. The idea is to network with students and faculty who have similar interests, especially in the Touch of Nature facility. This laboratory was the innovative creation of the Recreation program back in the 1950s. The same is possible with the on-campus sustainability organizations and their projects in green energy and recycling. As new faculty members are hired, their interests in these areas will reap significant benefits in student recruitment and retention.
3. Assessment Plan. The program will work on improving its assessment of student learning outcomes. It will collect data that will help the faculty revise the curriculum to make it more effective and appealing to more students. The Office of Assessment and Program Review will assist the faculty on how best to undertake this re-working of assessment activities, from the writing of a plan to its implementation.
4. Distance Education. Although on-campus students were not particularly interested in online coursework, that is not necessarily true of off-campus students. To develop the program's market in the St Louis area, creating hybrid courses that marry the best of online and face-to-face learning, Recreation, in cooperation with Occupational Therapy and Kinesiology, should offer ten courses a year to this new student market.
5. Establish a National Reputation and Regain NRPA Accreditation. The outdoor and therapeutic recreation field is growing rapidly and suggests that SIUC can take a leading role in its development. New courses in this field may well attract more students and interest more prospective faculty to join the program once funds become available to hire them. Complementary specializations in Leisure Service Management and Outdoor Recreation Leadership and Management are good ideas to pursue.

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**   Small Business Development Center

3. **Date**   July 2014

4. **Contact Person**   Susan Ford

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5. **Major Findings and Recommendations**

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

The Small Business Development Center (SBDC) at Southern Illinois University Carbondale (SIUC) is a highly performing organization, providing exceptional services to their clients. The Illinois SBDC, the state's oversight office, indicates that SIUC's SBDC metrics compare favorably to other SBDC operations and actually are stronger than many centers in the state. Similarly, other stakeholders – business leaders and municipal officeholders – have long felt the SIUC SBDC to be a superior operation to those offered by the local community colleges.

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

The Small Business Development Center (SBDC) has been providing business assistance for 30 years and has an established reputation for excellence. This opinion was reflected in the remarks of clients (business owners who had received assistance from the center) as well as area stakeholders (commercial lenders and chamber organizations) who also commented on the value of services/programs delivered by the SBDC.

The chief concerns, and they are minor, include recent staff changes in SIUC's SBDC, but there was a consensus that the two new appointments were well-seasoned administrators and would assume their leadership positions with a minimum of disruption to the center's ongoing activities. If there was one area of improvement that would please the Illinois SBDC, it would be for SIUC's SBDC to achieve greater collaboration/partnerships with neighboring SBDC offices at area community colleges, which could use the center's expertise and experience.

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

The Illinois SBDC has developed six major goals for all state-funded centers. These goals include economic impact (to positively impact small business and entrepreneurial results that strengthen the Illinois economy), client engagement (to provide long-term, in-depth, client-specific business advice, training, and resources), positioning (to create and communicate a consistent brand/image that clearly differentiates the purpose, value, and expertise of the center), resource development (to identify, develop, and leverage the human capital, funding, and technological resources needed to deliver cutting-edge, client-specific services), collaboration and partnership (to develop strong partnership with key stakeholders to promote a pro-small-business and entrepreneurial culture in Illinois), and global competitiveness (to assist businesses

trading internationally to further expand markets for Illinois companies). SIUC's SBDC is making good progress towards these goals.

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

Recognizing the center's staffing limitations and the need to establish a stable environment, the review team proposed the following timeline for implementing its recommendations:

Year One –
- Develop intake SOP (Standard Operating Procedure) with documentation to insure consistency
- Create a schedule of events intended to provide more opportunities for entrepreneurs and small business owners to network
  - Quarterly during year one
  - Bimonthly by year three (in the future)
  - Monthly within five years
- Draft a "simple" survey instrument to collect feedback from clients soon after they provide assistance; use the data to drive improvements
- Complete update of new "brand" with the adoption of the new SBDC logo across all marketing materials
- Strengthen the relationship with SIUC by working more closely with the newly appointed Deputy to the Chancellor for Innovation and Economic Development

Year Three –
- Explore possibilities for creating an online video presentation of "Starting a Business" to allow clients the ability to view this seminar when and where it fits their schedule
- Pursue alternative funding sources
- Develop a plan for "bench strength building" that includes an assessment of talents, skills and abilities of staff; identify cross-training opportunities and plan for future employee succession
- Establish leadership within the state government to advocate for small business and promote a business-friendly tax, license and regulatory environment

Year Five –
- Establish a "global competitiveness" program that integrates the resources and talents of a major university, community organizations, and the state of Illinois

6. **Outcome**

6.1 Decision:

___X_ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

SIUC's Small Business Development Center is engaged in exceptional work and has expert guidance from this review to enhance the achievement of its state mandate in service to the growth of the local business community in southern Illinois.

PROGRAM REVIEW REPORT

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

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

3. **Date** July 2014_____

4. **Contact Person** Susan Ford_____

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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 2013 for low enrollment (21) and low graduation (3) 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:

This is the second year the BS in Social Science Education has been subject to a Review Committee proceeding because of its underperformance in enrollment and graduation. Although the program has made progress, it remains just short of IBHE expectations and thus was evaluated again by a new Review Committee in fall 2013, which re-examined the Plan for Improvement from fall 2012 and the results of its ongoing implementation in the course of 2013.

   5.3 Description of actions taken since the last review, including instructional resources 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 SIUC, the SSEd Director obtained 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. Students are now 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 was 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.

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

In light of the steady progress the program is making in building enrollment (to 21 majors in fall 2013) and improving graduation rates (to 3 in 2013), the Review Committee agreed to allow the Plan for Improvement described above to continue unfolding. The Committee regards the program's chances of meeting the IBHE's benchmarks of 25 majors and 5 graduates by the end of 2014 as credible and will monitor the program's progress in the coming year.

6.   Outcome

    6.1   Decision:

        _____ Program in Good Standing

        ___X__ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

    6.2   Explanation

The BS in Social Science Education has still to meet its required thresholds in enrollment and graduation, and so it will remain flagged for priority review in AY 2015.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   MA in Speech Communication_____

3.   **Date**   July 2014_____ _____

4.   **Contact Person**   Susan Ford_____ ____ _____

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

        4.2. **E-mail**   sford@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:

For the past years, the MA in Speech Communication has seen a steady erosion in reported
enrollments, from 22 in 2008 to 9 in 1012. This same trend is reflected in the number of reported
graduates from 2008 to 2012; for three of those years, there were only 4. For these reasons, in light
of the IBHE's express concerns with enrollments and graduation rates, the university convened a
Review Committee in AY 2014 to examine the Department of Speech Communication's Plan for
Improvement and make recommendations to the Provost concerning the future of the program.

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

Although the enrollment and graduation data for the MA in Speech Communication, as
discussed above, were reported to IPEDS, there were discrepancies in recording the data,
especially in the Banner system which continued to identify students in the MS degree program
when in fact it no longer existed (since 2009) and the students were no longer in teach-out. Using
the Graduate School's more accurate records, the actual numbers for the past five years are much
better than they appear in IPEDS.

Speech Communication master's student enrollment has consistently averaged 16 students per
year, exceeding the IBHE threshold of 10. The program's graduation rates averaged 6 per year in
the same period with no fewer than 5 graduates in any one year under review, again at or above
the IBHE expected rate of 5 or more. The cost-per-credit-hour ratio (1.15) has not exceeded the
mandated 1.25, so that was never an issue for this degree program. It would appear that,
technically, the MA in Speech Communication should not have been flagged for review. But the
downward trend over the past decade clearly requires remediation.

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

Since the last IBHE-mandated program review of the programs in Speech Communication in 2011 did not address concerns with enrollments and graduation, there were no specific actions required of the department to something in this area. This oversight was not deliberate. Rather, enrollments and graduation rates in the MA were seen as a function of the PhD program, the first two years of which are the same as those for the MA. Because the enrollments in the PhD in Speech Communication have long been strong, there was little to exercise either program faculty or the reviewers about the number of students enrolled and finishing the MA. So no recommendations were made to fix a problem no one perceived to be one at that time.

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

Notwithstanding the discrepancies in the data, the Department of Speech Communication has committed itself to taking action to ensure that there are sufficient enrollments and completions in the MA. The faculty will

- work administratively to identify and record master's enrollments and graduation rates;

- work administratively to correctly record all master's students as MA students;

- continue the policy of admitting, mentoring, and graduating a sufficient number of master's students to average more than 10 enrolled and graduate at least 5 MA students each year; and

- collaborate with the Graduate School, the Registrar, and the Office of Institutional Research and Studies to count the PhD students in their first two years of study as actually in the MA program.

6. **Outcome**

6.1 Decision:

_____ Program in Good Standing

___X__ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The MA in Speech Communication will continue to be monitored to ensure that its students are properly counted and reported in the coming year. Until then, the program will remain flagged for priority review.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed**   B.S. in Sports Administration

3.   **Date**   July 2014

4.   **Contact Person**   Susan Ford

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5.   **Major Findings and Recommendations**

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

The BS in Sports Administration is a brand-new program undergoing its first, preliminary review as required by the IBHE. In just the past three years, the degree has established itself as a healthy program at the university. This health is evident by steady enrollment that has reached 140 majors. The students in the program are of excellent quality, which is apparent by the 2.5 GPA admission requirement and the percentage of students meeting established student learning outcomes which are documented in the program's assessment plan.

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

Given its promising start, the program reflects a cohesive and productive faculty, who are motivated to provide a sound curriculum aligned with Commission on Sport Management Accreditation (COSMA) standards. Another asset of the program includes the practical experiences that students provide during their academic careers. The connections that faculty members have been able to make with sport agencies in Southern Illinois and beyond has resulted in students completing internships and volunteer experiences with reputable organizations in the sport industry. This also contributes to high job placement of graduates, another major strength of the program.

Although the program has considerable strengths, there are some areas that need further attention. The first is academic advisement, especially for first-year students. They are not well served by the lack of communication between the College of Education and Human Services and University College. In addition, as program enrollment continues to increase, its growth is limited by the number of faculty devoted to sport administration. The faculty limitation has also resulted in the inability to offer a logical sequence of required courses. Finally, the program needs to further address issues related to branding its distinctiveness and marketing this brand more aggressively to targeted audiences, including prospective students and recent graduates who need to become stakeholders in the program's future.

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

The BS in Sports Administration was established just three years ago, and so it has not sustained a program review until now. No actions have been taken other than to implement the program once it was approved by the IBHE in 2010.

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

In light of budgetary constraints in the college and the university until at least AY 2016, there is little likelihood of resources to hire more tenure-track faculty. The steps listed below will need to be taken by the Sports Administration faculty in place. The progress will be assessed when the program is reviewed again in five years.

1. A More Effective Marketing Plan. The website will be updated and the recruitment of first-year students enhanced, perhaps by faculty offering a special section of UCOL 101. The distinctiveness of the program needs to be shared more broadly with constituencies and their network of professional relationships.
2. Better Coordinated Advisement for Students. The retention of students begins with clear communication among academic advisers in University College and the College of Education and Human Services. The recent addition of a half-time adviser in the college dedicated to the program will facilitate this coordination of advisement, especially in students' first year.
3. Improved Sequencing of Coursework in the Curriculum. There is a need for a clearer pathway through the program, starting with introductory courses at the beginning and ending with the internships as students prepare to graduate. The curriculum needs to be developmentally structured for students to develop mastery of key concepts in a coherent order.
4. Exploration of New Student Markets through Distance Education. The idea is to develop hybrid courses that the faculty and students find generally more congenial than all-online offerings. The St. Louis market seems particularly attractive to target in this way.
5. Collaboration with Complementary Degree Programs Across Campus. Likely candidates for this interaction are programs in Recreation in the Department of Health Education and Recreation and in Sports Media in the Department of Radio, TV, and Digital Media. Courses can be cross-listed and student credit hours shared by clear memoranda of understanding.

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 Certificate and Undergraduate Minor in Women, Gender, and Sexuality Studies

3.   **Date**   July 2014

4.   **Contact Person**   Susan Ford

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5.   **Major Findings and Recommendations**

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

The most important recent change in the academic programs in WGSS is their move with the center from a house on Oakland Street to the third floor of Faner Hall. This change in physical location occurred at the same time as the change in administrative oversight, from the Provost to the Dean of the College of Liberal Arts (CoLA).

As a consequence, the WGSS programs are now housed centrally on campus and supported by a college dean who has provided funding for additional instructional staff (now at 4 FTE faculty members, including the director) and OTS for faculty and student development, travel, awards, office supplies, and equipment. Under the direction of a new director before the move, the programs were better situated for a careful self-study and review to identify strengths, challenges, and recommendations going forward.

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

For a unit with no line-weight faculty, WGSS has been able to post impressive growth since its last review in 2002. Using a combination of non-tenure-track faculty, graduate instructors and cross-listed courses offered by tenure-line faculty with appointments in other units, WGSS has expanded both its number of minors (to over 30) and graduate concentrators (to over 50). This has been the result of several factors: first, the unit recently moved from reporting to the Provost's office to reporting to the Dean of the College of Liberal Arts; second, it has been able to attract exceptional tenure and non-tenure-track faculty to teach its classes; and it has maintained a dedicated staff and series of faculty directors who run the day-to-day program. Consequently, the center plays a much larger role in the life of the college and the campus.

As might be expected for a unit with no dedicated faculty lines, WGSS faces a series of challenges. It is difficult to organize and run a planned curriculum without specified outcomes, particularly at the undergraduate level. The advising mechanism for undergraduates also requires strengthening, especially now that advising is handled centrally. Graduate students have even less access to a standard curriculum, and often have to rely on the courses that are being offered in units across the campus. In addition, tenure-track faculty members do not receive "credit" for their service or teaching in WGSS.

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

In addition to the new location and administration, the following actions have been undertaken since the last review in 2002.

1. The undergraduate program was praised for breadth while being criticized for lack of focus. It was suggested that foci be developed around regularly offered courses. Since this review, an emphasis in Sexual Diversity Studies has been created which partially addresses this need for more coherence in the program

2. A graduate certificate in WGSS was suggested, and has been created. It currently enjoys good enrollment.

3. Formal cross-listings were suggested, and this system of 0% appointments has been implemented. In the fall of 2013, the center hired two non-tenure-track faculty with a total of a 75% appointment to teach a few courses that are not regularly taught. The center has also hired three non-tenure-track instructors who teach online courses on a cost-recovery basis.

4. It was suggested that the program make efforts to increase visibility. Since 2002, enrollment in the University Core Curriculum course (WGSS 201) has improved, with sections usually full; the website has been improved; and money has been invested in sponsorship of lectures and events across campus which contribute to promotion of the unit across campus.

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

1. Staffing for the program, both in terms of faculty and staff, particularly advising staff, needs to be solidified. Options to consider include mid-career faculty members as "internal visiting professors" or a postdoctoral fellowship to enhance possibilities for spouses of tenure-line faculty members. Like the University Honors Program, the center will use other-than-salary funds to compensate instructional faculty. New tenure-track hires and/or existing tenured faculty can be appointed part-time in WGSS, as they have been in Africana Studies. The Dean will work on memoranda of understanding to share credit hours for WGSS coursework taught in other departments.

2. All relevant staff, but especially the director, will set the curricular offerings for the program, and the courses need to be offered regularly. A block of courses will be identified as central to the curriculum, and every effort will be made to offer them regularly, so that students can count on them to ensure a predictable sequence of courses forming a coherent program of study in the undergraduate minor as well as in the graduate certificate.

3. The faculty will consider adding a research experience for the graduate program, either in the form of a seminar or an internship. The more students can form a community of shared scholarship, the more self-conscious they will be as specialists and practitioners in their chosen fields.

4. The unit will develop a practice of faculty governance for internal program building. It then needs to use that system to promote the center across campus. An advisory board will meet regularly, with its members receiving credit in their annual evaluations. A campus-wide election from among the faculty participating in the program would ensure that members are committed, and the director will retain the ability to appoint an additional two or three members to ensure diversity as well as representation from colleges across campus to serve as advocates for a WGSS community.

5. The unit will build on and expand its fundraising efforts to support the program and its students with money for scholarships, regular events (such as an external lecture series), or faculty research. Such fund-raising has an added benefit of creating stronger ties with alumni, who provide internships, engaged learning activities, or employment after graduation.

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** WSIU Radio and TV _____

3. **Date** July 2014 _____

4. **Contact Person** Susan Ford _____

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

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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:

Much of WSIU's work has been to make do with fewer resources to sustain its operations. This has been a major concern for the past several reviews. The stations have made exceptionally good use of student workers from programs in the College of Mass Communication and Media Arts (MCMA) to backfill as many positions as possible.

Besides steps specifically recommended by the last review in 2007 (see below), the stations have hired experienced fundraisers to lead the regular on-air and underwriting efforts to raise donations from listeners and corporate sponsors. The results have been striking in the additional revenues – up 31 percent in the past ten years – that these appointments have generated for the stations. These appointments promise to grow revenues if the stations can retain one of them and hire another to join her on a cost-recovery basis with the SIU Foundation.

Besides the strengths discussed below, the plans for the re-construction of the Communications Building promise a remarkable opportunity for the stations to upgrade their physical facilities and streamline their operations that depend upon students, staff members, and faculty in the building. If designed properly, the new building will make possible the more efficient use of staffing drawn from MCMA.

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

The stations' chief strengths include a dedicated staff, all of whom have taken on additional duties over the years as positions have been lost. Even though they are aware of and disappointed by these cuts, they remain devoted to the stations and the university. Similarly, a cadre of students view their involvement with WSIU as a vital part of their studies and as a crucial element in gaining the hands-on experience they need to land jobs upon graduation. The stations also serve as a significant recruitment tool for the college and for the university. Bringing prospective students through the studios and newsrooms lends a sense of excitement and possibility that are very attractive to high school students.

Finally, there is a significant return on investment (ROI) for the university. For each dollar invested, the stations are bringing in two more from outside. In addition to money raised by WSIU, the public service and public relations annual return to SIUC dwarfs many times over the actual dollars invested. On the national level, annual ROI in the form of public service and public relations values ranges from $5 million to $73 million, depending on audience sizes and time they spend viewing/listening. This robust outreach is unusual for stations of this size and staff.

Challenges for the stations remain all too familiar. The level of unfilled positions at WSIU is perhaps the most obvious. The staff cuts that the stations have endured over the last 10 years are not a surprise in light of dramatic declines in state funding and university enrollment, but the absence of a permanent chief engineer is especially critical because it slows the stations' ability to plan for the future and to adapt to changing technology. As a result, signal delivery in the Paducah area (which is ripe for membership and corporate support) is regularly disrupted.

