



Program Quality Assurance Report FY 2018

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Program Quality Assurance

July 1, 2017 – June 30, 2018



Southern Illinois University System

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Submitted to the
Illinois Board of Higher Education
September 2018
by the
Office of Academic Affairs

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Introduction

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

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

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

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

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

- Lists of programs that are accredited by outside agencies along with their status.
- The results of non-accredited programs’ reviews and the identification of programs flagged for various issues.
- The schedule of reviews for all programs, whether or not they are accredited, through Academic Year 2027.

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

W. Bradley Colwell
Vice President for Student and Academic Affairs

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2018-2019**

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>INSTITUTIONAL ACCREDITATION</u>				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
<u>VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL</u>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2016	Accredited	2020	Laboratory Animal Program
<u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2015	Accredited	2018	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)	2015	Certified	2019	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2015	Accredited	2019	Student Health Center Laboratory
International Association of Counseling Services (IACS)	2012	Accredited not renewing	2018	Counseling Center
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
American Camp Association (ACA)	2016	Accredited	2018	Touch of Nature Environmental Center, Camp Little Giant
<u>COLLEGE OF AGRICULTURAL SCIENCES</u>				
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2010	Pending Action deferred To Winter 2018	2017	B.S. in Hospitality and Tourism Administration, specializations in Food Service Management, Lodging Management, Tourism Management, and Event Planning and Management
Accreditation Council for Education in Nutrition and Dietetics (ASCEND)	2015	Accredited	2020	B.S. in Human Nutrition and Dietetics, Didactic Program in Dietetics, and Dietetic Internship Program

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
<u>COLLEGE OF APPLIED SCIENCES AND ARTS</u>				
Aviation Accreditation Board International (AABI)	2015	Accredited	2019	A.A.S. in Aviation Flight (AABI Flight Education)
American Board of Funeral Service Education (ABFSE)	2018	Accredited	2025	B.S. in Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2015	Certified	2019	B.S. in Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2028	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 (JRCDEMS)	2015	Accredited	2020	B.S. in Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2020	B.S. in Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2017	Accredited	2023	B.S. in Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2019 Indef- intely	A.A.S. in Aviation Flight B.S. in Aviation Technologies (Airframe and Power Plant Certification)
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	B.S. in Public Safety Management M.S. in Public Safety and Homeland Security Administration
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2017	Accredited	2025	M.S. in Medical Dosimetry
	2012	Accredited	2020	B.S. in Radiologic Sciences, Radiation Therapy option
	2015	Initial Accreditation	2018	Magnetic Resonance Imaging Specialization;
	2015	Initial Accreditation	2018	A.A.S. Radiography Program
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture

Accrediting Agency/ <u>Affiliation</u>	Last Review <u>Year</u>	<u>Status</u>	Next Review <u>Year</u>	Accredited/Affiliated <u>Program/Unit</u>
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.S. in Interior Design
	2007	Good Standing	2017	B.S. in Fashion Design and Merchandising
National Automotive Technicians Education Foundation (NATEF)	2013	Certified	2018	B.S. in Automotive Technology
<u>COLLEGE OF BUSINESS</u>				
AACSB International - The Association to Advance Collegiate Schools of Business	2016	Accredited	2021	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
<u>COLLEGE OF EDUCATION AND HUMAN SERVICES</u>				
Association for Behavior Analysis International (ABAI)	2012	Accredited	2018	M.S. in Behavior Analysis and Therapy
Commission on Accreditation of Rehabilitation Facilities (CARF)	2017	Accredited	2020	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	Accredited	2018	M.S.Ed. in Counselor Education, 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)	2017	Accredited	2025	B.S. in Communication Disorders and Sciences, M.S. in Speech-Language Pathology
Council on Education for Public Health (CEPH)	2016	Probation	2018	M.P.H. in Public Health
Council on Rehabilitation Education (CORE)	2010	Accredited	2018	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)	2017	Accredited	2019	M.S. in Rehabilitation Counseling
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	Art Education
Council for the Accreditation of Educator Preparation (CAEP)	2015	Accredited	2020	Teacher Education Program - Initial Programs