Undermining its budgetary base, WSIU has no authority to extract a mandatory recharge fee from other campus units, yet the stations are required to utilize services from those same campus units and pay their inflation-adjusted fees. WSIU provides both academic and community service with no predictable revenue authority to meet increasing costs. Charges from IT and the Foundation have been the subject of recent discussion. WSIU also provides extensive curricular support and instruction but receives no compensation.

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

a. In 2011-2012, the stations undertook a comprehensive planning process that involved WSIU staff, MCMA, and the WSIU Friends Board as well as community members and donors. The plan has been vetted by the station staff, the college Dean, the Provost, and the Chancellor.

b. In winter 2009, a development consultant was contracted to perform a development audit of WSIU. While some of the technical aspects of the report have been addressed regarding the creation of a strategic plan, enhanced staff communication, and technical operations regarding the direct mail efforts, the overarching concern regarding clarification of the importance of WSIU to SIUC remain unaddressed.

c. With the exception of an additional position in corporate support, the problem of staff vacancies has not been addressed. Total FTE for WSIU is down nearly 20 percent, from 33 to 27, since the 2007 program review.

d. WSIU is now conducting monthly all-staff meetings along with regularly scheduled specialized meetings for discussion of programming and senior management issues.

e. Since the last review, WSIU has raised awareness both on and off campus as well as it has emphasized the connection between the university and the stations. The previous Dean and the current Executive Director presented the *Critical Crossroad* document to the executive committee of the SIU Board of Trustees in 2010. Moreover, WSIU is specifically mentioned in the most recent SIUC Strategic Plan, "Pathways to Excellence."

f. In an effort to boost awareness and create locally relevant programming, WSIU works with many units on campus. For instance, WSIU has partnered with the Paul Simon Public Policy Institute on the broadcast of political debates, election coverage, and public affairs-related events. In partnership with the SIUC School of Art and Design, WSIU recently developed a weekly program focusing on artists from the region, titled "Expressions." WSIU also produces the "River Region Evening Edition," "Alt-news," "Studio-A," and "Rhythm in Bloom," in partnership with the SIUC Department of Radio, Television, and Digital Media.

g. WSIU has worked with the Friends Board to make several adjustments to their workings. Four primary committees have been established, and each member is assigned to at least one committee. The number of full board meetings has been reduced to six, with committee meetings in between months. The board continues to hold an annual retreat.

h. Some efforts have been made to engage the Friends Board in fund development, but without a chief development officer (position vacant for five years) it has been difficult to gain traction in this area.

i. Several memos, reports, and presentations have advocated on behalf of WSIU and its relationship to MCMA as well as to the SIU Board of Trustees. These have focused on areas of current academic partnerships, new program initiatives (broadcast sports and sports journalism), external engagement, and public service.

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

Recommendations should be implemented, to the extent that staffing and resources are available, especially in a climate of fiscal constraint imposed by what appears to be another year of still smaller state allocations to higher education. In this difficult context, the following steps need to be undertaken.

1. The College of Mass Communications and Media Arts will assume responsibility for an increasing portion of the stations' expenses. The precise portion of WSIU's shortfall that the college is responsible for remains for further discussion in light of the college's other staffing and resource needs in line with the college's and the stations' strategic plans.
2. The stations will approach the Vice Chancellor for Development and Alumni Relations (VCDAR) to discuss a reduction of the 6 percent Foundation fee for all new donations to WSIU, especially those solicited on-air and paid for by credit cards.
3. WSIU will approach the VCDAR about the sharing of a position in corporate underwriting for the stations and the Foundation. This seems most appropriate in the effort to retain a successful underwriter already in place. The cost-recovery of additional revenues could easily cover the small increment in additional salary.
4. The stations will consider a broader collaboration with Information Technology to address the stations' specific IT needs. Additional fiber connectivity to athletic facilities and various off-campus sites might well be of interest to both IT and WSIU.
5. Initiating a practicum for credit program might help shift some costs from the stations to the college, so such a proposal might not make sense to MCMA unless it is seen as part of the college's strategic plan in the development of a new Communications Building.
6. Finally, all the recommendations to WSIU are shrewd steps to take. The stations would be wise to implement as many of them as they can to enhance revenues and reduce costs as much as possible.

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 Edwardsville

2. **Program Reviewed:** Bachelor of Science in Accountancy

3. **Date:** 2012-2013

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 accounting profession has continued to provide plentiful, well-paying jobs and, as a result, enrollment in the BSA program has remained strong. Due to requirements that corporations comply with the 2002 Sarbanes-Oxley Act, companies have an increased need for accountants and CPA firms continue to need additional staff. The biggest hurdle facing accounting programs is the shortage of PhD-trained faculty. Accreditation standards from the Association for the Advancement of Collegiate Schools of Business (AACSB) require that approximately 50% of faculty resources be PhD qualified.

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

The 2011-12 internal review team identified the following twelve recommendations:
- The program should revise their strategic mission/plan, incorporating increased frequency of formal communication (i.e., meetings) among faculty within the department.
- The program should make more use of assessment procedures. All members of the program should be aware and involved with the assessment data. This recommendation extends to assessment of student outcomes as well as the assessment of the strategies in dealing with resource limitations.
- Senior Assignment (SA) should be revised, including making it a more central assessment piece and getting more faculty involved.
- The program should re-evaluate its curriculum, giving special consideration to tax electives and courses that offer more technological, statistical, and critical reading skills.
- The program should reconsider its scheduling (e.g., more morning and summer courses) and communication of course offerings, with special emphasis on clarity of prerequisite offerings.

- The program should strengthen communication and collaboration with students through (a) a formal mentoring program and (b) increasing scholarly collaboration (e.g., the URCA program).
- The program would benefit from assigning someone to be specifically in charge of the internship process (i.e., an internship coordinator).
- The program should assign the role of program director to someone other than the chair or the chair should get a course release to allow more time for program director duties.
- The program should continue to request new faculty lines (either tenure-track or instructor), giving special consideration to tax courses.
- The program should continue to seek funding for travel. If school/university funding is not made available for travel, the program should continue to seek ways to obtain information on important changes in the field (e.g., policy changes).
- The program should more clearly define quality scholarly activity.
- The departmental website should be revised.

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

The 2005-06 review team made four recommendations. Two of those recommendations required additional resources which were not available to the Department at that time.

One recommendation was that we should add an additional tax class. However, enrollment in existing tax classes increased significantly in the years following that report. Staffing an additional course was impossible. The team also recommended that the Department add an additional faculty member but resources were not available.

The team also recommended that the department track CPA exam results through our alumni questionnaires. Instead of relying on self-reported CPA exam results, the Department prefers to rely on results that are available from the National Association of State Boards of Accountancy and the Illinois Board of Examiners. The Department is always well informed about our graduates' success on the CPA exam and an evaluation of those results is a topic at one of our department meetings and one advisory board meeting each year.

Finally, the team recommended that the Department increase the visibility (or availability) of our internship program. Obviously, the availability of internships is controlled by CPA firms, corporations, and government agencies who recruit our students. Recruiters from those employers have made internships a vital part of the recruiting process for new accounting hires.

The Department relies on the Career Development Center (CDC) to publicize and arrange interviews for internships. Any accounting major who has submitted appropriate materials to the CDC has the opportunity to be well informed about the availability of internships. At the Department level, we frequently discuss internships with recruiters and encourage them to consider our students for their opportunities.

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

- The Accounting faculty has discussed a revision of our mission statement with our advisory board and that discussion is ongoing. A School of Business committee is currently working

on a revision of the School's mission statement and that revision will impact the final version of the Department's mission statement.

- The Department has had regular monthly meetings during this academic year.
- Undergraduate assessment data was discussed at a department meeting and also reviewed at a School of Business meeting. The Department's annual assessment report is distributed to all faculty.
- The Department's Senior Assignment has been significantly revised and the process now involves faculty and Department Advisory Board members in evaluation of poster presentation from all graduating seniors.
- The faculty are currently reviewing a proposed syllabus for an additional tax class that will be offered at the 400 level so it can be available to either BSA or MSA students.
- The Department has moved sections of two classes from afternoon to morning this academic year and plans to move a section of one more class to a morning schedule in 2014-15.
- Some years ago, all accounting majors were assigned a faculty member to serve as their "professional advisor" and an advisor in the School of Business Student Services Office to serve as their academic advisor. The Department has discussed resuming that approach. Faculty have been encouraged to consider participation in the URCA program
- An internship coordinator would need a course release and, given the resource constraints in the Department, the faculty have decided that this would not be the best use of our faculty resources. One complication is that CPA firms use internships as an integral part of their recruiting process for full-time employees. It is unlikely that an internship coordinator can create opportunities in public accounting for students who do not fit the firms' expectations for future full-time employment. The cost-benefit tradeoff is not clear.
- Linda Lovata has been appointed program director for the BSA program. Mike Costigan remains chair and MSA program director but has been granted a course release as compensation.
- One new faculty line was allocated to the Department. Funding came in part from reallocation by the Dean of the School of Business and in part from new funds provided by the Provost.
- Our faculty members have been informed about opportunities to fund travel for faculty development purposes. This funding has been supported by the current interim Dean of the School.
- Discussions about a journal list are ongoing among the Department's faculty. This list will be used to guide research to quality outlets.
- The School of Business has contracted to have all of the School's websites redesigned. The Department's website will be redesigned as part of that process.

6.   Outcome

    6.1   Decision:

        __X__ Program in Good Standing

        _____ Program Flagged for Priority Review

        _____ Program Enrollment Suspended

6.2   Explanation**:**

Following a positive rating by the internal team, the Curriculum Council voted the program as "in good standing". The department was commended for their handling of the recent enrollment growth, improvements in their Senior Assignment, and their on-going continuous improvement activities. The department had already begun to address the recommendations put forth by the team, and was looking forward to a new hire to help address tax (CPA) related aspects of the program. This is a program undergoing changes due to changing laws and significant enrollment growth, and the Council concurred with the team that the program was well developed and creative in addressing opportunities for improvement.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Master of Science in Accountancy

3. **Date:** 2012-2013

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 accounting profession has continued to provide plentiful, well-paying jobs and, as a result, enrollment in the MSA program has remained strong. Due to requirements that corporations comply with the 2002 Sarbanes-Oxley Act, companies have an increased need for accountants, and CPA firms continue to need additional staff. The biggest hurdle facing accounting programs is the shortage of PhD-trained faculty. Accreditation standards from the Association for the Advancement of Collegiate Schools of Business (AACSB) require that approximately 50% of faculty resources be PhD qualified.

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

The 2011-12 internal review team identified the following eight recommendations.

- The issue of hiring new faculty greatly depends on the budget of the business school or university. The committee encourages the business school and university to support the program by allocating funds.
- With the allowance of resources, the department should offer ACCT 580 during the spring semester as well to accommodate students' needs.
- The committee recommends that the department re-evaluate its curriculum and try to make necessary changes to align with CPA exam preparation.
- Students suggested that it would be a great help if they could be informed about all job opportunities. The committee believes that the department can utilize its website to post and update job opportunities, so that all students can have easy access to a job bank.

- The faculty needs to secure travel funding within the university if possible. However, if this is not possible due to budgetary problems, they need to try to find external funding.
- Although the number of faculty is small, and currently there is no communication problem, the department should have a formal meeting to make decisions about current issues and future plans. It will also help new faculty to learn more about the program. In addition, there should be a mechanism such as keeping minutes to keep track of the discussions and decisions for future reference.
- Mentoring is an excellent tool to connect students to the program. It provides the opportunity for students to ask and learn different aspects of the accounting field through the communication with faculty outside of class. Hence the department should find a systematic way of handling the mentoring of their students.
- The committee recommends that with the allowance of faculty resources, the department should have a program director who is responsible for advising MSA students.

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

The 2005-06 review team made nine recommendations. Five of those recommendations required additional resources which were not readily available. The team recommended adding an additional faculty member, increasing graduate assistantships, creating a graduate program director position separate from the department chair, and adding courses to the curriculum.

- Resources were not available for a new faculty position until the 2013-14 academic year when we were able to hire one additional tenure-track faculty member.
- Graduate assistant support has not increased but faculty generally find the current level of support to be sufficient.
- Adding a graduate program director would require a course release. Until the 2012-13 academic year, we did not have the faculty resources to staff our courses in compliance with AACSB accreditation standards and provide course release for a graduate program director. This year, we have appointed an undergraduate program director. A course release has been available for the department chair to serve as graduate program director for the last two academic years.
- The team recommended that the department add CPA review, more business law, and governmental accounting to our curriculum. The department has frequently discussed the role of CPA review in a graduate curriculum and has generally concluded that offering graduate credit for a course that is essentially a review of material taught in other courses is not consistent with our goals. Resource constraints have made it difficult to add other courses. The team also commented on perceived course redundancies, but the faculty has regularly discussed course coverage and we have not identified a problem.

Related to the program director position, the team recommended a more structured approach to advising and orientation. Since about 80% of our current MSA students have undergraduate degrees from SIUE, most of them don't require an orientation. The program director meets individually with MSA applicants from other universities to make sure they understand SIUE and the MSA program.

At the time of the 2005-06 review, assessment in the MSA was mostly based on the culminating experience completed in ACCT 580, the final course in the MSA. The team recommended additional assessment across other courses in the MSA. Currently, assessment information is collected in six additional MSA courses.

The team recommended that the department track CPA exam pass rates and post-grad career placement trends. The department has always tracked CPA exam pass rates from data available from the National Association of State Boards of Accountancy and from the Illinois Board of Examiners, and we continue to do that. Over the last three years, we have encouraged all MSA graduates to join our LinkedIn network so that we can keep informed about career changes.

Finally, the team recommended a department-facilitated practicum for MSA students with non-accounting backgrounds. It is difficult to convince employers to hire students without accounting backgrounds. When students gain some accounting background, they are eligible and often participate in internships with CPA firms and corporate employers.

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

- The addition of one tenure-track faculty position in 2013-14 has eased the immediate problem of staffing our courses in compliance with AACSB accreditation standards. The faculty in the department agrees that we may need additional resources to meet the needs of our students. The department's enrollment management plan provides a "safety net" in case enrollment increases, but new resources are not available from the school or the university.
- In the past, ACCT 580 was offered during the spring and summer terms but not during the fall. The resources freed by teaching larger sections of ACCT 200 and ACCT 210 allowed an additional section in the fall term each year. With this additional section, no student's graduation will be delayed.
- The faculty has long debated the pedagogical implications of targeting the content of the CPA exam in our graduate courses. The faculty's approach has always been to structure our courses based on what we believe our graduates need to know to succeed in their careers, not just to succeed on the CPA exam. The faculty continues to debate these questions.
- The issue concerning information about job opportunities raised by our students may be more about communication of resources that are already available than about creating new resources. The Career Development Center (CDC) maintains the Cougar Jobline database which provides information about all jobs and internships.
- Our faculty members have been informed about opportunities to fund travel for faculty development purposes. This funding has been supported by the current interim dean of the school.
- The department has formalized the process of department meetings.
- As mentioned above, larger section sizes in ACCT 200 and 210 freed resources to create a graduate program director. During the 2012 spring term, the department chair will have a one-course release for his service as graduate program director. In fall of 2013, Dr. Linda Lovata has assumed the role of undergraduate program director, and the department chair has been granted a one-course release each year to facilitate his work as graduate program director.

6.   Outcome

    6.1   Decision:

              __X____ Program in Good Standing

              _____ Program Flagged for Priority Review

              _____ Program Enrollment Suspended

    6.2   Explanation

The Graduate Programs Committee commended the program on the many positive activities and changes. This program is in high demand and appears to be in increasing demand. The program is certainly challenged by this enrollment trend but has been working diligently to address this opportunity. The program also has worked to improve student learning experiences regarding CPA exam preparation and improving its website information. Other structural changes should also benefit students and faculty in the program. The committee viewed the program as successful, committed and responsive and commended the faculty for their dedication to a high-quality and successful program.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:**   PSM in Biotechnology Management

3. **Date:**   2012-2013

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].**

   Professional science master's programs have been successful in a number of
   universities. Unfortunately, the Biotechnology Management program at SIUE has
   struggled for several reasons. The Department of Biological Sciences' Biotechnology
   Management Professional Science Master's (PSM) degree program was approved by
   the Illinois Board of Higher Education in August 2004, with the first students
   enrolling in fall 2005. The mission of this cooperative program, which was
   developed with support from the Alfred P. Sloan Foundation and the Council of
   Graduate Schools, is to produce graduates with solid understanding of both
   biotechnology and business and managerial skills, qualities which are often lacking
   in traditionally educated Ph.D. scientists or MBAs. However, resources were never
   allocated as planned to allow for successful development of the originally envisioned
   interdisciplinary program.

   Lack of resources, particularly regarding staffing, is a major impediment to the
   overall success of the program. The program was originally envisaged to be
   interdisciplinary and to include a program director/internship coordinator to oversee
   all aspects of the program. The plan included the addition of two new tenure-track
   faculty positions to enhance expertise in biotech management. With changing budget
   conditions, this never occurred, so the Department of Biological Sciences and
   administration decided to move forward with the program in a more limited scope.
   Specifically, the program has been run by a departmental committee in Biological
   Sciences, with the director of the program selected from the faculty. As with many
   departmental committees, the membership has changed several times over the last
   few years. With no resources available to add faculty members to the program with
   the necessary industry ties or focused expertise in biotechnology management,
   development of the program has stagnated.

Professional science master's programs appear to be successful at some other universities. Perhaps, with greater effort to develop a truly cooperative interdisciplinary program between the Biological Sciences and the School of Business, and to forge university ties with corporate partners, the program could be successful. Indeed, the Southern Illinois/St. Louis Region would seem to be an appropriate setting for such a program, with large, established biotech firms and many startup and incubator sites within an hour's drive. The key requirement for success of the program is successfully demonstrating to those companies what our graduates can do for them. When the program was first formed, a survey indicated that there was great demand for Biotechnology PSM students. Anecdotally, the program faculty has received mixed messages. Some employers have said that they would prefer to train scientists to manage within their own program. On the other hand, the program recently had a call from a recent graduate from the traditional master's program who is in charge of hiring for a large biotech firm, and he was seeking to hire entry-level managers who had a "decent amount of both science and business", which is exactly what the PSM program was established to produce.

While student enrollment in Biological Sciences has grown, enrollment in the Biotechnology Management PSM has remained low. There have been few student applications in recent years, and the program has not been actively marketed. When it was first launched, the number of applications was much higher, but most applicants were international with very few domestic applications. A primary reason for the decreased number of applications in recent years was an official change made by the department to prioritize awards of teaching assistantships to thesis-earning students performing research with faculty mentors in the traditional master's program in Biological Sciences. This decision was made, in part, in response to a previous external reviewer of the PSM program, who stated that other professional programs such as law, medicine, dentistry, etc., do not offer assistantships. The number of applications (and particularly international applications) to the PSM program decreased dramatically following implementation of this policy.

It has become apparent that, without a substantial investment of time, personnel and major restructuring of the program to make it interdisciplinary including both sciences and business, the Biotechnology Management program will not thrive.

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

The external reviewer found that there was a "lack of enthusiasm for the program". She suggested that the program determine whether the necessary excitement, energy, and commitment could be developed to move the program forward. Additionally, the external reviewer suggested that the University must determine whether it will invest the necessary resources in the program for it to reach its potential. Accordingly, she argued that these two issues are coupled. If there is a collective decision to renew commitment to this program, the reviewer recommended the following:

- An evaluation of resources and needs related to personnel, operating funds, and student support. She acknowledged that the "original vision of the national PSM community was that students would be self-

supporting or employers would cover the cost of education".
Nevertheless, this pattern has not emerged as expected.

- Enhanced marketing and communication would be vital to the program's future success.
- Improved communication would be necessary for faculty and students.

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

The internal review team recommended that "as a first step, faculty members should review the Program's value and make a decision in collaboration with the Graduate School and Office of the Provost as to whether the program should be continued, placed on hold or discontinued. If faculty chooses to continue with the Program, we recommend that:

1) The continuation is viewed as conditional to certain pre-determined outcomes in a reasonable timeline
2) Certain sacrifices in terms of time and resources are made so that the program director can

- Visit Biotechnology and other related businesses in the area to get their attention and financial support
- Explore a potential relationship with the SIUE Career Development Center and see if the center could provide any support in the process of identifying and applying for internships relevant to the PSM program
- Identify internal and external funding opportunities
- Attend national PSM conferences to develop ideas and identify opportunities."

Based on this recommendation, the Office of the Provost, Graduate School, department chair for Biological Sciences, program director for Biotechnology Management, and representatives from the College of Arts and Sciences and School of Business deans' offices initiated discussion to determine the direction of the program. Based on these conversations, the group has developed an application to put the program on moratorium status while stakeholders can assess the future of the program and determine a plan to restructure and enhance the program to ensure its successful re-launch.

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

6. **Outcome**

    6.1   Decision:

        _____ Program in Good Standing

        _____ Program Flagged for Priority Review

        _X_ ___ Program Enrollment Suspended

    6.2   **Explanation:**

The Graduate Programs Committee rated the program as "suspend enrollment" and clarified that they would like to see the program placed on moratorium until the program could be redesigned and implemented with appropriate institutional support. "Given the current situation and concerns, the Biotechnology Management Program is unsustainable. However, with appropriate attention, modification(s) and supports, the Programs Committee is optimistic that the Biotechnology Management degree can be restructured to not only thrive but provide a competitive, quality, sustainable option for students. As a result, the Programs Committee would prefer to use the term "moratorium" (versus "suspend enrollment") to better reflect our assessment/impression of the program".

In addition to restructuring, clarifying relationships and roles, and fortifying the program's infrastructure, the program must address the issue of demand and strengthen connection to industry partners. The previously noted work team will begin work to develop a plan for considering the future of this program.

In the meantime, the students currently admitted to the program will be served appropriately. No additional students will be admitted until the program is redeveloped. We do not anticipate that the moratorium would last longer than three years.

Considerations

- Structure. The program was initially housed in the Department of Biological Sciences, with students earning an M.S. in Biological Sciences, taking three courses at the School of Business, and performing an internship at a local/regional business. In practice, we believe a better model would be a restructured, truly interdisciplinary PSM program that is not housed in any one department. This is a model followed by many successful programs. Perhaps it would be coordinated out of the Graduate School. Also, there is a PSM in Environmental Sciences; perhaps the PSMs could be merged to form a new, larger program under central management.

- Resources. The program cannot thrive without resources. This is what it has been asked to do for several years.

    o Program Director: First and foremost, a director with dedicated time for the program. This person should have significant experience in both business and biotechnology. A key role for this person is to foster contacts with regional biotechnology partners, to help secure internships, to keep abreast of needs of industry demands, and to garner other industry support for the program.

Additionally, this person would serve as a mentor for PSM students, market the program for enrollment, and administer the program.

o Courses: Although many of the existing courses in Business and Biological Sciences would be acceptable, many successful programs have PSM-specific "Plus Courses" that would need to be developed. Such courses include Professional Science Communication, Ethics, and Intellectual Property, among others. These courses would most likely require the hiring of new faculty.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Bachelor of Science in Business Administration (BSBA)

3. **Date:** 2012-2013

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 business administration (BSBA) degree program provides students with a basic understanding of the functional areas of business, the behavior of organizations, and decision-making processes. Program core courses provide students with
(a) quantitative and analytical skills, (b) an understanding of the economic, social, political, and legal environments in which business decisions are made,
(c) knowledge of accounting and information systems, (d) insights into organizational behavior, development, goal setting, and management of human resources, (e) an understanding of the ethical and global issues confronting business, and (f) leadership and team-building skills through the student's analysis of business cases and other experiential exercises.

　　Within the general business administration major, students may elect to pursue an approved specialization. Available specializations are in: (a) economics,
(b) entrepreneurship, (c) finance, (d) human resource management, (e) international business, (f) management, (g) management information systems, (h) marketing, and (i) general business administration.

　　The BSBA (or BBA in some institutions) is the flagship business degree at the undergraduate level. The BSBA program is designed to provide students with a broad range of experience across all six business disciplines. Because of considerable demand in the workforce for educated business majors, particularly in human resources, marketing, management, & finance, and a strong regional focus on entrepreneurship, the major has experienced steady enrollments over the last six years; in fall 2013 and spring 2014, the program experienced 7% growth in declared majors over the prior year.

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

2012 Internal Review Team:

1. **Finding:** The Business Transitions course, GBA 301, should be reevaluated to ensure that students are gleaning the appropriate information from the course.

2. **Finding:** The two course sequence, MGMT 330 & 331, now required for all students, does not appear to be imparting the desired knowledge. This course sequence should be re-evaluated to ensure students are gleaning the appropriate information from the course.

3. **Finding:** The faculty should continually evaluate the rigor/assessment process used by the program.

4. **Finding:** Internship guidelines should be established, so faculty and students are clearer regarding internship procedures and value.

5. **Finding:** Faculty communication and cohesion should be improved.

6. **Finding:** Effort should be made to implement desired changes as early as possible.

2011 External Review (AACSB Accreditation visit) points relevant to the BSBA program:

1. The separate, well-developed admission process to the School, the School's mandatory attendance at a pre-semester-of-entry point (GBA 301) references expectations and the strengthening of the "early warning" system are strengths of the School. This system appears to be working well.

2. The new Cougar Business Resource Center offers an excellent opportunity to intentionally integrate curricular and co-curricular activities in a beautiful state-of-the-art facility. The CBRC is designed to support applied and co-curricular activities for students, with executive-style conference rooms and project rooms, and student organization spaces. The Center director provides guidance for students in utilizing co-curricular opportunities and presenting them as part of their educational portfolio. The numbers of opportunities available to students are commendable.

5.3 Description of actions taken since the last review (2005-06), including instructional resources and practices, and curricular changes.

Since 2005-2006 several school-wide initiatives were targeted at improving the education of the School's undergraduate students. The four undergraduate programs share core courses and faculty; thus, many of the initiatives impact all four undergraduate programs.

1. The Core Curriculum Integration Team (CCIT) completed their first round of work in AY2006-2007. In AY2007-2008, CCIT members developed a budget for implementation of the plan. At that time and in the ensuing four years, the

largest impediment to full implementation was funding in the annual budget for faculty lines to teach the courses as originally designed. In AY 2008-2009, CCIT was reconvened to review the work of the previous group and make necessary revisions and recommendations with constrained resources in mind. In AY2009-2010, the committee revised how the five components would be implemented (retooling two existing courses rather than adding two new courses), refined the skills (added global awareness), prepared a working proposal that was within budgetary constraints, and reduced the number of new faculty lines to one non-tenure-track line. Efforts in AY2010-2011 were focused on curriculum approval at all levels and construction of the largely donor-funded Cougar Business Resource Center (CBRC). In AY2011-2012, final curriculum approvals were received, the Cougar Business Resource Center was opened, and hiring processes were started for one non-tenure-track faculty position to support the communication course.

Three of the courses were implemented in fall 2012 and the fourth course in spring 2013. An EUE grant for the implementation of GBA 301 partially funded that course in the first year.

2. As reported in the interim program review report (2008), two years following the implementation of MS 250, greater student persistence occurred in MS 251, and in both PROD 315 and FIN 320 students were less likely to withdraw or receive an F or D. Concurrent with these changes, the School implemented an admission process and stricter repeat policy which also may have affected student persistence and performance.

3. Initiatives implemented to address the recommendations in point 3 included: (a) a mandatory two-hour orientation session to communicate expectations for success in business school; (b) the installation of a large video screen on the 3rd floor of Founders Hall for posting of announcements; and (c) use of degree program listservs for announcements. The orientation is being expanded to a full eight-hour day as part of the newly designed GBA 301 course. The topics covered in the orientation include:

   a. Introduction to the School of Business: Disciplines, Programs, Career Options, and Academic Success
   b. School of Business Learning Goals
   c. Lunch with a faculty member/upper-class mentor
   d. Introduction to Ethics in the Business Curriculum
   e. Introduction to Global Awareness in the Business Curriculum
   f. Career Development Center (CDC) Orientation
   g. Self-Awareness Assessment
   h. Networking for Success Reception w/Etiquette Coach

4. Both the orientation and semester activities for completion of GBA 301 are designed to specifically communicate to students the importance of co-curricular activities in their education. Beyond the orientation (described in #3 above), students are required to participate in:
   a. Resume Development with the CDC
   b. Complete a Career Assessment instrument & receive interpretation from the CDC

    c.   Attend one event/activity that enhances Discipline Knowledge
    d.   Attend one event/activity that enhances Interpersonal Skills
    e.   Attend one event/activity that enhances Integration of Knowledge
    f.   Submit a Portfolio of Reflection Papers for Orientation and activities outlined in points a-e above.

The implementation of GBA 402 in spring 2013 also reinforces the importance of co-curricular activities in preparation for transition from business school to a career.

BSBA student participation in internships/coops over the last six years has increased. All data are from internships and coops that are coordinated through the university's Career Development Center. Some students may informally arrange their own internships and we do not have data for independently arranged student internships.

5.   Our internal School data indicate an initial slight decline in the percentage of minorities when the admission process was implemented in AY06-07. Admissions committee members are blind to applicants' ethnicity during the admission process. Overall, the percentage of acceptances for minorities has increased in the last three years.

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

Findings 1 & 2: The Office of the Provost memo finalizing the BSBA Program Review notes: "The Provost does not anticipate that the program will make significant overhauls to the curriculum until the faculty has the opportunity to monitor whether the new and revised courses are achieving the learning outcomes desired. Because the changes are very recent, it will require some time to assess the associated student learning outcomes."

Following the first two semesters of implementation, some minor course revisions have been made to improve delivery of the courses (e.g., the scheduling of break-out sessions in MGMT 330 were abolished in favor of smaller sections with one instructor for the term).

Finding 3: The faculty of the newly implemented curriculum implemented new assessments that directly measure student performance on diversity, oral and written communication, and group dynamics; the measures were implemented in 2013-2014. Annual program assessments are presented at the October faculty meeting each year and assessment reports are available to all faculty through Sharepoint.

Finding 4: The School works closely with the university Career Development Center (CDC) on internship/coop opportunities for students and follows CDC procedures and practices. Faculty and staff emphasize the importance and value of internship/coop opportunities in the day-long orientation portion of GBA 301 (part of the new curriculum initiative). All entering business students are required to have their resume reviewed and posted on Cougar Jobline as part of GBA 301. Several students have received internships as a result of this course activity.

Finding 5: Strengthening faculty communication is an ongoing initiative.

Finding 6: Changes are implemented in a timely fashion once faculty consensus is reached regarding proposed changes, resources are allocated, and initiatives are approved through university levels.

6.   Outcome

6.1   Decision:

_____ Program in Good Standing

__X__ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The Curriculum Council voted to flag the undergraduate Business Administration program for priority review to aid in the assessment, reflection, and evaluation of the recent changes made to the program and to have a shorter timeframe to review the program's response to the program review recommendations. The recent changes in the curriculum made it difficult to assess the program's effectiveness. Certainly, the Council recognizes that for such a large interdisciplinary program thoughtful major curriculum change takes time, the recent implementation of those changes suggests that reviewing assessment data from those changes on a shorter time scale could be helpful to the program. There also seemed to be some issues that could be related to shared governance. The interdisciplinary nature of the program, the large number of majors (~50% of the School of Business majors), and the large number of participating faculty could all be factors in the conflicting information and the variance in views that some faculty expressed to the review committee and the views of which the program director and Dean's office were aware. Broader faculty participation in committees or task forces or perhaps having more faculty engagement with leadership roles in shared governance tasks might help address some concerns. In the documentation, the program responses outlined the many formal committees that addressed portions of the program. However, even if the problem is more one of perception than concrete problems, the perception needs to be addressed.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Master of Business Administration (MBA)

3. **Date:** 2012-2013

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 Master of Business Administration (MBA) degree is designed to develop the professional capabilities of managers working in business. The central objective of the curriculum is to enhance quality and innovation in the analysis, interpretation, and use of information for formulating, communicating and implementing managerial decisions in business organizations. The ethical management of resources in a global environment is emphasized through the curriculum. Students completing the program should be prepared to engage in managerial careers leading to advancement through middle- and upper-level positions in business and not-for-profit organizations. Required courses in quantitative analysis, decision making and negotiation will sharpen the ability of students to apply models and skills and integrate knowledge across disciplinary areas. Students will be exposed to disciplinary knowledge in accounting, information systems, economics, finance, marketing, management, and production. Students can select a specialization in management information systems, a concentration in project management, or four elective courses that will fit their specific career objectives.

Student demand has remained steady nationwide, however, AACSB accredited programs have seen their portion of the market share diminished by a boon in the number of unaccredited programs in the national and regional markets. AACSB is developing market-specific marketing tools for use in educating consumers about the difference in AACSB-accredited programs and those that are not accredited.

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

2012 Internal Review Team:

1. Steps were taken to improve faculty functioning; the review of program curriculum has resulted in general improvements in the content and function of the program; focus on reputation has resulted in trends of more qualified applicants being accepted into the program, though faculty reported the need for further improvement; marketing efforts have been negatively affected due to vacant staff positions and general funding issues.
2. Further efforts are needed to provide both formal and informal institutional structures to support faculty involvement and ownership in the program; faculty interviewed were clearly more affiliated with the undergraduate program.
3. Enrollments have continued to decline from previous years, likely due to higher standards, stronger local competition from other regional programs, and the loss of a dedicated recruitment officer.
4. There was evidence in the quantitative data and in the interview with students and faculty that a bipolarity exists within the students enrolling in the program (traditional pipeline students vs. those with work experience).
5. The thesis option has not been utilized in over ten years and should be removed or an effort made to make students aware of the option.
6. Students were positive about the value of the core courses in the program but were less positive about electives. Electives should be bundled into specializations.

2011 External Review Team:

1. With the new MBA curriculum recently put in place and a revised undergraduate curriculum effective fall 2012, the School should report on the progress and effectiveness of these programs in their next review.

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

1. In May 2007, an MBA curriculum review process was established and served as a mechanism for renewed conversations among all School of Business graduate faculty about the curriculum, learning goals and outcomes, target markets, and promotion of the MBA program. Regular briefings on the work of the group were given at faculty meetings. From September 2007-May 2009 a cohort MBA program was delivered at a corporate site in Fairview Heights. Participating cohort faculty met regularly to discuss pedagogical and logistical adaptations that were needed in teaching a cohort program.

   Both the curriculum review process and cohort program served as catalysts for renewed and vigorous communication among faculty members teaching MBA courses. A Graduate Hooding Ceremony was implemented in 2008 to honor graduates of the School's five graduate programs. The Hooding ceremony continues as an event in conjunction with university graduation ceremonies.

   The School has experienced depleted staff support for program activities (three support lines, including the School's recruiter, have been vacant between 2-3 years and replacements were not approved).

2. A task force of curriculum committee members and graduate program directors was formed in spring 2007 to review the circa 1994 curriculum and propose changes. The process adopted by the task force sought and used input from all School of Business faculty at multiple faculty and departmental meetings. The formal curricular changes for the MBA program were completed in spring 2008 with a targeted implementation date of spring 2009. An implementation committee was formed and met regularly to develop an assessment process and plan, and to provide guidance and oversight of the implementation of the program. The committee provides guidance and oversight on assessment outcomes and the program to the program director.

3. The major change in the revised MBA curriculum is the increased focus on quantitative and functional knowledge. The 1994 curriculum was considered weak in quantitative skills. The revised 2009 curriculum includes an entry Quantitative Analysis course, four quantitatively-oriented functional courses, two qualitatively-oriented functional courses, and new courses in ethics/qualitative decision-making and negotiation skills to enhance the preparation of general managers. The Quantitative Analysis course was developed based on input from faculty who teach other quantitatively-oriented courses in the program (e.g., production, economics, finance, & accounting). Thus, many of the concerns addressed in the 2005-2006 program review have been addressed with the curriculum revision and implementation process.

4. Table 1 shows the advertising expenditures from the School's funds that occurred from 2007-2011. Most advertising is allowed to occur at the end of the fiscal year with uncommitted funds. Unfortunately, this is not adequate in the face of unrelenting advertising by for-profit and private institutions in the area. The figures below include some advertisements that were for all five of the School's graduate programs.

Table 1. Advertising Expenditures for the MBA/School Graduate Programs

	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012
Advertising expenditures for the MBA & School graduate program	$17,355	$27,478	$29,376	$6,840	$9,955	$8,343

The recruiter for the program retired in August 2010. The position remained vacant due to hiring freezes at the university. As of spring 2014, the university has centralized all recruiting with professional recruiters. We have worked to assist the new recruiters in understanding the unique challenges of targeting qualified applicants to the MBA program and the need to tailor marketing materials to a market segment of working professionals rather than pipeline students with little to no work experience.

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

1. The program continues to focus on admitting qualified applicants with more work experience. Average age and number of years of work experience continue at a level markedly higher in the last five years. A cohort was started at US Steel

in spring 2014 that is comprised of entry- to mid-level managers with considerable work experience.

2. The MBA faculty who teach the core program courses meet 3-4 times each semester. Sub-committees were formed according to the memo received from the Graduate Council. The recruiting sub-committee is working with the university professional recruiters in an effort to educate them on the profile of recruits needed for graduate programs in business.

3. The enrollment issue continues; although there seems to be an increase in applicants, the qualifications of the applicants are often below the minimums set for the program. The Program Director meets on a quarterly basis with directors of the three other AACSB-accredited MBA programs in the St. Louis area with the purpose of defining ways in which the metropolitan St. Louis accredited programs can differentiate themselves from the unaccredited programs and maintain/increase enrollments. The faculty voted in fall 2013 to move the MBA courses to eight-week terms and offer two sections of each core course in hybrid format each year and one section in online format each year. The request to make these changes is awaiting approval through university channels. This format change may be more attractive to students who need the flexibility in formats due to work and personal commitments.