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>COLLEGE OF ENGINEERING</u>				
Engineering Accreditation Commission of ABET	2015	Accredited	2021	B.S. in Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2014	Accredited	2020	B.S. in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	2017	Accredited	2021	B.S. in Industrial Management and Applied Engineering
<u>SCHOOL OF LAW</u>				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2018	Accredited	Indef.	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Approved	2018	Legal education leading to JD degree
<u>COLLEGE OF LIBERAL ARTS</u>				
American Bar Association (ABA) Standing Committee on Paralegals	2018	Approved	2023	B.S. in Paralegal Studies <i>Recommended approval final decision due August 2018</i>
American Psychological Association (APA), Committee on Accreditation	2012	Accredited	2019	Ph.D. in Clinical Psychology
	2014	Accredited	2021	Ph.D. in Counseling Psychology
National Association of Schools of Art and Design (NASAD)	2007	Good Standing pending final action	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)	2015	Accredited	2022	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
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS</u>				
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
<u>SCHOOL OF MEDICINE</u>				
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2015	Accredited	2023	Undergraduate medical education (leading to M.D. degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2015	Accredited	2018	Laboratory Animal Medicine
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2017	Accredited	2027	M.S. in Physician Assistant
<u>COLLEGE OF SCIENCE</u>				
American Chemical Society (ACS)	2015	Approved	Indef.	B.S. and B.A. in Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2016	Accredited	2022	B.S. in Computer Science

Southern Illinois University Edwardsville

Accreditations/Affiliation

2017-2018

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission	2014	Accredited	2024-2025 (Next Assurance Review in 2018)	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
INSTITUTIONAL AFFILIATIONS				
The Council for Undergraduate Research		Institutional Membership	Renewable annually	
Network for Change and Continuous Innovation: Higher Education's Network for Change	2014	Institutional Membership	Renewable annually	
VICE CHANCELLOR FOR STUDENT AFFAIRS				
National Association for the Education of Young Children	2018	Accredited	2023	
PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS				
<u>CENTER FOR INTERNATIONAL PROGRAMS</u>				
National Association of Foreign Student Affairs		Membership	Renewable annually	
<u>ENROLLMENT MANAGEMENT</u>				
American Association of Collegiate Records and Admissions Officers		Affiliation	N/A	
National Association for College Admission Counseling		Membership	Renewable annually	
Study Illinois International Education Consortium		Membership	Renewable annually	
<u>INSTITUTIONAL DIVERSITY AND INCLUSION</u>				
Diversifying Faculty in Illinois		Affiliation	N/A	
National Association of Diversity Officers in Higher Education		Membership	Renewable Annually	
Hispanic Association of Colleges and Universities		Membership	Renewable Annually	

COLLEGE OF ARTS AND SCIENCES

Accrediting Council on Education in Journalism and Mass Communications	2016	Accredited	2022-2023	Baccalaureate program in Mass Communications
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COLLEGE OF ARTS AND SCIENCES (continued)

American Art Therapy Association	2011	Accredited	2019	Master's program in Art Therapy
American Chemical Society	2014	Reapproved	2018-2019	Baccalaureate program in Chemistry
Council on Social Work Education	2013	Accredited	2019	Baccalaureate program in Social Work
Council on Social Work Education	2013	Accredited	2019	Master's program in Social Work
National Association of Schools of Music	2010	Accredited	2019	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2012	Accredited	2019	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2012	Accredited	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2014	Accredited	2021/2022	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art

SCHOOL OF BUSINESS

Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Bachelor of Science and Master of Science in Accountancy

SCHOOL OF DENTAL MEDICINE

American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Advanced Education in General Dentistry (certificate program)

SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2011	Accredited	2018	Graduate program in Speech Language Pathology
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SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR (continued)

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	2014	Reapproved through 2019	2018-2019	Specialist degree in school psychology
National Council for Accreditation of Teacher Education	2014	Accredited	2020	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2016-2017	Accredited	2022	Baccalaureate program in public health
Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation for the Exercise Sciences	2014-2015	Initial Accreditation Sought	2019	Exercise Science (undergraduate) and Exercise Physiology (graduate)

SCHOOL OF ENGINEERING

Accreditation Board for Engineering and Technology	2014	Accredited	2020	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	2014	Accredited	2020	Baccalaureate program in computer science
American Council for Construction Education	2012	Accredited	2018	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

GRADUATE SCHOOL (Continued)

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	Accredited	2019	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2010	Accredited	2020	Nurse Anesthesia
Commission on Collegiate Nursing Education	2013	Accredited	2018	Doctor of Nursing Practice

SCHOOL OF PHARMACY

Accreditation Council for Pharmacy Education	2014	Accredited	2022-2023	Doctor of Pharmacy
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Notes:

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

A final review as part of the reaffirmation process occurred in 2014-2015 with reaffirmation in 2015.