4. The bipolarity in the students enrolled in the program is likely to persist because almost all of the pipeline students in the program are undergraduate accounting majors who need 150 credit hours to sit for the CPA exam. In financially strapped times, it would seem detrimental to deny admission to these students simply because they do not have years of work experience (most do have at least an internship or part-time work experience).

5. School faculty representing all six disciplines are developing a specialization in Business Analytics to provide education in a high-demand field for MBA students. The program provides suggested "bundles" of other electives for students that can be tailored to fit individual student career needs; formalizing elective "bundles" in tight budgetary times may put the program in danger of not being able to offer listed courses. This would likely lead to considerable frustration among students, and the program needs to maintain high levels of flexibility in the present budgetary environment.

6. Outcome

6.1 Decision:

___X_ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Graduate Programs Committee viewed the MBA as a strong, quality, interdisciplinary program. They described the program as a high-quality and affordable option for both traditional and non-traditional students. While the program has had declining enrollments in recent years, the reasons for this change are complex. The program has increased admissions standards,

focused on rigor, faced a competitive environment, and served distinct student populations. The Graduate Programs Committee encouraged continued efforts to bring together the faculty and to encourage faculty ownership, both of which are often challenging for interdisciplinary programs. The committee also encouraged the program to focus on its distinctive characteristics and potential role in a competitive market environment. The program faculty were commended in this strong program.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Undergraduate Program in Computer Management and Information Systems (BS in CMIS), School of Business

3. **Date:** 2012-2013

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 Bachelor of Science in Computer Management and Information System (CMIS) program seeks to satisfy the goals of the Undergraduate Business Curriculum and the specific goals for the program. Our faculty are reviewing closely the recently modified IS 2010 Model Curriculum, which includes changes in technology and industry practices in the information systems field, including: globalization of information systems development processes, expansion of Web technologies and development of Web applications, emergence of new IS architectures, widespread development of large-scale enterprise (ERP) systems, emergence of mobile computing, and extensive use of IT infrastructure and IT services management frameworks.

   Although enrollment in Information Systems majors declined nationally from 2005-2012, increasing importance of IS capabilities across organizations provides the foundation for defining skill and knowledge sets that meet market needs for trained graduates. By incorporating many of these competencies into our curriculum, enrollment is increasing and strengthening. In addition, all undergraduate students in the School of Business are required to complete two CMIS courses and may enroll in additional electives to learn more about organizational information systems.

   The job outlook in information systems/information technology is very good. Our graduates work for both large and small firms, which seek out our graduates because they know that our students are trained on the latest information technologies in our computer classrooms. We encourage students to participate in co-operative learning and industry internships and provide academic credit for these "on the job" learning experiences through enrollment in internship classes.

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

1. **Finding**: While the new Senior Assignment (SRA) is still in its infancy, and clear grading rubrics are in place, the role of the SRA in the overall assessment plan is unclear. The review team also found that some faculty were unsure how the SRA would continue to develop.
   Recommendation: Fully articulate the role of the SRA in the overall assessment plan, specifying which goals will be measured by the SRA. State a plan for revising the SRA based on student performance and grading practices, as well as how SRA performance might be reviewed to improve the curriculum.

2. **Finding**: While the program faculty seem to be grounded in a clear vision of the CMIS profession based on the IS 2010 Model Curriculum, students in the program seemed somewhat confused about their program of study, and perhaps even their future professions. They seemed to lack a clear vision about the balance of business and technological training in the program. Many students found the program lacking in technical skills, while a few felt it was an appropriate balance. They reported wanting more training in programming and hardware and felt the CMIS website and marketing effects gave the impression of a highly technical degree, rather than one focused on management. In addition, when asked about the Institute for Certification of Computing Professionals (ICCP) exam, the students were unaware of the exam, even among the seniors surveyed.
   Recommendation: Recruitment materials should be reviewed to ensure that the program is accurately marketed. Also, a clear vision of how the classes fit the professional standards and the expectation of the ICCP exam would allow the students to see how their education and skills fit into the larger profession.

3. **Finding**: The CMIS program seeks to communicate with area organizations and businesses to ensure that the program is best preparing students. Some students and faculty felt that certain topics taught were very specific to St. Louis metro businesses and would not benefit students who choose to find employment nationally or internationally.
   Recommendation: Explore the option of offering topics that are locality-specific as electives, focusing the required classes on knowledge and skills that are likely to be expected by a larger pool of employers.

4. **Finding**: Student surveys and interviews revealed that students are dissatisfied or very dissatisfied by course availability. The number of electives, the timing and availability of the classes were of special concern.
   Recommendation: Discussion with the advisors about optimal scheduling could benefit the course offerings. Gathering information from the students about their specific concerns could be accomplished through an informal survey of current students and adjustments to the schedule could be made accordingly. A survey of current students assessing the level of interest in online course offerings at the undergraduate level might also be helpful.

5. **Finding:** The technology management needs of the CMIS department are difficult to meet with the current university ITS structure.

Recommendation: A CMIS graduate assistant should be appointed to manage technological resources in the CMIS department. The work completed by this student should be under the sole discretion of CMIS. Further, the department should be given sufficient freedom from ITS as to allow them to complete whatever work they require.

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

The CMIS Senior Assignment (SRA) has been revised to better incorporate the development of interpersonal skills, systematic problem solving, and knowledge integration skills. During summer 2011, a team of faculty developed a revised SRA assignment and assessment methodology; the proposal was presented to and accepted by CMIS faculty during fall 2011; and the changes were first incorporated during spring 2012 into CMIS 470 Structured Systems Design, the CMIS capstone course in which the SRA is completed. The newly revised SRA assessment process provides a rubric measuring the student learning outcomes. As expected with a major revision of assessment, we are still feeling our way through how to most effectively administer, evaluate, and consider the feedback received. The annual performance review reports will report assessment data from our new SRA, and we will use that data to identify actions for continuous quality improvement.

While the ICCP exam has proven helpful in evaluating topic and skill coverage in our courses, the new IS 2010 Model Curriculum sanctioned in 2011 has seized our attention. We are in the process of re-evaluating the entire B.S. in CMIS curriculum, given the updated IS curriculum recommendations. We are reluctant to change our curriculum solely based on the newly published model curriculum. Therefore, we are incorporating faculty member opinions and input, and we are seeking industry input into critical skill and knowledge sets as a basis for determining to what extent we will modify the curriculum to conform to the new IS 2010 Model Curriculum Guidelines. When further input on the IS 2010 Model Curriculum is received from industry leaders, we will determine the modifications we will make to align our undergraduate CMIS curriculum (to at least some extent) with the new model curriculum. Based upon that decision, the topic coverage of the ICCP Exam will be revisited and possibly adjusted to utilize measures that correspond to our revised curriculum and to assess student-learning outcomes.

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

1. **Recommendation**: Fully articulate the role of the SRA in the overall assessment plan, specifying which goals will be measured by the SRA. State a plan for revising the SRA based on student performance and grading practices, as well as how SRA performance might be reviewed to improve the curriculum.
   Response: This area is one of two major topics of current CMIS faculty conversations: SRA and curriculum review. The Goals, Description, and Assessment of the CMIS SRA are included in the Undergraduate CMIS Self Study document (see pp. 10-13). As noted in the program review report (sections A.a. and A.b.), we are only now able to evaluate the first three (3) semesters of results from the newly revised SRA. While we continue to fine-tune execution of the SRA, we believe we have in place the appropriate mechanisms to examine performance

results and use those results to inform our assessment of student learning related to Goals of the Undergraduate Business Curriculum and Learning Goals for CMIS-specific content. A next step is to update our assessment plan to utilize the new SRA. We expect to add the SRA as a performance indicator of Goals of the Undergraduate Business Curriculum – Goal 2A: Interpersonal Skills.

2. **Recommendation**: Recruitment materials should be reviewed to ensure that the program is accurately marketed. Also, a clear vision of how the classes fit the professional standards and the expectation of the ICCP exam would allow the students to see how their education and skills fit into the larger profession.
Response: CMIS faculty have heard comments from a few, very vocal "techies" that our degree program is not technical enough for their taste. It seems that student expectations vary between semesters concerning the program's emphasis on business and technology issues. We attempt to convey appropriate information regarding our degree program and will review all printed and online materials related to CMIS, including SIUE's Undergraduate Catalog, as well as School of Business and CMIS Department Web pages. With two recent advisor hires in the School of Business Student Services Office, a meeting of the Department Chairperson and CMIS Undergraduate Program Director with all School of Business advisors to discuss our program will be helpful.

As far as the ICCP Exam is concerned, we have not advertised this assessment tool or its use in our CMIS 470 course. Just as the Major Field Test (MFT), which is completed by all Business students, the ICCP Exam is discussed only in the context of course activities when it is administered. The ICCP Exam is not discussed until the student is enrolled in CMIS 470. Were the assessment independent of a "capstone" course experience, it would make more sense to discuss it earlier with students. Therefore, it is not surprising that students were not aware of this tool or its place in assessment of the BS CMIS program.

4. **Recommendation**: Discussion with the advisors about optimal scheduling could benefit the course offerings. Gathering information from the students about their specific concerns could be accomplished through an informal survey of current students and adjustments to the schedule could be made accordingly. A survey of current students assessing the level of interest in online course offerings at the undergraduate level might also be helpful.
Response: We (program director, CMIS chairperson, and business advising staff) do pay attention to student needs in scheduling our course offerings. In addition to scheduling courses for full-time students, we strive to accommodate working students who must enroll in evening sections. Unfortunately, times are tough in higher education; and we must schedule fewer/larger sections, which make for fewer scheduling choices for students. We intend to conduct a Qualtrics survey of our BS CMIS students to gather more detailed input from them on class scheduling and electives.

5. **Recommendation**: A CMIS graduate assistant should be appointed to manage technological resources in the CMIS department. The work completed by this student should be under the sole discretion of CMIS. Further, the department should be given sufficient freedom from ITS as to allow them to complete whatever work they require.

Response: We agree with the recommendation of the program review committee and hope that, administratively, this can be accomplished.

6.   Outcome

6.1   Decision:

  __X__ Program in Good Standing

  _____ Program Flagged for Priority Review

  _____ Program Enrollment Suspended

6.2   Explanation

The Curriculum Council recognized that this is a good program with continuous thoughtful improvement. Significant numbers of women and the high job placement for graduates are both commendable features of the program's success. The efforts to build a clearer CMIS identity among students and the work being done to bring in more industry representatives to review Senior Assignment work are strong responses already begun to address the internal review recommendations. The Council accepted the program review report and the formal response. They conveyed appreciation for a committed, continuously developing department.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   Graduate Program in Computer Management and Information Systems (MS CMIS). School of Business

3.   **Date:**   2012-2013

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 MS CMIS program is an applied program that focuses on information systems and related management issues. The program prepares students to be practitioners and to advance in positions such as software developer, systems analyst, consultant, system integrator, information systems and technology manager, project manager, and application software specialist. The program is informed by the MSIS 2006 Model Curriculum as well as the recently modified IS 2010 Model Curriculum. The later includes changes in technology and industry practices in the information systems field, including: globalization of information systems development processes, expansion of Web technologies and development of Web applications, emergence of new IS architectures, widespread development of enterprise (ERP) systems, emergence of mobile computing, and extensive use of IT infrastructure and IT services management frameworks.

   We have experienced a steady and generally upward trend in MS CMIS program admission, enrollment, and graduation of students. Some variation between years, such as the spike in 2010 enrollment, is due to students completing the program on a part-time basis. The U.S. Bureau of Labor Statistics identified occupations that have the most projected growth through 2016 and, of those occupations, five of the top seven are jobs that the MS CMIS program prepares students for, namely: application developers, systems analysts, data communications analysts, systems software administrators, and network administrators . This shows evidence of industry need for MS CMIS graduates.

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

1. **Finding:** Student surveys and interviews revealed that students are dissatisfied or very dissatisfied by course availability. The number of electives, the timing and availability of the classes were of special concern.
   Recommendation: Discussion with the program advisors about optimal scheduling could benefit scheduling. Gathering information from the students about their specific concerns could be accomplished through an informal survey of current students, and adjustments to the schedule could be made accordingly. Another area of recommendation would be to provide faculty with more time and resources to adequately prepare and teach hybrid or online courses. Through communications with the students, they have expressed a desire for more online courses to facilitate scheduling conflicts. Online teaching can be very time consuming, and workload of the faculty could interfere with teaching in this format or even preparing for such a course. More support for the faculty would be recommended in this area.

2. **Finding:** Over a third of the students surveyed felt their practicum/field experience was only "fair".
   Recommendation: Increase efforts to support student internship/projects/ practica that allow students to gain a valuable experience applying their knowledge and skills learned in the program.

3. **Finding:** One issue that was not addressed by the student survey but that was a strong concern with the student interviews was the way classes are offered in the program. The majority did not like the 10-week format or the 4 weekend format classes. Students felt that classes that extend for more than three hours made it very hard to learn the materials. They reported that the weekend classes were long enough that they were not able to absorb the material after several hours. They felt that quality was being sacrificed and that they were not learning and not getting value for their tuition.
   Recommendation: Re-examine the justification of offering intensive courses in light of pedagogical best-practices to minimize classes taught in an intensive format. Consider offering hybrid online/face-to-face classes to minimize need for extended classes.

4. **Finding:** Students who wish to pursue more intensive research currently have somewhat limited options. In particular, the exit requirement does not allow for an extended scholarly effort.
   Recommendation: Consider altering the MS program to include a completion that is more scholarly than an exit exam. A typical such approach would be to allow a thesis option, but other options such as a capstone project may also suffice. Having, or possibly requiring, such a path would set a higher level of scholarly activity for master's degree students and would allow graduates to exit with a scholarly product in hand.

5. **Finding:** The technology management needs of the CMIS department are difficult to meet with the current university ITS structure.
   Recommendation: A CMIS graduate assistant should be appointed to manage technological resources in the CMIS department. The work completed by this student should be under the sole discretion of CMIS. Further, the department should be given sufficient freedom from ITS as to allow them to complete whatever work they require.

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

The MS CMIS curriculum was revised to align more closely with the MSIS 2006 Model Curriculum. The newly created CMIS 557 Enterprise Resource Planning (ERP) Systems was placed in the program core. The newly designed CMIS 526 Information Systems and Technology replaced the old CMIS 515 IS survey course. CMIS 526 focuses on the application of information systems, including emerging technologies, to solve business problems, and was added to the MS CMIS program core. CMIS 520 Managing Technology was transformed into the new CMIS 528 Strategic Management of Information Technology and was added to the program core.

In order to increase elective options for our students, we added several courses to the MS curriculum including CMIS 430 Advanced Java and several courses related to project management. To enhance the project management offering, the CMIS department created a Project Management Concentration which consists of 3 electives in addition to the CMIS 540 Project Management Fundamentals core course. Students select from several courses including CMIS 535 Project Management Standard Processes, CMIS 536/537 Project Risk and Project Procurement Management, and CMIS 548 Program and Project Portfolio Management

Given that the MS CMIS program focuses on information systems and related management issues, we strive to maintain a balance of behaviorally oriented and technically oriented graduate faculty. While we have not had the luxury of adding a tenure line in CMIS, the last two hires made to replace retiring faculty members have been "technical": Dr. Andrea Hester has taken a leadership role in the programming and application development, and Dr. Tim Jack focuses on telecommunications and information security elements of our curriculum.

In order to "keep current" on the discipline and industry trends, the MS CMIS program and CMIS faculty have engaged in numerous activities. CMIS graduate faculty brought School of Business executive-in-residence practitioners into their classes as guest speakers, including Larry Heitz, former President of Tubular Steel, and Dion Joannou, former President of Nortel North America. David Hunter, Integrated Scheduling Manager at Boeing, brings extensive experience to the classroom in teaching CMIS 536/537 on a regular basis. Dr. Susan Yager was selected to participate as one of eight Boeing Welliver Faculty Fellows during the summer of 2007. Dr. Andrea Hester worked at Datotel in a faculty internship in summer 2012. Dr. Yager also worked at Hortica in conjunction with her spring 2012 sabbatical. And Dr. Mary Sumner formed a Project Management Advisory Board in 2005 that continues today. The Board consists of representatives from 16-20 companies (Edward Jones, Ameren, Sigma-Aldrich, Express Scripts, Wells Fargo, Monsanto, Boeing, Scottrade, Smurfit-Stone, and others) and meets monthly.

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

- *Availability of electives (Finding 1):* The MS CMIS program is in the process, in collaboration with all other graduate programs in the School of Business, of

creating a specialization in Business Analytics. This involves the creation of two (2) completely new courses (Introduction to Business Intelligence and Analytics and Business Analytics Capstone) that will be taught by CMIS faculty. As part of this transcriptable specialization, MS CMIS students will be required to take an additional course from the MBA program (MBA 521 Quantitative Analysis) and will have the option to take one or two elective courses offered in Marketing Research and Economics & Finance.

- *Class Schedule and offering hybrid online/face-to-face classes to minimize need for extended classes (Findings 1 and 3):* The MS CMIS program is converting from the current 10-week semester format which meets one night per week for 4.5 hours per night (a legacy of the "old" quarter system at SIUE) to a standard 8-week semester format. In the new format, all courses in the 8-week format will be classified as hybrid, with students meeting one night per week for 3.5 hours in the traditional format and then doing approximately 2 hours of activity per week online or through alternative delivery. All but two courses will be in the 8-week format (CMIS 468 Telecommunications and CMIS 540 Project Management Fundamentals will remain in a 16-week format). The 8-week semester is being adopted by the MBA, MMR, and MSA programs along with MS CMIS. Additionally, certain required and elective MS CMIS courses are also to be offered once per year in the completely online format. As part of the change to an 8-week semester format, weekend format delivery is being eliminated. The 8-week semester is being implemented starting fall 2014.

6.   Outcome

6.1   Decision:

__X__   Program in Good Standing

_____   Program Flagged for Priority Review

_____   Program Enrollment Suspended

6.2   Explanation

The program was rated as In Good Standing based on the quality of the program and the faculty's commitment to continuous improvement. The program appeals to students who are currently working in the field and/or have previous work experience. The program's committee encouraged collaboration between SIUE's Information Technology Services and the CMIS faculty. The program has intensive technology needs, and such collaboration is important to the students and faculty. The program was encouraged to consider options for electives. Additionally, the program was commended for its responsiveness to the review. The program was asked to consider whether a culminating field experience might be useful as an exit requirement. Again, the program was considered to be a strong graduate program with a dedicated and committed faculty.