SIUE transitioned from AQIP to Open Pathways.

Although we anticipate a positive decision for Exercise Science, final approval is pending.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Chemistry and Biochemistry (BA, BS, MS, PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Linda Peteanu, Carnegie Mellon University
- Dr. Daniel Strongin, Temple University
- Dr. James Garvey, SIUC Vice Chancellor Research
- Dr. Ken Anderson, SIUC Department of Geology

In consultation with the Office of the Associate Provost for Academic Programs, it was decided that the programs would be reviewed by two external reviewers (recommended by the program and ratified by the Faculty Senate) and two internal reviewers (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

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

Assessment at the undergraduate level is the responsibility of the Undergraduate Advisement and Curriculum committee and the Undergraduate Recruitment and Retention committee. The department uses criteria established by the American Chemical Society Committee for Professional Training (ACS CPT) that serves as the approval body for undergraduate chemistry degree programs. The undergraduate programs (BS and BA) are rigorously assessed based on four (4) Student Learning Outcomes (SLOs) that have been implemented resulting in overall improvement. The review team concluded that the department has done an excellent job incorporating changes in the ACS accreditation requirements as they occur. The team also commended the department for establishing an industrial advisory committee whose input has helped shape the program's SLOs. Through their yearly contributions to the annual assessment reports, the faculty are aware of the department SLOs and mission. An annual meeting of the TT and NTT faculty to assess the program goals and SLOs also contribute to the department meeting its mission. In addition to assessing the SLOs, the self-study indicated the department uses the following indicators in assessing their undergraduate program success:

1. Incoming chemistry major ACT (or SAT) scores.
2. Total number of chemistry majors.

3. Tracking of chemistry major individual course/course sequence outcomes.
4. Participation in UG research, internships, externships, and of fellowships.
5. Number of BS (with and without ACS Accreditation) and BA degrees awarded annually.
6. Overall and major GPAs of students at graduation.
7. Exit interviews and placement information.

The one indicator that was noted in the self-study was that the department instituted exit interviews with its undergraduate students beginning in 2017. Undergraduate graduation for the BS degree are provided with a slight upward trend from 11 in 2014 to 19 in 2016. Between 2004 and 2011 the department produced 110 BA and BS degrees from which 72 respondents indicated 69.3% placement in graduate programs or medical school. The self-study also reported an increase in UG research (no data provided) over the 65% participation in 2008.

Assessment of the graduate programs in the Department of Chemistry and Biochemistry is the responsibility of the Graduate Advisement and Curriculum committee and the Graduate Admissions and Recruitment committee. The graduate programs (MS and PhD) are assessed on five (5) SLOs that include coursework, publications, conference presentations, preparation of thesis/dissertation, oral presentation skills, and original research proposals. In addition to the SLOs, the department uses the following indicators for assessment of its graduate programs:

1. Total number of applications received or processed.
2. Incoming graduate student GRE scores.
3. Total number of graduate students in MS and PhD programs.
4. Number of MS and PhD degrees awarded annually and time-to-completion.
5. Exit interviews and placement information.

The self-study indicates constant enrollment in MS students and significant increase in PhD enrollment with an all-time high of 40 in 2017. No quantitative data was presented for the outcomes for the other indicators.

The review team concluded that the department ensures that the SLOs are being met and that the benchmarks and assessment tools are appropriate.

Since its last program review, the Department of Chemistry and Biochemistry has seen a reduction in T/TT faculty, CS and AP support staff. Despite the reductions in T/TT faculty and support staffing, the generation of credit hours has increased with little change in undergraduate and graduate enrollment. Change in ACS Approval requirements also occurred.

At the Associate Provost level, it is noted that the mission, goals and student learning outcomes of the programs have not followed established definitions. The assessment tools used are limited to pass rates in courses. This is not the level of assessment needed for continuous improvement of student learning. It is acknowledge that previous assessment plans and reports were accepted in the past by the APAP office without this feedback. The Office of the Associate Provost for Academic Programs will work with the department to develop a strategic and beneficial assessment plan that utilizes additional assessment tools to assure student learning and continuous improvement.

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

The review team identified multiple opportunities for improvement listed below:

1. Increase in T/TT and NTT FTE.

2. Increase efforts in new student recruitment at both the undergraduate and graduate levels. The Dean concurred with this recommendation, and noted support for a strategic increase in the T/TT faculty.
3. Identify specific areas of research strength on which the department can develop a strategic hiring plan and “research brand” for marketing. The Dean concurred strongly with this recommendation, noting a need for the department to move into the 21st century and realize “traditional” programs may no longer be best-serving our students.
4. More strategic use of NTT hires.
5. Increased support staffing (including technicians). The Dean agreed that the support staffing, particularly in the front office, has been greatly reduced due to the pressures of budget reductions. He pointed out that all the departments in the college have been faced with similar reductions with the Chairs and faculty taking on additional workload.
6. The review committee recommends increased junior faculty mentoring through a mentorship committee. The 2009 departmental review recommended better junior faculty mentorship to which the department responded and improved its mentoring. However, I concur with the 2018 review team that additional mentoring through a mentorship committee may result in further improvement.
7. Increase graduate student stipends. The Dean agrees, noting that graduate student recruitment across campus could be improved by increasing stipends making our offers more competitive. However, the stipends are negotiated by the GAU contract and individual departments do not have the luxury of increasing the stipends for their graduate students.

The Dean concurs with the review team that the Department of Chemistry and Biochemistry has been able to meet its educational mission, hire excellent faculty, and be a leader in research productivity in the college and the university. The Dean also agrees that the department faces an uncertain future with the significant declines in faculty and support staff. It is paramount that the department identify strategic research strengths on which it can focus faculty hiring and research branding. This will likely lead to a renewal in graduate student applications/enrollment and a renaissance of the department. The Dean stressed that it is also imperative that the university provide discriminate funding to allow successful programs to be sustained or grow.

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

The Department of Chemistry and Biochemistry has taken action on several recommendations made in the 2009 Departmental Review Report:

1. The department improved its junior faculty mentoring.
2. Increased student pass rates and retention in CHEM 200/210 through the implementation of the Structured Learning Workshops.
3. The department restructured its UG degree tracks to meet the new ACS approval requirements.
4. Decreased class sizes for lower division chemistry and science major courses.
5. Began undergraduate exit interviews in Spring 2017.

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

The Department will be asked to work with the Office of the Associate Provost for Academic Programs to improve assessment and continuous improvement.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BA/BS/MS/PhD Chemistry

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate	105	80
Master's	14	13
Doctoral	44	34
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 4.33

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	9786	9438
Master's	252	225
Doctoral	917	562

DEGREES AWARDED	2012	2017
Baccalaureate	13	18
Master's	1	4
Doctoral	3	5

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	147.86/92.21	107.52
Master's	424.25	575.81
Doctoral	443.20	300.88

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Civil Engineering (MS), Civil and Environmental Engineering (ME)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Krishna Reddy, Professor, Department of Civil and Environmental Engineering, University of Illinois Chicago
- Gary Kinsel, Professor, Chemistry and Biochemistry, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

There has not been any major change in the description of Civil and Environmental Engineering (CEE) graduate programs since the last review.

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

The review team provided the following recommendations:

Institutional

- The University administration should immediately approve a search to replace the recently departed, and highly successful, Environmental Engineering faculty line. A coherent plan for

maintaining sufficient faculty numbers across all CEE specializations should be developed so that student demand in course diversity and frequency can be addressed.