PROGRAM REVIEW REPORT

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

2.   **Program Reviewed:**   Construction

3.   **Date:**   2012-2013

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 construction industry was significantly affected by the economic downturn in the past five years, especially in the St. Louis area. The industry is steadily recovering, and is increasingly innovating in terms of management approaches, technology, and commitment to sustainability.   This requires that our students are prepared to perform and continue to learn in these areas in order to thrive in the industry.

     Enrollment in the construction management program has closely followed the performance of the economy. During the economic downturn, the enrollment dropped from a high of 135 to approximately 100 students. With the economic recovery, the program is again seeing steady growth in enrollment. Job placement for our graduates remains excellent.

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

     Recommendations from the internal review follow.

     Internal Program Review Team Recommendation 1: Recruitment/Diversity
     The internal program review team made the following actionable recommendations:
- Devise a plan which outlines recruitment strategies specific to times when the market is strong as well as recruitment strategies specific to times when the market is weaker.
- Increase efforts to recruit women and ethnic minorities and make additional efforts to recruit international students.

     Internal Program Review Team Recommendation 2: Course Review
     The internal program review team made the following actionable recommendations:

- Calc II needs to be reconsidered in terms of need and outcomes.
- Address the opportunities and challenges related to Calc II and the possibility of replacing this course with another one that is more useful, more hands on, and that is challenging in a productive way.

Internal Program Review Team Recommendation 3: Online Curriculum Building
The internal program review team made the following actionable recommendations:
- Possibilities for online curricular development need to be considered.
- The program should place more focus on the rapid development of online options for its students.

Internal Program Review Team Recommendation 4: Enhanced Teaching/Research Capabilities
The internal program review team made the following actionable recommendations:
- Identifying possibilities for freeing faculty from equipment maintenance (such as securing a TA or a knowledgeable student worker.
- Securing such as space could increase the research capabilities of the faculty.

External Program Review Team Findings.

The Dept. of Construction is accredited by the American Council for Construction Education (ACCE). A visiting team from ACCE reviewed the Construction program April 6-9, 2012 and identified the following items as weaknesses:

1. Shortage in Construction hours – Construction Internship (CNST 470) is a required course of the curriculum and is intended to count towards the construction category. While the course was very positively received by the Visiting Team, it was found that some of the internship positions do not permit the students to fulfill the topical content requirements, thus preventing them from achieving the required 50 semester hours of construction courses. [See ACCE Document 103, Seciton 3.3.1]
2. Ethics – The Visiting Team found evidence showing ethics integrated into the curriculum; however, the evidence did not clearly support the required 15 contact hours of ethics instruction. [See ACCE Document 103, Section 3.3.2]
3. Business Law – Sufficient evidence was not presented to document the inclusion of Business Law in the curriculum. [See ACCE Document 103, Section 3.3.2]
4. Construction Accounting – Sufficient evidence was not presented to document that the curriculum contains the required 1 semester hour of Construction Accounting and Finance. [See ACCE Document 103, Section 3.3.2]
5. Program Quality Plan – The Quality Assessment Plan is incomplete with respect to execution. Program objectives and outcomes are identified, the metrics established and the assessment data is collected; however, it is not processed and analyzed in a consistent, systematic way to guide program modifications. [See ACCE Document 103, Section 9.2 Planning and Evaluation]

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

- The department will examine ways to accommodate more students in construction labs.
- In hiring new faculty, priority will be given to applicants with a construction background.
- The department will examine ways to increase its efforts to recruit students of appropriate quality for the program.
- The department will examine ways to increase its efforts to recruit students from minority populations, including those with disabilities, in order to reflect the population in the community that it serves.

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

Internal Program Review Team Recommendation 1: Recruitment/Diversity
Since the internal review, the department has participated in high school expos and summer camps and has maintained engagement with area organizations with similar goals, such as the Construction Careers Center in St. Louis.

Internal Program Review Team Recommendation 2: Course Review
Since the internal review, the department has consulted its constituencies via senior exit interviews and advisory board meetings. The Calculus II requirement is respected by both constituencies as a measure of rigor in the curriculum, although both constituencies can understand the benefits of alternate courses that challenge students and are also more directly related to construction. Calculus II is a co-requisite for University Physics, which is a prerequisite for multiple courses in the construction curriculum. The department will maintain the Calculus II requirement and focus on retention initiatives for calculus and physics courses.

Internal Program Review Team Recommendation 3: Online Curriculum Building
The first online construction course, CNST 241-Statics and Mechanics, was offered in the summer 2013 semester. A spring 2014 survey of construction students demonstrated that construction students are interested in summer online courses while they complete their internship requirement. Incentives for development of online course development may help encourage faculty members to develop online materials more rapidly.

Internal Program Review Team Recommendation 4: Enhanced Teaching/Research Capabilities
Expansion of the Engineering Building this year added laboratory space for the Department. We plan to make the best use of this available space and to continue to look for opportunities to enhance our available space.

External Program Review Team Findings.

External Program Review Team Finding 1 - Shortage in Construction Hours
The department has elected to expand its course in CNST 210: Construction Materials and Methods in order to increase coverage of construction topical content.

In addition, the department is tracking its internship course to demonstrate how students address relevant topical content during their internship.

External Program Review Team Finding 2 – Ethics
The department increased ethics coverage in its CNST 411: Construction Contracts course.

External Program Review Team Finding 3 – Business Law
The department elected to change its curriculum to add ACCT 340: Business Law to address this topical content.

External Program Review Team Finding 4 – Construction Accounting
The department elected to modify CNST 452: Construction Management to include this topical content.

External Program Review Team Finding 5 – Program Quality Plan
The department has updated its Assessment documentation process to systematically demonstrate how each source of assessment data is analyzed and processed to guide program modifications.

6.   Outcome

 6.1 Decision:

   __X__ Program in Good Standing

   _____ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

 6.2 Explanation

The Construction Management program received an exemplary rating by the internal team and is accredited by the American Council for Construction Education. The department has proactively responded to previous recommendations. The Council felt the 100% student satisfaction rate found by the team was particularly noteworthy. By all accounts, including external measures, the thoughtfully designed curriculum and engaged faculty do an excellent job of preparing students for success after graduation. The program should be commended for its continuous improvement activities and their ongoing willingness to try new things and address opportunities to enhance learning and facilitate faculty research.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Economics / School of Business and College of Arts
   and Sciences Programs Combined

3. **Date:** 2012-2013

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].**

   While the intellectual content of the discipline has not undergone major
   changes, there are broader changes in the education industry which will affect
   future demand for education in finance, at SIUE and elsewhere. We are
   beginning a demographic trend where college-age population is declining and
   will continue to do so in the future. There is a new scrutiny of educational
   loans and the affordability of education, and this may affect the demand for
   education. Thus the macro environment of education (finance or otherwise) is
   challenging and will continue to be so in the future.

   Economics and Finance (ECFI) remains an attractive major and ECFI majors
   will always be needed, despite the events of 2008 and the subsequent
   recession. However, Dodd-Frank regulation and its constraints on banking
   activity are already beginning to reduce bank recruitment. Tight lending
   standards are already reducing the number of mortgages and other consumer
   loans, and thus business and financial activity.

   All the above combined are putting a downward pressure on the demand for
   the ECFI majors. However, there are some areas of promise. With the
   uncertainty relating to social security and pensions, savers are becoming more
   motivated and there is a good demand for financial planners. Quantitative and
   statistical analyses are more important to a business and this helps create
   additional demand for ECFI students.

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

#1: The program should consider whether diversity can be further addressed through course recommendations within the general education requirements. The program publishes an example four-year plan for prospective students. We suggest reviewing courses offered in the general education scheme to determine which courses might be specifically recommended to students to provide an additional diversity component to their education. While this might not reach all students that are eventually accepted into the program, students do look to these guides and see them as recommended paths to the program they most want to join.

#2: The program faculty should continue their efforts to coordinate and integrate coursework. The current methods of curriculum review have worked extremely well. The program should be sure that the critical elements of the review process are recognized and preserved as 'institutional memory' as the department personnel change in the future.

#3: The program should pursue an additional tenure-track faculty line to shore up the economics area and increase the upper-division elective offerings in economics.

#4: The program should continue to evaluate the classroom spaces assigned to its courses and request school and university upgrades to these spaces. This may require persistence to gain priority at a time when funds are limited. There also may be more than one avenue for funding different aspects of needed upgrades (technology, general classroom improvement, teaching enhancement & innovation).

#5: Explore expansion of computing facility hours.

#6: Explore support for additional data sets through library and information technology and other funding sources that support teaching resources.

#7: As the program considers strategies for recruiting students to expand the number of majors, it should highlight the excellence of its recent graduating classes and the strength of the program's well-integrated, rigorous curriculum.

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

The faculty conducted a comprehensive review of the courses and their content. We have made changes to the pre-requisites for courses to insure that as students advance through the program courses can be taught with the level

of rigor required to deliver them. We have on-going conversations among the faculty examining the progress to graduation of our students and discuss pre-requisites for our courses.   Also, we have hired seven new faculty members in the past eight years (Jai, Spivey, Hackard, Gupta, Jategaonkar, Fu and Belasen). Three have departed (Hackard, Spivey, and Gupta). Two of the seven hired are female. We have continued our efforts to recruit minority candidates, but to this point have remained unsuccessful.

A number of students have undertaken internships since the last program review. Students are regularly advised on the importance of internships to one's career. We have established the Economics and Finance Club, which also runs our Student Managed Investment Fund. We have also worked to increase our relationships with area employers such as Edward Jones and The BANK of Edwardsville. Faculty continues to provide, on an informal basis, information regarding career opportunities to students that seek it. Since the review, more students have sought advice and counseling on the choice of graduate programs and schools.

The poster session continues to be used as an exit requirement and provides the faculty with useful assessment information. It was from our use of the poster session that we made several curricular and program changes. Faculty teaching the classes upon which posters are based also have altered assignments to enable students to better demonstrate their skills and knowledge. We have also improved the assessment tool used in evaluation of the poster session.

Most of the classrooms have been updated to meet current minimum standards. Though an improvement, they still lag facilities at some competing institutions. We have not opted for the purchase of a live market database, as the increase in technology since the last program review allows constant market/ticker information at no cost via the Internet.

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

- We have examined our general education requirement. Under Lincoln Plan II Experience Requirement (Global Cultures), IS 401 (Business and Society) has been included. Further, GBA 301 and GBA 402 (Business Transitions I & II) include aspects of diversity. We expect these courses to have a positive effect. There is one more important point to note. In the 2013 assessment, only seven students formed the basis for the diversity measure which creates a small sample issue. While three exceeded expectations, two did not meet expectations. We shall monitor the future trend before taking further action.

- The department is beginning to think of ways in which the issues of consistency and quality can be institutionalized, not merely relegated to

individual faculty members. Our approach is consensus oriented as we do not wish to infringe on academic freedom. For example, through discussions between instructors in the finance area, the course content of FIN 320 has been standardized. Further, all instructors now use on-line homework platform. This helps us ensure that students have been exposed to a common core of material, irrespective of the instructor, before progressing to advanced courses. We also plan to ensure that, for the exit requirement project, students have access to an expert faculty based on the topic, in addition to the instructor.

- Having at least one new tenure-track faculty line would be very helpful; however, in the current budget situation, it is impossible to do so. Therefore, no action is yet taken.

- We have been working with the School of Business and ITS on the room assignment issue and find that the smart classrooms are largely adequate to our needs. We are coordinating with ITS on a few technical hitches and there is progress.

- As a new resource, all School of Business students have access to Financial Times (a leading business publication) from any domain with registration. Eviews and SAS (analytical software) are available in the labs and in residence halls. Further, a student edition of EViews can be bought for about $35. As the cloud-based computing evolves, we feel confident that data analysis-related software will not be a hurdle.

- We are working with both ITS and the Library to examine additional funding sources and to optimize data availability in this constrained environment. This is critical as it also supports the research mission of the faculty. We are taking another step which does not require additional funds. Based on the student paper in the exit requirement, we plan to refer the student to a faculty member who is a research expert in that area, as this expertise will facilitate data access.

- We have created a LinkedIn site which alumni are invited to join for networking. This will allow us to track our students' careers after the completion of the undergraduate program and will help produce tangible statistics for future marketing efforts.

CAS ECONOMICS

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].

An important change in our CAS ECON program has been the significant increase in our enrollment numbers. According to January 2014 enrollment numbers and compared to spring 2013, CAS ECON enrollments increased by over 42 percent. This is a welcome development, even though our department is at least one faculty member short on the Economics side. Despite the shortfall in Economics faculty, we have been able to offer meaningful CAS-related courses such as International Trade and Labor Economics, which has played a role in attracting CAS students.

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

#1: The program faculty should continue their efforts to coordinate and integrate coursework. The current methods of curriculum review have worked extremely well. The program should be sure that the critical elements of the review process are recognized and preserved as 'institutional memory' as the department personnel change in the future.

#2: The program should pursue an additional tenure-track faculty line to shore up the economics area and increase the upper-division elective offerings in economics.

#3: The CAS Economics program should explore cross-listing courses that have a significant economics-related component that are taught in CAS departments, such as Geography or Math and Statistics, or perhaps in the School of Nursing for a health care economics perspective.

#4: The program should continue to evaluate the classroom spaces assigned to its courses and request school and university upgrades to these spaces. This may require persistence to gain priority at a time when funds are limited. There also may be more than one avenue for funding different aspects of needed upgrades (technology, general classroom improvement, teaching enhancement & innovation). Communication with CAS of specific needs that will benefit these CAS Economics students could find an untapped resource.

#5: Explore expansion of computing facility hours.

#6: Explore support for additional data sets through library and information technology and other funding sources that support teaching resources.

#7: As the program considers strategies for recruiting students to expand the number of majors, it should highlight the excellence of its recent graduating classes and the strength of the program's well-integrated, rigorous curriculum. This information should be shared with the CAS deans and advisors for promotion of the Economics major through CAS.

#8: Maintain open communication with the CAS dean's office, including requesting resources that benefit the Economics majors as the need arises and, as a courtesy, an invitation/notice each semester for the CAS deans to view the Senior Assignment posters and the excellent work of the students graduating from these cooperating units.

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

- The department has actively participated in the recruitment efforts through CAS. In addition, we have focused on creating a series of courses with a greater focus and appeal to CAS students. We have also moved our advising over to CAS. This move opens us up to new students and also provides more information to CAS advisors as to the benefits and opportunities of our program.

- We have identified basic courses that will help CAS students to master Economics courses. Students are required to take intermediate microeconomics and macroeconomics, which do require a minimum understanding of mathematics. In order to successfully master this material, students need a foundation in mathematics and statistics. In earlier iterations of the Economics (CAS) program we did not require this and found that our students often had to repeat their intermediate theory courses, delaying their time to graduation.

- Since the last program review, we have been able to reduce the maximum course size for most of our 100-level courses to 80 or less. We still have a smaller number of 100-level courses with enrollment limits of 100. The loss of faculty and the current budget environment has prevented us from reducing the enrollment maximums any further.

- At the time of the last program review, the poster session was just beginning to be used as an assessment tool for CAS students. The project has evolved since that time. We have tailored the assignments in the 400-level courses to be used for measuring program outcomes. Each spring semester all faculty meet, go over the assessment results, discuss our students, and consider changes to the process or the assessment tool.

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

- CAS Economics Program Director (Chair of Economics and Finance) met with CAS advisors in fall 2013 to identify the areas to work on. As a result, the following changes have taken place which will give students more choices:

  o Economic Geography (GEOG 301) is added into CAPP (degree audit system) as an elective for CAS Economics majors.

  o Form 90C is already in progress so that MATH 150 would be accepted as a prerequisite for MS (Management Science) 251 (Statistical Analysis for Business Decisions), which is a required course for the CAS Economics program.

- The Economics and Finance department participated in Hands-On Day organized by CAS on September 17, 2013, to attract prospective CAS students.

- For the first time in spring 2014, Economic Freedom & Development was introduced as a course under ECON 490 (Independent Study), which attracted many CAS ECON majors.

- We have started inviting the CAS deans to our exit requirement (poster session) where some of our seniors are CAS ECON majors.

- As a new resource, all School of Business students have access to Financial Times (a high-quality Economics & Business publication) from any domain with registration. Eviews and SAS (statistical software) are available in the labs and in residence halls.

- We will continue working with CAS to identify opportunities so that we can better accommodate prospective CAS students.

6. **Outcome**

   6.1   Decision:

   ___X_ Program in Good Standing (Both Programs)

   _____ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

6.2   Explanation

Both the School of Business Economics and Finance Program and the College of Arts and Sciences Economic program were rated as exemplary from the internal team. The Curriculum Council agreed with the internal review team that the high scores on the national exams are impressive. The placement rates for graduates also stood out as a positive highlight. While some of the recommendations made by the review depend on resource availability, which is uncertain, the department's response was positive and considered what actions could be taken immediately as well as if resources become available. The Council appreciated the hard work and cooperation the review team and all faculty involved displayed in the review of the interlocking programs.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:**   M.A. and M.S. in Economics & Finance

3. **Date:**   2012-2013

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 Economics & Finance faculty revised the graduate curriculum (2009-10) with a number of new core theory courses as well as foundational research courses. This revision was largely due to the changes in the marketplace that required specific skills from our graduates. Below is a summary of some of the changes we made in response to both student demand and changes in the job market:

   - In the finance industry, the CFA (Chartered Financial Analyst) designation offered by the CFA Institute is the premier credential and many top-level schools today have restructured their curriculum towards the requirements of CFA exams. Many of our students in the graduate program as well as an increasing number of undergraduates in finance are interested in getting the CFA designation after graduation. In fact, several of our alumni have told us that their employers require them to take the CFA exam and even cover all related expenses. The demand in the job market and growing student interest towards this professional designation has therefore led us to restructure our courses in such a way that the topics covered (conceptual and quantitative) are more in line with the requirements for a CFA (Chartered Financial Analyst) designation as well as the FRM (Financial Risk Manager) designation.[1]
   - SAS is the dominant software in the market place for business analytics and data management for handling large amounts of data. An increasing number of employers require knowledge of SAS in their job descriptions. In order to address this need in the marketplace, we have now standardized the use of SAS programming in our graduate curriculum. We are also cognizant of the fact that our department houses both Economics and Finance. One of our required

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[1] This designation is offered by the Global Association of Risk Professionals (GARP).

research methodology courses is Time Series Analysis, which uses different software, EViews, and is important to conduct research in Macroeconomics. Therefore, we are able to cover the relevant research methodologies in Economics and Finance.