- The technical staff support needs of the department should be addressed through the hire of one full-time staff position.
- The University needs to review the equipment needs of the department and develop a plan to remove old/outdated equipment to be replaced with newer/more relevant equipment.
- University policies which are adversely impacting movement of courses to an online platform, which could be offered to students pursuing the non-thesis option, need to be resolved to facilitate this process. The coursework-only, non-thesis ME degree option is generally only viable in urban areas unless the coursework can be taken remotely and asynchronously.
- University policies need to be developed which directly reward programs (in terms of operational budget, faculty lines, assistantship support, etc.) for success in student recruitment. At present, budgeting at the University level appears to be entirely disconnected from enrollment success at the departmental level.

Departmental

- A coherent plan, with associated departmental policies, needs to be developed to support the expansion of research activity in the department. While it is clear that budget and faculty numbers are imposing limitations on how much this effort can be emphasized, it is equally clear that the long-term viability/success of the graduate program is dependent on a grant-funded and visible faculty research enterprise. These policies should encompass specific strategies (e.g. the award of graduate assistantship support) to encourage and reward faculty for pursuing research funding.
- Related to the recommended research policy development all departmental faculty who are research active should be encouraged to attend professional conferences in order to increase the visibility of the department research activities. Funds, either at the departmental or institutional level, should be budgeted and provided in support of this activity.
- Faculty research conducted in collaboration with local industry is desirable but should provide a financial reward to the department. Departmental faculty are encouraged to explore ways to convert these activities into funded efforts.
- Through aggressive external funding pursuits, the department should strive towards providing full 50% research assistantship support for a larger number of graduate students in the program.
- In pursuit of the above recommendations the Chair is encouraged to engage with the Departmental Advisory Board to discuss broader approaches that might allow the department to successfully solicit additional Alumni support. To be clear, it is not the expectation that the Board should provide this support, but instead that the Board members could provide valuable guidance on how to approach a broader spectrum of Alumni for financial support. This support could result in internship opportunities, fellowship support for graduate students, and potentially open doors to new research engagements with the private sector.

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

The prior COE graduate program reviews were conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT)

faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 14 being in our CEE department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 11 being in our CEE department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three T/TT positions (one full professor and two assistant professors).

Faculty Changes:

Since the last program review, the CEE has hired three (3) faculty members at the Assistant Professor level to fill positions vacated by faculty who left SIUC. However, between Fall 2010 and Fall 2017, the CEE has suffered a net loss of 4.5 Faculty members. Since some of the faculty members who separated from SIUC were teaching more than the normal teaching load of 2+2, the actual net loss in the teaching capacity of the CEE Department is 5.25 faculty members. Reduction in faculty size and budget has substantially impacted the department's ability to offer a sufficient number of graduate level courses and upgrade our research facilities.

Of note, one of the lost T/TT faculty positions in CEE was dedicated to offering a significant concentration in surveying which was discontinued in FY12 and therefore not replaced.

Curriculum Changes:

Contents of the existing courses available for graduate credit are regularly evaluated by the course instructors. Course content is modified if deemed necessary by the course instructor to ensure that it reflects the current state-of-the-art and state-of-the-practice in the discipline. New courses are also added, as needed, to help students learn about new and emerging topics in more detail. Based on the assessment of the programs and the need to continuously enhance the quality of programs, the Department has added the following new graduate level courses since the last program review. In some cases, the change is the cross-listing of 400- and 500-level courses.

- CE 558 - Reliability in Engineering Applications (3CH)
- CE 426/526 - Seepage and Slope Stability Analysis (3CH)
- CE 451/551 - Introduction to Finite Elements in Engineering Applications (3CH)
- CE 410/510 – Hazardous Waste Engineering (3CH)
- CE 412/512 -Contaminant Fate, Transport and Remediation in Groundwater (3CH)

Office Space and Research Facilities:

In 2016, the CEE office moved to an office suite in Engineering Building A. This office is now at par with the other Department offices in the College of Engineering. Due to substantial reduction in the number of Faculty, the CEE does not have a shortage of Faculty office or laboratory space. However, there are challenges with the quality of the lab space. The labs have a lot of old equipment that is very expensive to replace or even upgrade. As a result, some research active faculty members have to use multiple labs for their research. In 2017, with tremendous support from SIUC Physical Plant,

the CEE was able to renovate one lab used for teaching and research in the area of Civil Engineering Materials.