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

1. The department should work to increase mentoring, collaborative research projects/coursework, and continue to create internship opportunities to meet student learning outcomes.
2. A competitive program must also include courses that reflect the innovations in the market and the fields by offering new and diverse electives. How the department could offer such electives requires from as little as no resources to a new faculty line in Economics especially.
3. The department faculty should re-evaluate their commitment to the M.A. degree program, given the popularity of an M.S. degree and other market factors.
4. The department should evaluate the admissions process, retention, and mentoring of graduate students to ensure that only the best-prepared students (international or domestic) are admitted, and supported once they enroll, to increase student success and decrease grade inflation pressure, especially on junior faculty.
5. The supporting units (Business School or CAS) emphasize to the University's ITS department an updating of the classrooms be placed as a high priority for the school and University.
6. The supporting units and/or Lovejoy Library could purchase at least one other important dataset for students and faculty to utilize for research and teaching.

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

- In order to address the increasing need to access campus computers with essential databases, the physical space in the department was increased along with the number of computers having access to databases.
- The department hired additional new faculty members. (However, it must also be noted that we lost several faculty members as a result of retirements and job changes since then.)
- The department has increased its efforts to hire female faculty. Two female faculty members were hired following the program review.
- The department increased its efforts to offer more elective courses to meet student needs. However, this issue was not completely resolved due to retirements and one faculty leaving the department to take a new position. Furthermore, the faculty's teaching of two university-level service courses and two general education courses (math and stats) at the school level led to greater pressure on limited resources regarding faculty.
- There has been a significant improvement in the peer review process at the school level. The School of Business faculty improved its peer review process for faculty evaluation in teaching, services and research.

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

1. The recent revision in the graduate program (2009-10) has transformed the program into an intensive, one-year program which allows students to earn the master's degree in three semesters (one year). This transformation has helped the program to be more competitive as an increasing number of master's programs in the region now adopt the one-year format. This transformation also reflects the change in faculty vision for the program from a research-oriented program towards an application-oriented program that prepares students for the job market rather than PhD programs. The revised graduate curriculum now focuses more on the use of analytical tools and models in order to conduct the research and interpret the findings with the primary goal of preparing competitive alumni in the job market. While we believe that our program provides a very focused and solid graduate degree, the tradeoff is that there is not much time for internship or collaborative research projects.

2. The diversity of elective courses is a function of the number of faculty. We have lost a couple of faculty members, one of which we could not replace. Additionally, three of our graduate faculty regularly teach in the MBA program, which takes them away from our own graduate program. However, the department as well as the program leadership thought about the elective courses and found a solution that does not require additional faculty. Our elective courses were not lined up with the core courses. Starting in fall 2014, on both the Finance and Economics sides we will be offering the core courses and the electives in a way that the electives represent the application of the core courses. This is expected to increase the synergies among graduate courses.

3. The department and the graduate program leadership understand the concern associated with the MA degree. However, the department's general sense is that we do not want to eliminate this possibility in this kind of a budgetary environment. Additionally, the graduate program leadership has been actively recruiting students for the program. We hope to receive students who are willing to continue with their PhD studies and will choose the MA program.

4. The new graduate program committee has been in charge since fall 2013. One of the committee's first actions was to distribute a survey among faculty about the graduate program. Based on the feedback, the new graduate committee has introduced a number of changes, such as new admission and exit requirements, a new approach to recruiting, etc. For example, starting in fall 2014, each student will be required to give an exit presentation before graduation. The presentation component will add an extra dimension for assessment purposes and will allow the faculty, through additional questions during the presentation, to assess whether the student has internalized the fundamental concepts taught during his/her program of study. Also, we significantly increased our efforts to advertise the program among our undergraduate students, particularly honors students. The changes in admission requirements are expected to significantly raise the quality of incoming students and also help the program to attract some of the best students from our undergraduate program. In fact, examining the credentials for applicants who have been admitted so far for fall 2014, we observe a significant increase in incoming students' GPAs.

5. The program will continue working with the ITS as well as the School of Business to update the technological infrastructure.

6. The limitations on the databases available for research and student projects continue to be an issue due to budgetary limitations experienced throughout the campus. However, the program will continue to work with the Lovejoy Library and the supporting units in order to maintain our databases available to our students. In fact, so far the program has been able to continue our subscriptions to all relevant databases. The program hopes to do so in the future.

6.   Outcome

6.1   Decision:

__X__ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation

The program was viewed as committed to continuous improvement and has exceptional alumni. The program is clearly responsive to industry demands and integrates elective topics that demonstrate this synergy. Both program faculty and students did, however, note the challenges of involving students in research in a program such as this one. The thesis option is rarely pursued. Students appear to be very industry-focused with attention to their professional goals. Only a few students are more interested in a research track toward further graduate studies. The program also takes three semesters to complete. The timing may also impede some research collaboration opportunities. The program appears to have strong support systems for students, and the faculty proactively help facilitate success for students.   This high-quality program does face some challenges due to the condensed format, and the committee acknowledged this. The committee encouraged the faculty to continue to discuss the need to balance all facets of the program and to consider all stakeholder needs.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:**   PSM in Environmental Science Management

3. **Date:**   2012-2013

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].

    (1) Since the last program review, the official degree name has been changed from "Master of Science" in Environmental Science Management" to "Professional Science Master's" in Environmental Science Management. The PSM in environmental science management program is continuously attractive. Amongst prospective students, international students have shown great interest to pursue a PSM degree.

    (2) The major concern for offering a high-quality PSM program in Environmental Science Management still remains the same since the last program review. Due to lack of resources, the needed PSM internship coordinator is unavailable. The PSM program continues to operate without the administrative resources that were identified as essential from the outset of this new program back in 2004.

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

    (1) *"There are not enough faculty in the Program to represent all the concentrations sufficiently. In particular, no faculty members specialize in Environmental Education. Environmental Technology and Assessment also came up in discussion as a track that might need to be dropped—unless new faculty members were hired with those specializations." "The statistics portion of the program would be highly enhanced if there was formal involvement of faculty from the statistics/mathematics faculty."*

(2) *"Students were less enthusiastic about laboratory and field facilities needed for their thesis research, with close to 60% rating such facilities only fair. This is, of course, a reflection of the age-old problems associated with the Science Building." "The need for additional laboratory space is imperative." "The knowledge that there are now two new faculty members that make intensive use of laboratory space will certainly compound the problem."*

(3) *"The issue of assistantships is an important one. We heard from several faculty members that, due to the Program status of ENSC (as opposed to the situation with Departments), it was more difficult for their graduate students to obtain assistantships."*

(4) *"It would be appropriate to note any differences in competencies for students following the non-thesis alternative." The program should clarify expectations regarding student learning outcomes and improve assessments for the non-thesis option.*

(5) *"Teaching load seems to be too high for the associated responsibilities of graduate faculty. Methods for counting laboratory time/supervision with students should be recognized and relief should be sought."*

(6) *"It appears that there is more of a downward trend in students than maintenance around 35 students". "Apparently, the enrollment is stronger this year. Noting this fact would help indicate that the overall trend is not that of declining enrollment. It should also be noted that the data presented is just counts of fall enrolled students."*

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

(1) The program faculty has increased substantially since the last program review. Three tenure-track faculty members were hired, including Drs. Melissa Chan, Adriana Martinez, and Kyongsup Yoon. The addition of these new faculty members allowed the program to offer some required graduate courses, such as "Statistics for Environmental Sciences" by Dr. Chan. At present Dr. Martinez is our Technology and Assessment specialist. Because we have so few students in the track of Environmental Education, our affiliated faculty members in this area mentor the one or two students every two years.

(2) The teaching and research infrastructure has been significantly improved since fall 2013. With the move to our new Science Building, the program has also dramatically increased the research space and instrumental capability, which opens many new research opportunities for our graduate students.

(3) With the significant growth of our minor in environmental sciences and the enrollment in our undergraduate courses, the number of graduate assistantships has been increased from 5 to 9 for the program. But, this is still well below half or a third the number in other departments.

(4) Regarding the degree requirement of PSM in Environmental Science Management, the program understands that the research thesis requirement might significantly affect the enrollment of non-traditional students who have full-time jobs. Since fall

2013, the PSM students who have selected the non-thesis option will have an alternative option by taking ENSC 593 (Research in Environmental Sciences) under the supervision of their research mentors. This new requirement/option will provide students with hand-on research experience as well as strengthen the connection with their research mentors during the course of their graduate studies.

(5) To better advise PSM students during their graduate studies in the PSM program, each PSM student now will be assigned to a faculty member as his or her research mentor. This new administrative change will provide better and effective advising for PSM students. We hope this close student-mentor relationship will help to improve students' academic performance throughout their graduate studies.

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

(1) To continuously increase student recruitment and enrollment, the program graduate admission committee, the program secretary, and the recruitment coordinators at the graduate school have been working closely to streamline the process of recruitment and admission. We anticipate that the total student enrollment in fall 2014 will be at an optimum level of approximately 35, including 5 or 6 students in the PSM program.

(2) The program is planning a PSM advisory board meeting in fall 2014. To work closely and effectively with the School of Business, the program will invite the representative(s) from the School of Business to the meeting, along with the PSM advisory board members and PSM graduate students. The graduate school has indicated it will provide needed financial support for this meeting.

(3) The program is currently developing a new recruitment plan for both graduate and future undergraduate programs. In addition, the program website has also been improved with regular update of new program development, accomplishment, and student information. The program website will become an important source of information for prospective PSM students.

6.   Outcome

6.1   Decision:

_____ Program in Good Standing

___X_ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2   Explanation**:**

Although the program is making progress in addressing the recommendations, the Programs Committee believed the program would benefit from a shorter review cycle. An interdisciplinary program such as this Professional Science Master's program brings unique challenges. The program is working hard to enhance its recruitment efforts. Additionally, the program is making

progress in enhancing its use of its Advisory Board. Although the program has undergone challenges, the university has increasing faculty strength in Environmental Science, and with a strong commitment, the faculty in this program believe they can continue to improve this program.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Master of Marketing Research (MMR)

3. **Date:** 2012-2013

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5. **Major Findings and Recommendations**

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

    The Master of Marketing Research (MMR) program is designed to meet business' need for skilled marketing research professionals. It is one of the five such specialized programs in the country that combines intensive academic training with practical knowledge resulting in excellent employment (with a near 100% placement record in less than six months from graduation) and career opportunities in marketing research with leading research agencies and corporations. The program is designed to prepare students for employment as marketing research professionals for today's competitive global market place.

    The MMR program is designed to prepare individuals with diverse backgrounds for careers in marketing research. The curriculum combines course work involving a balance of theoretical studies and applications through projects with emphasis on the role of research and the effectiveness of marketing decisions within organizations. MMR courses stress the development of strong analytical skills through the solution of class-assigned problems and exercises in courses that use projects, cases, and simulations to illustrate the application of these skills.

    The demand for the program has been very consistent, if not growing in the last few years. The number of prospective student inquiries has risen since 2005. Marketing research as a profession has been rated as one of the top 10 professions in the country (Money, May 2006, Pg: 99) and the interest levels for SIUE's MMR program depicts this rating. Bureau of Labor Statistics reports that the job outlook for an entry-level market research analyst job is a 41% growth for the 2012-2020 period. The enrollment numbers are fairly consistent with a minimum of 17 in 2006 to a maximum of 29 in 2008 and 2009, and an average of about 25 students. This trend is also consistent with the trend numbers from the previous review period. Additionally, the enrollment numbers in

subsequent years 2012 and 2013 of 26 and 24 respectively shows that the enrollment is consistently strong.

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

2012 Review Team

1. Student work in MKTG550 and internships need to be supervised by more than one instructor /director.
2. Revisit the core-to-electives ratio. More elective possibilities could address the faculty desire for a timelier curriculum, and allow students to pursue coursework that is perhaps more easily tailored to individual or career interests.
3. Involve more faculty in teaching the MMR courses than only two faculty members.
4. Hire an additional faculty member who might also take administrative duties of the program.
5. Program Director to receive an additional release unit, or that an Assistant Director position be created with a release unit involved, so that the time-intensive responsibilities of maintaining the excellence of this program do not become overly burdensome.
6. The MMR faculty should find a way to increase their involvement in student advising, not placing the bulk of that responsibility on the shoulders of the Program Director alone.
7. Develop a long-term strategy for the program. Consider innovations in the curriculum, such as online learning.
8. Some way of tracking the results of recruitment efforts – a spreadsheet, a common document that can be passed on from Director to Director – could prove fruitful in the future.
9. More support from the Graduate School for recruiting efforts, ensuring the high quality of students, would help ensure the long-term health of the program. Monetary aid for recruiting trips and greater coordination between the program and the Graduate School in the screening of international students would be of great benefit to the overall health of the program.

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

1. Since 2006, the MMR core faculty size has increased by one. Presently, the program has five full-time faculty members in the program offering seven core and four elective courses per year in the program. In addition to supporting the MMR program, the faculty also supports the Marketing specialization of the BSBA program with 105 students, and delivers core BSBA courses to 1,100 business majors and 250 business minors.
2. In terms of office space, graduate assistant support and summer support, the school and department have provided adequate resources to the new faculty. Presently, all MMR faculty members have their own offices and receive graduate assistant support of 5-10 hours per week. In terms of research support, the MMR faculty gets the same support consistent with the faculty in the school and the department.

3. During this review period, a significant change to the program has taken place. Prior to this change, all students without a business degree were required to take a total of 24 credit hours of foundation courses. In 2010, the MMR faculty determined that this requirement was far too stringent and demanding on students. Therefore the number of required foundation courses has been decreased from a maximum of 24 credit hours to 9 credit hours. The foundation courses can be waived by the Program Director after transcript evaluation. Depending on the student's capabilities and skills, the Program Director directs them to any required foundations courses. Data from the student survey does not indicate any significant issues in this regard.

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

1. **a:** Since summer 2012, MKTG 550 project reports are formally assessed by three faculty members using a standardized rubric. This practice will continue as part of the program's student learning assessments.
   b: MMR student internships are an integral part of the program. But, not every student in the program gets an internship, and it is solely based on the internship companies' requirement, availability and selection. Presently, internship supervisors evaluate their interns once every three months. Involving more faculty members in overseeing the internships may complicate the program's relationship with internship companies, and MMR faculty believe that internship oversight by more faculty members will not be attractive to internship companies.
2. The faculty has debated many times over the balance between core and elective courses in the program. In the past, the ratio has been five core and five electives, and was changed to the present seven-to-three ratio based on feedback from advisory board members. But in reference to findings from the review team, we will consider this suggestion within the context of program learning goals/objectives and pedagogy. MMR faculty plans to revisit the core-to-elective course ratio in 2014.
3. Currently all the five core MMR faculty members are involved in teaching one core class.
4. We appreciate the recommendation. Given the marketing faculty size, an additional faculty member would certainly ease the pressure on the existing needs. The ability to implement this recommendation is not in the control of the MMR program or the department, but rather with other higher-level administrators and is contingent on university budget allocations.
5. Since fall 2013, the MMR program has been supported by additional administrative support. This hire enhanced the administrative efficiency of the program without placing additional burden on the Program Director.
6. **6.a.** The student advisement for courses/schedule is done by collaboration between the Program Director and Business Student Services. The MMR faculty believes that this process is working very well.
   6.b. The MMR program has a variety of materials for assisting students – website, brochure, and graduate program profile sheet. The program is currently in the process of preparing a marketing video for recruitment and also new materials to be distributed to both current and future students.
7. MMR faculty are in the process of revising the curriculum and a long-term strategy for the sustainability of the program. Due to impending retirements in

the next few months, much of our efforts are invested in preparing contingency plan/s for the upcoming year or two.

8. The MMR program will have its first online course in summer 2014. Also, all the MMR classes, both core and elective, will be delivered in hybrid format from fall 2014.

6. Outcome

6.1 Decision:

__X__ Program in Good Standing

_____ Program Flagged for Priority Review

_____ Program Enrollment Suspended

6.2 Explanation

The Graduate Programs Committee commended the program on its healthy relationship with the community, particularly the valuable internship opportunities and strong ties with the Advisory Board. They noted that the program offered students a specialized degree with unique qualities that has brought national and international recognition. The program was encouraged to continue to engage program faculty in the continuous quality improvement process.

PROGRAM REVIEW REPORT

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

2. **Program Reviewed:** Master of Public Administration

3. **Date:** 2012-2013

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 Master of Public Administration program prepares individuals for careers in the public and nonprofit sectors. Included within these sectors are positions at all levels of government, all types of public institutions, and the myriad of components of the nonprofit sector, including health, human services, education, and service institutions. The MPA at SIUE is accredited through the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

   Student demand for the MPA degree remains strong. At SIUE the MPA has grown to become the largest graduate program in CAS and the second largest at SIUE. Demand for the program stems from providing a quality program that targets professionals seeking career advancement and preprofessionals seeking the credentials to begin an administrative career in the public or nonprofit sector. The SIUE MPA continues to equip students from a wide variety of academic disciplines with training for administrative careers that are consistent with elements from their undergraduate majors.

   At SIUE the Master of Public Administration degree program faces increasing demand for supplying professionally trained public and nonprofit administrators. Increasingly public and nonprofit agencies are seeking professionally trained staff at all levels of administration. This is especially evident in the area of health care administration and leadership. The public and nonprofit sectors have both expanded their roles in the health care field and a growing number of students are seeking training and development in public administration as it relates to healthcare. The PAPA department is exploring how best to address the growing demand.

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

During the period under review, the PAPA department's MPA program underwent an external review by its national accrediting body and an internal review by SIUE faculty from various departments. The external review assessed the program in relation to other internationally accredited institutions offering MPA or similar degrees. The assessment team consisted of scholars from other NASPAA-accredited institutions assessing the program based on internationally accepted standards. The internal review assessment was conducted by undergraduate and graduate faculty from other departments at SIUE and used standards set by the institution.

The external review body found the "…Master of Public Administration program to be in conformity with NASPAA Standards, subject to the monitoring provisions outlined below. Your program is accredited for a period of seven years and will be included on the Annual Roster of Accredited Programs."

The assessment team "…commends the program for its many efforts in establishing the competencies and securing assessments. The SVT recommends that the program incorporate the information it has gathered to improve the program as part of its regular program reviews." The program review process should center on Standard 5.1 Universal Required Competencies and Standard 1.3 Program Evaluation.

Standard 5.1 states, "As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and to public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the public policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry."

Standard 1.3 states, "The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven."

Over time, the Commission expects that its understanding of the Standards and the expectations of what it means to be in compliance will advance and evolve, as programs (and COPRA) become more familiar with the competencies-based approach to accreditation. The Commission will expect accredited programs to continue to develop their competency measures and use of assessment tools, and that this maturation should be evident in the program's annual maintenance reports.

The internal review of the MPA graduate program determined the main strengths of the PAPA program to include:

- The faculty members are very collegial. All faculty and staff expressed enthusiasm for the program, students, and achieving the goals and mission of the program. The attitudes were positive and supportive.

- The faculty members' community presence and engagement reflects the program's mission.

- The program meets a unique need in the community by training public administration and management practitioners for the public and non-for-profit sectors in a variety of focus areas (healthcare, HR, etc.). The program can lay claim to having many of its graduates in significant positions in public and nonprofit organizations in the Metro East region and beyond. The practical, applied nature of the program is demonstrated through this success.

- The program has seen steady growth in enrollment. Over the last 10 years, the enrollment has doubled. It is the largest program of its kind in the St Louis region. The program is the largest graduate program in CAS and serves a large and diverse student population.

- The program is responsive to industry and community needs in developing its strategic goals. For instance, several initiatives are being considered including a certificate program and more online and blended courses.

- The program recently completed a successful accreditation process through NASPAA.

To further enhance the program, the internal review committee recommended the program consider the following:

- The need to balance growth and rigor. Within the context of communities served, the PAPA program should re-evaluate the appropriateness/effectiveness of current admission standards. Also, the faculty should consider developing and implementing comprehensive and rigorous assessment rubrics, and providing general guidance regarding grade distributions in core courses. Finally, faculty should consider increasing standards and rigor in the program overall.

- The program should assess the process of advising and course registration. The program should evaluate the appropriateness of current class size limitations imposed for core (25 students) and elective (20 students) classes.

- Need to assess the areas of focus that are publicized and offered (i.e., Public Management, Healthcare, Non-profit, Human Resources, Leadership) based on the ability to deliver the required courses for each area of focus in a regular, timely manner.

- The program should consider renewed requests for additional faculty lines as appropriate to meet current and future needs.

- Pursue institutional support and resources (such as IT support) needed to implement specific online and hybrid courses for the initiatives under development, including professional development/certificate program courses (in Non-profit, HR, Leadership).

- Maintain open channels of communication with CAS.

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

The previous program review offered five recommendations. The recommendations and the program's responses are detailed within these paragraphs.

The committee recommended that the faculty should continue to work on making advisement more accessible to a greater number of students. The program has altered its advising process in a number of ways; changes that have resulted approximately in 85-90% of current students being satisfied with the process. Changes include a new student orientation program, an MPA student handbook available online, a "frequently asked questions" section on the department's webpage, staff training so that more individuals are capable of addressing basic questions, and a rotating appointment schedule for advising.

Second, the committee recommended the program seek to increase space for faculty and graduate student research and advising. The PAPA department gained access to additional office space on the 3rd floor of Alumni Hall. The department also used alumni donations to rehabilitate, furnish, and equip a conference and assessment center in Alumni Hall 3300. The department allows other units to use this space, but is concerned with the future assignment of the space.

A third recommendation centered on Health Care. "With the establishment of the new School of Pharmacy as well as the established schools of Nursing and Dentistry, the department should expand their health care administration offerings." This is an area where progress has been made, but additional steps are needed. The program has expanded is offerings in the health area to include an epidemiology course. The sequence of health classes are now being offered with increased frequency. The department offers service courses for the School of Nursing and jointly offers three sections of the interdisciplinary studies health course, IS 343. The program has proposed an online master's degree related to Healthcare Administration and Leadership. The degree is designed to allow other units to build areas of emphasis as the elective sequence for the degree.

The fourth recommendation centers on marketing and offering online courses so the program may remain competitive. The program has offered a core course online, and four of the remaining six core courses have been tested in a blended format. They will be submitted for online status this coming academic year, with the remaining two courses following in the spring semester of the academic year. Faculty will begin preparing electives for online offering in the next academic year. The department has also submitted a proposal for an online master's degree targeting healthcare administration and leadership. The last recommendation indicated, "The department should continue in their work on the framework and intent of their cumulative exam

and settle upon a consistent testing method. It is suggested that questions involving the investigation of case studies be made standard." The program revised its cumulative exam process following the last program evaluation. That process now centers on applied topics that require students to incorporate foundational information in a manner that reflects the universal competencies that serve as the foundation for the program's assessment of students.

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

External recommendations:

- Standard 5.1

  The external program review process recommendations centered on the integration of Standard 5.1 (Universal Required Competencies) and Standard 1.3 (Program Evaluation) into the annual assessment processes of the program. In response to these recommendations, the department has developed and instituted an assessment model that focuses on the NASPAA required competencies. The faculty will be testing the assessment process in the upcoming academic year.

- Standard 1.3

  The results will be formatted and used in a manner that fulfills the requirements of Standard 1.3, which states, "The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven."

Internal recommendations:

- The "need to balance growth and rigor."

  As with SIUE as a whole, the MPA program faces the issues of rigor, growth, and retention. Although only 2 of the program's 140 students commented during the internal review that the program needed more rigor, the internal review committee recommended the program examine this area. As such, the program has studied the issue. Additionally the program has received mixed signals from administration concerning continued growth and program capacity. The PAPA faculty have determined it is in the best interest of the program to continue to grow. To address these issues, the program has developed and offered courses designed to highlight rigor by improving the writing, research, and analysis skills of students. The remedial nature of these courses is necessary to provide some MPA candidates with a missing skill set. The program has also instituted a set of support activities for students to aid in addressing the demands of the program and the retention of students. The activities include an orientation program, mandatory academic advisement for new students and students with academic deficiencies, and progress reports for students having difficulty.

- "Assess the process of advising and course registration."

  Concern in this area focused primarily on accessibility of students to courses they needed and wanted. Some students faced the issue of wanting to register for courses that were closed. The program has instituted a policy of more frequently offering electives that close and offering less frequently those with lower enrollments. Core courses are offered each semester, with additional sections offered when demand dictates. Class sizes are offered in line with the accrediting body's standards. The program recognizes it is unrealistic to expect that the course desires of all students will be met every semester, but it will continue to attempt to meet student needs.

- "Assess the areas of focus that are publicized and offered based on the ability to deliver the required courses for each area of focus in a regular, timely manner."

  The program explained that the department does not currently offer areas of emphasis, but that the program does offer courses that target certain components of the public administration field (including management, nonprofit administration, human resources, and public safety). The accrediting body of the MPA program monitors programs for "truth-in-advertising" of what programs claim and offer and has never found the SIUE MPA program to have problems in this area. While a student may want additional courses in a specific area, course offerings must be based on the overall needs of the program. However, in response to this recommendation, the program has instituted a policy of monitoring student demands and desires for courses and will offer additional courses in areas where sufficient demand exists. Students seeking information on specific areas of study during the recruitment process are informed if the MPA program does not offer courses in a specific area of interest or offers a limited number of courses in a specific area.

- "Consider renewed requests for additional faculty lines as appropriate to meet current and future needs."

  The program has engaged in applying to CAS for additional tenure-track faculty lines. PAPA has also requested additional lecturer lines. Additionally, the department has sought tenure-track and lecturer positions through requests associated with proposals for new programs.

- PAPA should "pursue institutional support and resources (such as IT support) needed to implement specific online and hybrid courses for the initiatives under development, including professional development/certificate program courses (in Non-profit, HR, Leadership)."

  The program has responded to requests for proposals for online programs issued through the Provost's office. Faculty within the department have been encouraged to participate in training offered for faculty to develop online courses. To date, one-third of the department's faculty have participated in the training exercises. The department has also encouraged all faculty to submit proposals for online courses and has provided support for their efforts.

- "Maintain open channels of communication with CAS."

  Although a somewhat subjective recommendation, the recommendation was received and addressed with good intent. The Chair participated in the CAS Chair's Council meetings scheduled weekly. When the Chair was not available, a substitute faculty member was sent. PAPA faculty served at the request of the CAS Dean on a variety of ad hoc committees, including the hiring committee for the CAS Business Manager and the implementation committee for the CAS Congress. Further evidence of the accomplishment of open channels of communication may be viewed upon request in the Chair's annual review ratings by the CAS Dean.

6. Outcome

6.1 Decision:

   __X__ Program in Good Standing

   _____ Program Flagged for Priority Review

   _____ Program Enrollment Suspended

6.2 Explanation

The program was rated as In Good Standing by the Graduate Programs Committee of the Graduate Council. The program has a variety of strengths including committed faculty members, a strong community presence, and recent re-accreditation from the National Association of Schools of Public Affairs and Administration. The program has also experienced steady enrollment growth. In spite of these strengths, the committee encouraged the program to consider its capacity, given existing resources. The committee encouraged the faculty to consider how to sustain healthy enrollments while balancing rigor and meeting accreditation benchmarks. The committee also encouraged the program to continue its efforts to improve its assessment processes.

Program Review Schedule
Southern Illinois University Carbondale
July 1, 2014

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.
49.0102	A.A.S. in Aviation Flight	CASA	2008	2014-15	x		Aviation Accreditation Board International (AABI) & Flight Standards District Office - Suspended - Seeking Reaccreditation				9
51.0602	B.S. in Dental Hygiene	CASA	2006	2014-15		x	Commission on Dental Accreditation (CODA) of the American Dental Association				9
51.0701	B.S. in Health Care Management	CASA	2008	2014-15	x		Association of University Programs in Health Administration (AUPHA)- DROPPED 2011 Seeking Reaccreditation				1,9
51.0907	B.S. in Radiologic Sciences (Diagnostic Medical Sonography)	CASA	2008	2014-15		x	Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography				9
90.5212	Pontikes Center for the Management of Information	COB	2002-03	2014-15	x						9
13.0301	M.S. Ed. in Curriculum and Instruction	COEHS	2012	2014-15		x	National Council for Accreditation of Teacher Education (NCATE)				9
13.0301	Ph.D. in Education (Curriculum and Instruction)	COEHS	2011	2014-15		x	National Council for Accreditation of Teacher Education (NCATE)				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.
13.0401	M.S.Ed. in Educational Administration, Principalship and Superintendency programs	COEHS	2012	2014-15		x	National Council for Accreditation of Teacher Education (NCATE)			8/15/2003	9
13.0401	Ph.D. in Education (Educational Administration)	COEHS	2011	2014-15		x	National Council for Accreditation of Teacher Education (NCATE)				9
13.132	Instructional Systems Design Specialist Certificate (on-line)	COEHS		2014-15	x			1/18/2011			9
13.1399	M.S. in Mathematics and Science Education	COEHS	2012	2014-15		x	Accreditation of Teacher Education (NCATE)	1/22/2009			9
42.1801	M.S.Ed. in Educational Psychology	COEHS	2003	2014-15		x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
	Center for Rural Schools and Communities	COEHS		2014-15	x			1/25/2005			9
15.0000	B.S. in Engineering Technology	COEng	2014/2015	2014-15		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
15.0000	B.S. in Engineering Technology, Elect. Eng. Tech specialization	COEng	2014/2015	2014-15		x	Accreditation Board for Engineering and Technology (ABET)			8/4/2004	9
42.0101	Ph.D. in Psychology, Counseling	COLA	2007	2014-15		x	American Psychological Association (APA), Committee on Accreditation				9
43.0103	B.A. in Criminology & Criminal Justice	COLA	2007	2014-15	x					6/2/2009	9
43.0103	M.A. in Criminology & Criminal Justice	COLA	2007	2014-15	x					6/2/2009	9
45.0201	B.A. in Anthropology	COLA	2007	2014-15	x						9
45.0201	M.A. in Anthropology	COLA	2007	2014-15	x						9
45.0201	Ph.D. in Anthropology	COLA	2007	2014-15	x						9
45.0401	Criminal Justice	COLA		2014-15	x			6/7/2011			9
45.1001	B.A. in Political Science	COLA	2007	2014-15	x					5/1/2000	9
45.1001	M.A. in Political Science	COLA	2007	2014-15	x						9

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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	Ph.D. in Political Science	COLA	2007	2014-15	x						9
45.1101	B.A. in Sociology	COLA	2006	2014-15	x						9
45.1101	M.A. in Sociology	COLA	2006	2014-15	x						9
45.1101	Ph.D. in Sociology	COLA	2006	2014-15	x						9
50.0703	Visual Culture	COLA		2014-15	x			6/7/2011			9
54.0101	B.A. and B.S. in History	COLA	2007	2014-15	x						9
54.0101	M.A. in History	COLA	2007	2014-15	x						9
54.0101	Ph.D. in Historical Studies	COLA	2007	2014-15	x						9
90.4503	Center for Archaeological Investigations	COLA	2007	2014-15	x						9
40.0601	Ph.D. in Geosciences	COS		2014-15	x			10/12/2010		2/9/2011	9
51.1007	Histotechnology Certificate	SOM		2014-15	x			5/18/2011			9
44.9999	M.P.A. in Aviation Administration	CASA		2015-16	x						9
19.0501	Certificate in Hospitality and Tourism Administration	COAS		2015-16	x			1/18/2011			9
30.1901	B.S. in Human Nutrition and Dietetics	COAS	2010	2015-16		x	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA)			4/11/2007	9
52.0201	B.S. in Business and Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			3/27/2001	9
52.0201	Executive M.B.A.	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				1
52.0201	M.B.A.	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			7/21/2003	9
52.0201	Ph.D. in Business Administration	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				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.
52.0301	B.S. in Accounting	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0301	Master of Accountancy	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0601	B.S. in Business Economics	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.0801	B.S. in Finance	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business			6/11/2000	9
52.1301	B.S. in Management	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
52.1401	B.S. in Marketing	COB	2010	2015-16		x	AACSB International - The Association to Advance Collegiate Schools of Business				9
51.1501	Post Baccalaureate Certificate in Addiction Studies	COEHS	2013	2015-16		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)			12/19/2005	9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2013	2015-16		x	Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)				9,10
14.0801	B.S. in Civil Engineering	COEng	2008-09	2015-16		x	Accreditation Board for Engineering and Technology (ABET)				9
14.0901	B.S. in Computer Engineering	COEng	2008-09	2015-16		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	2015-16		x	Accreditation Board for Engineering and Technology (ABET)				9
14.1901	B.S. in Mechanical Engineering	COEng	2008-09	2015-16		x	Accreditation Board for Engineering and Technology (ABET)				9
14.2101	B.S. in Mining Engineering	COEng	2008-09	2015-16		x	Accreditation Board for Engineering and Technology (ABET)				9
15.0612	B.S. in Industrial Technology	COEng	2009	2015-16		x	Association of Technology, Management, and Applied Engineering (ATMAEE) (formerly NAIT)	10/18/2007		5/31/2001	1, 5, 6, 7, 8, 9
44.0401	Master of Public Administration	COLA	2008	2015-16		x	National Association of Schools of Public Affairs and Administration (NASPAA/COPRA)				9
45.0701	B.A. and B.S. in Geography and Environmental Resources	COLA	2007	2014-15	x					8/4/2004	9
45.0701	M.S. in Geography and Environmental Resources	COLA	2007	2014-15	x					7/11/2002 8/4/2004	9
50.0501	M.F.A. in Theater	COLA	2012	2015-16		x	National Association of Schools of Theatre (NAST)				9
50.0599	B.F.A. in Musical Theater	COLA	2012	2015-16		x	National Association of Schools of Theatre (NAST)	5/23/2008			9
22.0101	Doctor of Jurisprudence	Law	2008	2015-16		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	2015-16		x	Liaison Committee on Medical Education (LCME) - Association of American Medical Colleges and American Medical Association				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.
30.0601	P.S.M. in Advanced Energy and Fuels Management	VCR		2015-16	x			6/2/2009			
	Center for Integrated Research in Cognitive and Neurosciences	VCR		2015-16				1/25/2005			9
	Laboratory Animal Program	VCR/ SOM	2012	2015-16		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	2016-17		x	International Fire Service Accreditation Congress (IFSAC)			1/13/2006	1,3 ,9, 10
31.0101	M.S.Ed. in Recreation	COEHS		2016-17	x						9
51.0201	B.S. in Communication Disorders and Sciences	COEHS	2009	2016-17		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.0201	M.S. in Communication Disorders and Sciences	COEHS	2009	2016-17		x	Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)				9
51.2208	Master of Public Health in Community Health Education	COEHS	2011	2016-17		x	Council on Education for Public Health (CEPH)	6/8/2004			9
51.2310	M.S. in Rehabilitation Counseling	COEHS	2010	2016-17		x	Council on Rehabilitation Education (CORE)				9,10
	Center for Autism Spectrum Disorders	COEHS	2008	2016-17	x			7/7/2003			9
22.0302	B.S. in Paralegal Studies	COLA	2011	2016-17		x	American Bar Association (ABA) Standing Committee on Paralegals			3/8/2004 1/11/2005	9
50.0501	B.A. in Theater	COLA	2012	2016-17		x	National Association of Schools of Theatre (NAST)				9
11.0701	B.S. in Computer Science	COS	2010	2016-17		x	Accreditation Board for Engineering and Technology (ABET)				9
22.0201	Master of Laws (L.L.M.)	Law		2016-17	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.
22.0203	Master of Legal Studies (M.L.S.)	Law		2016-17	x			8/14/2003			5, 9
90.2201	Center for Health Law and Policy	Law	2006	2014-15	x			5/15/2003			9
12.0301	B.S. in Mortuary Science and Funeral Service	CASA	2010	2017-18		x	American Board of Funeral Service Education (ABFSE)				9
19.0901	B.S. in Fashion Design and Merchandising	CASA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			10/4/2001	9
50.0408	B.S. in Interior Design	CASA	2010	2017-18		x	Council for Interior Design Accreditation (Formerly FIDER)				9
50.0408	B.S. in Interior Design	CASA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)				9
51.0806	A.A.S. in Physical Therapist Assistant	CASA	2008	2017-18		x	Commission on Accreditation in Physical Therapy Education (CAPTE)				9
51.0907	M.S. in Medical Dosimetry	CASA	2009	2017-18		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	2017-18		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	2017-18		x	Association for Behavior Analysis (ABA)				2

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.
16.0101	**B.A. in Languages, Cultures, and International Studies; French, East Asian Language and Culture, German, Spanish, Foreign Language and International Trade, African and Middle East Studies, Asia and South Pacific Studies, Europe Studies, Latin America and Caribbean Studies, American Sign language minor**	COLA		2017-18	x			10/31/2013			9
50.0401	**B.A. in Design**	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/1/2006	9
50.0701	**B.A. and B.S. in Art**	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/25/2006	9
50.0702	**B.F.A. in Art**	COLA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			8/12/2002	9
50.0702	**M.F.A. in Art**	COLA	2007	2017-18		x	of Art and Design (NASAD)				9
50.0703	**Certificate in Art History**	COLA		2017-18		x	of Art and Design (NASAD)	7/17/2000			9
11.0701	**B.A. in Computer Science**	COS	2012	2017-18	x						9
11.0701	**M.S. in Computer Science**	COS	2012	2017-18	x						9
11.0701	**Ph.D. in Computer Science**	COS	2012	2017-18	x			12/5/2006			9
40.0501	**B.A. and B.S. in Chemistry**	COS	2009	2017-18	x		American Chemical Society (Membership)				9
09.0102	**M.F.A. in Mass Communication and Media Arts**	MCMA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			4/27/2005	9

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50.0602	B.A. in Cinema and Photography	MCMA	2007	2017-18		x	National Association of Schools of Art and Design (NASAD)			2/28/2001 8/21/2006	9
15.0803	B.S. in Automotive Technology	CASA	2012	2018-19		x	National Automotive Technicians Education Foundation			4/7/2009	9
	Center for Innovation	COB	2010	2018-19	x			6/8/2005			9
44.0701	B.S. in Social Work	COEHS	2010	2018-19		x	Council on Social Work Education				9
44.0701	Master of Social Work	COEHS	2010	2018-19		x	Council on Social Work Education				9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2013	2018-19		x	Association for Behavior Analysis International (ABAI)				9
14.0101	Ph.D. in Engineering Science	COEng	2010	2018-19	x			10/11/2006		12/2/2004	9
14.0801	M.S. in Civil Engineering	COEng	2010	2018-19	x						5,9
14.0899	M.E. in Civil & Environmental Engineering	COEng		2018-19	x			4/7/2009			9
14.1001	M.S. in Electrical and Computer Engineering	COEng	2010	2018-19	x					8/4/2004	9
14.1001	Ph.D. in Electrical and Computer Engineering	COEng	2010	2018-19	x					10/11/2006	9
14.1901	M.S. in Mechanical Engineering	COEng	2010	2018-19	x						9
14.2101	M.S. in Mining Engineering	COEng	2010	2018-19	x						9
15.0613	M.S. in Manufacturing Systems	COEng	2010	2018-19	x						9
90.1418	Center for Advanced Friction Studies	COEng	2010	2018-19	x						9
26.0701	B.A. and B.S. in Zoology	COS	2012	2018-19	x						9
26.0701	M.S. in Zoology	COS	2012	2018-19	x						9
26.0701	Ph.D. in Zoology	COS	2012	2018-19	x						9
40.0501	M.S. in Chemistry	COS	2010	2018-19	x						9
40.0501	Ph.D. in Chemistry	COS	2010	2018-19	x						9
40.0601	B.A. and B.S. in Geology	COS	2010	2018-19	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.
40.0601	M.A. and M.S. in Geology	COS	2010	2018-19	x					5/29/2001 5/17/2002	9
40.0601	Post-Baccalaureate Graduate Certificate in Earth Science	COS	2010	2018-19	x			5/29/2001			9
40.0801	B.S. in Physics	COS	2010	2018-19	x						9
40.0801	M.S. in Physics	COS	2010	2018-19	x						9
40.0801	Ph.D. in Applied Physics	COS	2010	2018-19	x			2/1/2005			9
90.0303	Fisheries and Illinois Aquaculture Center	VCR	2010	2018-19	x					7/15/1999	9
90.0306	Cooperative Wildlife Research Laboratory	VCR	2010	2018-19	x						9
90.4006	Coal Extraction and Utilization Research Center	VCR	2010	2018-19	x						9
90.0301	Touch of Nature, Camp Little Giant	APAA	2011	2019-20		x	American Camp Association (ACA)				9
	Exploratory Students	APAA	2011	2019-20	x			7/31/2012			9
11.0401	B.S. in Information Systems Technologies	CASA	2011	2019-20	x					9/22/1999	9
15.0399	B.S. in Electronics Systems Technologies	CASA	2011	2019-20	x						1, 9
01.0000	B.S. in Agricultural Systems and Education; Agricultural Syst. Tech.Spec.	COAS	2011	2019-20	x		American Society of Agricultural and Biological Engineers (ASABE)_DROPPED 2012			11/5/2003 3/3/2011	9
01.0103	B.S. in Agribusiness Economics	COAS	2011	2019-20	x						9
01.0103	M.S. in Agribusiness Economics	COAS	2011	2019-20	x						9
52.0999	B.S. in Hospitality and Tourism Administration	COAS	2011	2019-20		x	Accreditation Commission for Programs in Hospitality Administration (ACPHA)			4/11/2007	9
13.0406	M.S.Ed. in Higher Education	COEHS	2011	2019-20	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.
13.1001	B.S. in Special Education	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC)				9
13.1001	M.S.Ed. in Special Education	COEHS	2011	2019-20	x						9
13.1202	B.S. in Elementary Education	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/Association for Childhood Education, International (ACEI)/National Council for Teachers of Mathematics (NCTM)				1,9
13.1206	Master of Arts in Teaching (M.A.T.)	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)	8/14/2003			9
13.1210	B.S. in Early Childhood	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for the Education of young Children (NAEYC)				9
13.1307	B.S. in Health Education	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/American Association for Health Education (AAHE)				9
13.1307	M.S.Ed. in Health Education	COEHS	2011	2019-20	x				6/6/2014		9
13.1307	Ph.D. in Education (Health Education)	COEHS	2011	2019-20	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.
13.1314	B.S. in Physical Education Teacher Education	COEHS	2012	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)/National Association for Sport & Physical Education (NASPE)			11/20/2007	9
13.1320	B.S. in Workforce Education and Development	COEHS	2011	2019-20	x					8/15/03 3/9/2005	1, 8, 9
13.1320	M.S.Ed. in Workforce Education and Development	COEHS	2011	2019-20	x					1/10/2003	9
13.1320	Ph.D. in Workforce Education and Development	COEHS	2011	2019-20	x						9
31.0505	M.S.Ed. in Kinesiology	COEHS	2011	2019-20	x					8/23/2006	9
42.1801	Ph.D. in Education (Educational Psychology)	COEHS	2011	2019-20	x	x	Council for Accreditation of Counseling and Related Educational Programs (CACREP)				9
45.0101	B.S. in Social Science	COEHS	2006	2019-20		x	National Council for Accreditation of Teacher Education (NCATE)			3/8/2004	9
51.0704	M.S. in Rehabilitation Administration and Services	COEHS	2011	2019-20	x						5,9
51.2399	M.S. in Behavior Analysis and Therapy	COEHS	2011	2019-20		x	Association for Behavior Analysis International (ABAI)	12/15/2008			6
51.2399	Ph.D. in Rehabilitation	COEHS	2011	2019-20	x					2/1/2005	9
90.1313	Center for Workforce Development	COEHS	2011	2019-20	x			5/29/2001			9
14.0501	M.S. & Master of Engineering in Biomedical Engineering	COEng	2011	2019-20	x			8/14/2007			9
23.0101	B.A. and B.S. in English	COLA	2011	2019-20	x						9
23.0101	M.A. in English	COLA	2011	2019-20	x						9

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23.0101	Ph.D. in English	COLA	2011	2019-20	x						9
23.0501	Master of Fine Arts in Creative Writing	COLA	2011	2019-20	x						9
23.1001	B.S. in Speech Communication	COLA	2011	2019-20	x						9
23.1001	M.A. in Speech Communication	COLA	2011	2019-20	x					6/2/2009	9
23.1001	Ph.D. in Speech Communication	COLA	2011	2019-20	x						9
23.1001	Ph.D. in Speech Communication (Theatre)	COLA	2012	2019-20		x	National Association of Schools of Theatre (NAST)				9
24.0101	B.A. and B.S. in University Studies	COLA	2011	2019-20	x						9
42.0101	Ph.D. in Psychology, Clinical	COLA	2012	2019-20		x	American Psychological Association (APA), Committee on Accreditation				9
45.0601	B.A. in Economics	COLA	2011	2019-20	x					1/16/2003	9
45.0601	M.A. and M.S. in Economics	COLA	2011	2019-20	x						9
45.0601	Ph.D. in Economics	COLA	2011	2019-20	x						9
26.0301	B.A. and B.S. in Plant Biology	COS	2011	2019-20	x					4/10/2001 3/16/2007	9
26.0301	M.S. in Plant Biology	COS	2011	2019-20	x						9
26.0301	Ph.D. in Plant Biology	COS	2011	2019-20	x						9
26.0502	B.S. in Microbiology	COS	2011	2019-20	x					9/29/2003	9
27.0101	B.A. and B.S. in Mathematics	COS	2012	2019-20	x						9
27.0101	M.A. and M.S. in Mathematics	COS	2012	2019-20	x						9
27.0101	Ph.D. in Mathematics	COS	2012	2019-20	x						9
26.0205	M.S. in Molecular Biology, Microbiology & Biochemistry	COS/ SOM	2011	2019-20	x					5/11/2004	9
26.0205	Ph.D. in Molecular Biology, Microbiology & Biochemistry	COS/ SOM	2011	2019-20	x						9
26.0901	B.S. in Physiology	COS/ SOM	2011	2019-20	x					9/29/2003	9

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26.0902	M.S. in Molecular, Cellular, and Systemic Physiology	COS/ SOM	2011	2019-20	x						9
26.0902	Ph.D. in Molecular, Cellular, and Systemic Physiology	COS/ SOM	2011	2019-20	x						9
09.0401	B.S. in Journalism	MCMA	2014-15	2019-20		x	Accrediting Council on Education in Journalism and Mass Communications			8/21/2006	9
	Global Media Research Center	MCMA	2011	2019-20	x			12/8/2004			9
26.0902	Post-Baccalaureate Certificate in Anatomy	SOM	2011	2019-20	x			9/10/2001			9
26.1001	M.S. in Pharmacology & Neuroscience	SOM	2011	2019-20	x					6/2/2009	9
26.1001	Ph.D. in Pharmacology & Neuroscience	SOM	2011	2019-20	x					6/2/2009	9
90.5113	Parkinson Disease Center	SOM	2011	2019-20	x			4/25/2000			9
90.5113	Simmons Cancer Institute	SOM	2011	2019-20	x			4/5/2000			9
90.5114	Center for Alzheimer Disease and Related Disorders	SOM	2011	2019-20	x						9
90.0301	Touch of Nature	APAA	2013	2020-21	x						9
90.4202	Clinical Center	APAA	2010	2020-21	x						9
04.0201	B.S. in Architectural Studies	CASA	2013	2020-21		x	National Architectural Accrediting Board (NAAB)				9
04.0201	Master of Architecture	CASA	2013	2020-21		x	National Architectural Accrediting Board (NAAB)	10/10/2006			9
30.9999	B.S. in Technical Resource Management	CASA	2013	2020-21	x					10/27/2005	9
49.0104	B.S. in Aviation Management	CASA	2013	2020-21	x					7/15/1999	9,10
51.0907	B.S. in Radiologic Sciences (Radiation Therapy)	CASA	2012	2020-21		x	Joint Review Committee on Education in Radiologic Technology (JRCERT)				9
90.5122	Center for Rural Health & Social Service Development	Chanc	2012	2020-21	x						9

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01.0000	Ph.D. in Agricultural Sciences	COAS	2012	2020-21	x			12/4/2007			9
01.0699	B.S. in Horticulture	COAS	2013	2020-21	x					7/6/2013	9
01.0901	B.S. in Animal Science	COAS	2013	2020-21	x						9
01.0901	M.S. in Animal Science	COAS	2013	2020-21	x						9
01.1101	M.S. in Plant, Soil and Agricultural Systems	COAS	2013	2020-21	x					1/8/2009	9
01.1201	B.S. in Crop, Soil and Environmental Management	COAS	2013	2020-21	x					7/6/2013	9
03.0501	B.S. in Forestry	COAS	2010	2020-21		x	Society of American Foresters (SAF)			8/4/2004	9
03.0501	M.S. in Forestry	COAS	2013	2020-21	x						9
19.0501	M.S. in Food and Nutrition	COAS	2012	2020-21	x					8/4/2004	9
90.0110	Beef Evaluation Station	COAS	2013	2020-21	x						9
90.0111	Illinois Soybean Center	COAS	2013	2020-21	x					5/31/2007	9
30.1101	Post-Baccalaureate Gerontology Certificate Program	COEHS	2013	2020-21	x			11/9/1999			9
31.0505	B.S. in Exercise Science	COEHS	2012	2020-21	x					11/20/2007	9
51.2399	B.S. in Rehabilitation Services	COEHS	2012	2020-21	x						9
05.0201	B.S. in Africana Studies	COLA	2013	2020-21	x						9
13.1401	M.A. in Teaching English to Speakers of Other Languages	COLA	2013	2020-21	x						9
16.0101	M.A. in Foreign Languages and Literatures	COLA	2012	2020-21	x					2/14/2002 5/31/2006	9
16.0102	B.A. in Linguistics	COLA	2013	2020-21	x					10/26/2005	9
16.0102	M.A. in Applied Linguistics	COLA	2013	2020-21	x						9
16.9999	B.A. in Foreign Language and International Trade	COLA	2012	2020-21	x					10/31/2013	9
38.0101	B.A. in Philosophy	COLA	2013	2020-21	x						9
38.0101	M.A. in Philosophy	COLA	2013	2020-21	x						9
38.0101	Ph.D. in Philosophy	COLA	2013	2020-21	x						9

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42.0101	B.A. in Psychology	COLA	2013	2020-21	x						9
42.0101	M.A. and M.S. in Psychology	COLA	2013	2020-21	x						9
42.0101	M.A. and M.S. in Psychology, Clinical & Counseling	COLA	2013	2020-21	x						9
42.0101	Ph.D. in Psychology	COLA	2013	2020-21	x						9
50.0599	B.F.A. in Musical Theater	COLA	2010	2020-21		x	National Association of Schools of Music (NASM)	5/23/2008			9
50.0901	B.A. in Music and B.Mus.	COLA	2010	2020-21		x	National Association of Schools of Music (NASM)				9
50.0901	Master of Music	COLA	2010	2020-21		x	National Association of Schools of Music (NASM)			6/13/2003	9
03.0201	Ph.D. in Environmental Resources and Policy	COLA/ COAS	2012	2020-21	x						9
26.0101	B.S. in Biological Sciences	COS	2012	2020-21	x					9/29/2003	9
26.0101	M.S. in Biological Sciences	COS	2012	2020-21	x						9
09.0102	M.A. in Media Theory and Research	MCMA	2013	2020-21	x					9/12/2005	9
09.0102	Ph.D. in Mass Communication and Media Arts	MCMA	2013	2020-21	x						9
09.0199	M.S. in Professional Media and Media Management Studies	MCMA	2013	2020-21	x					9/12/2005	9
09.0701	B.A. in Radio-Television	MCMA	2013	2020-21	x					8/21/2006	9
90.4005	Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	VCR	2013	2020-21				6/1/2000			9
90.5207	Small Business Development Center	Chanc	2014/2015	2022-23	x						9
31.0101	B.S. in Recreation	COEHS	2014/2015	2022-23	x		National Recreation and Park Association, NRPA/AAPAR Council on Accreditation _DROPPED 2012				9

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31.0504	B.S. in Sport Administration	COEHS	2014/2015	2022-23	x						
05.0207	Women, Gender and Sexuality Studies	COLA	2014/2015	2022-23	x					5/18/2011	9
	Center for English as a Second Language	COLA	2014/2015	2022-23		x	Commission on English Lanaguage (CEA); Memberships: American Association of Intensive English Programs (AAIEP); University and College Intensive English Programs (UCIEP)				9
90.0907	Radio Station WSIU	MCMA	2014/2015	2022-23	x						9
90.0907	Television Station WSIU	MCMA	2014/2015	2022-23	x						9
90.0907	Television Station WSIU (Olney)	MCMA	2014/2015	2022-23	x						9
90.1418	Materials Technology Center	VCR	2014/2015	2022-23	x						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 (FAA)			7/15/1999	8,9
90.5211	Center for International Business and Cultures	COB		X	x				2/11/2014		9
16.0901	B.A. and B.S. in French	COLA	2012	X	x				10/31/2013		9
16.0501	B.A. and B.S. in German Studies	COLA	2012	X	x				10/31/2013	1/18/2002	9
16.0905	B.A. and B.S. in Spanish	COLA	2012	X	x				10/31/2013		9
16.1200	B.A. in Classics	COLA	2012	X	x				10/31/2013		9
30.2001	B.A. in International Studies	COLA		X	x			10/5/2010	10/31/2013		9

	SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE PROGRAM REVIEW SCHEDULE JUNE 2014	
REPORT YEAR [1]	**INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)**	**ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)** [2]
2014	None	None
2015	Health Professions/Related Sciences: • Anatomy – Histotechnology Certificate [3]	Medical Education Programs: • Undergraduate Medical Education
2016	None	None
2017	None	Medical Education Programs: • Physician Assistant Program[7]
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] 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	Health Professions/Related Sciences: • Anatomy – Histotechnology Certificate Organized Public Service/Research Centers: • SIU Center for Rural Health and Social Service Development[6]	None
2021	• 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. 6) SIU Center for Rural Health and Social Service Development was reassigned to the SIU School of Medicine in March 2013. 7) The SIU Physician Assistant Program was reassigned to the SIU School of Medicine in July 2012. All dates are subject to change.	

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	2016-17	2012-13	
Chemistry	2013-2014	In Good Standing	2008-09	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	2000-2001	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	2013-14	In Good Standing	2006-07	2020-21	2016-17	
Physics	2013-14	In Good Standing	2006-07	2020-21	2016-17	
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	2012-13	In Good Standing	2005-06	2017-18	2015-16	
Business Administration	2012-13	Flagged for Priority Review	2005-06	2015-16		
Business Economics/Finance	2012-13	In Good Standing	2005-06	2017-18	2015-16	
CMIS	2012-13	In Good Standing		2017-18	2015-16	

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	
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	
Exercise Science	2013-14	In Good Standing			2016-17	Revamped program from Exercise Wellness above

Engineering	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	
Civil Engineering	2013-14	In Good Standing	2006-07	2019-20	2016-17	
Computer Science	2013-14	In Good Standing	2006-07	2019-20	2016-17	
Construction	2012-13	In Good Standing	2004-05	2018-19	2016-17	
Electrical and Computer Engineering	2013-14	In Good Standing	2006-07	2019-20	2016-17	
Industrial & Manufacturing Engineering	2013-14	In Good Standing	2006-07	2019-20	2016-17	
Mechanical Engineering	2013-14	In Good Standing	2006-07	2019-20	2016-17	

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, if Indicated	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	2013-14	In Good Standing	2008-09		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	2003-04	2003-04	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	2012-13	In Good Standing	2005-06	2008	2017-18	2015-16	
Business Administration	2012-13	In Good Standing	2005-06	2008	2017-18	2015-16	
CMIS	2012-13	In Good Standing	2005-06	2008	2017-18	2015-16	
Economics and Finance	2012-13	In Good Standing	2005-06	2008	2017-18	2015-16	
Marketing Research	2012-13	In Good Standing	2005-06	2008	2017-18	2015-16	

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		2014-15
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	on moratorium	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	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	2013-14	In Good Standing	2006-07	2009	20	2016-17	
Computer Science	2013-14	In Good Standing	2006-07	2009	2019-20	17	
Electrical Engineering	2013-14	In Good Standing	2006-07	2009	2019-20	2016-17	
Industrial Engineering					18	2014-15	2012-13
Mechanical Engineering	2013-14	In Good Standing	2006-07	2009	20	17	

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

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		2014-15

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