Support Staff:

The CEE office used to have three staff members, two to manage the CEE office and one lab technician to maintain teaching labs and to help the CEE faculty with their research equipment needs. Currently, the CEE has only one staff member to help with the CEE office needs. The lab technician position was eliminated. Due to the increase in the graduate student enrollment, the CEE has experienced increase in the applications for admission. With only one staff member in the CEE office, who helps with all aspects of the office management including graduate applications, it has become challenging to manage and be responsive to all requests. The availability of a staff member at the college level to help manage post-awards has provided some relief. The CEE Department tries its best to maintain the quality of its programs with limited resources.

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

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: MS Civil and Environmental Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	36	27
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	585	457
Doctoral		

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	20	12
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	688.35	544.49
Doctoral		

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: ME Civil and Environmental Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	7	1
Doctoral		
Comment: Data for SCH Production and Cost Per Credit Hour included with MS Civil Engineering degree		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	3742	3488
Master's	657	457
Doctoral	249	126

DEGREES AWARDED	2012	2017
Baccalaureate	1	4
Master's		
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	688.35	544.49
Doctoral	616.25	288.84

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Horticulture (BS); Crop, Soil and Environmental Management (BS)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

This is a third year review for two new programs. The programs are both housed in the Department of Plant, Soil, and Agricultural Systems. They were originally one degree that split into two degrees. The programs were slated for review last year. However, due to lack of preparedness for the review, the review was postponed to this year.

For the three year review of a new program, SIUC uses internal reviewers. The review team was comprised of:

- John Groninger, Professor, Forestry
- Wanki Moon, Professor, Agribusiness Economics

The reviewers were recommended by the Department Chair, and ratified by the Faculty Senate.

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

The major changes reported in the self-study are related to changes in faculty:

- Dr. Bryan Young, Professor of Weed Science vacated his position in 2013. This position was filled by Dr. Karla Gage who has a split appointment with Plant Biology in 2015. (75% CSEM/25% Plant Biology)
- Dr. Brian Klubek in 2014, Professor of Soil Microbiology and department chair, retired. The faculty portion of this position was filled by Dr. Rachel Cook as the soil scientist. Dr. Karen Jones was hired as department chair.
- Dr. Rachel Cook, Assistant Professor of Soil Fertility, was hired in 2012 and took a position elsewhere in 2016. The vacated position was covered in the 2016-2017 academic year with non-tenure track faculty, Ms. Angela Kazakevicious and Dr. Thanuja Thekke-Veetil.

- Dr. Thanuja Thekke-Veetil taught through Fall 2017 until tenure-track hire Dr. Amir Sadeghpour arrived January 2018.
- Ms. Karen Midden, Professor of Landscape Design, took an administrative position as Associate Dean of COAS 2013. Ms. Midden continues teaching classes. (Note: As of January 2018, Professor Midden is now serving as the interim dean of the college.)
- Dr. Ken Diesburg, Assistant Professor of Turf Science, retired in 2014. Vacated position has not been filled.
- Ms. Amy Boren, full-time instructor retired July 2017. Vacated position is awaiting administrative approval for replacement. Her classes have been re-assigned to existing faculty, taught by a TA, or taught by an NTT.

The Dean provided a more thorough analysis of major changes in the program:

- a) A major program change occurred in the summer of 2012 with the division of the Plant and Soil Science program into two majors, Horticulture (HORT) and Crop, Soil and Environmental Management (CSEM). This change is designed to improve identification of and enrollment in the distinct disciplines. The contents within each new program did not change although a few new courses have been created in each.

Student numbers in CSEM and HORT have not reflected a significant increase in student numbers as a result of the division. The reviewers acknowledged enrollment is influenced by the higher education budget concerns in Illinois. This does not reflect the demand for graduates from these programs. In fact, at a national level the horticulture industry has a void of qualified employees. NCAC4 is a national horticulture advisory committee made up mostly of university department heads or other institutional managers along with stakeholders. Their agenda focus for the past five years is 'marketing' to encourage young people to choose careers in horticulture based on the serious employment need in small and large businesses, public gardens, parks and institutes and many other arenas. Other reports support both current and projected opportunities in plant and soil areas yet an unmatched number of students in these areas. This is evident in a recent USDA report and a separate Purdue report which discusses the demand and opportunities in agriculture careers and encourages students to study these disciplines.

(<https://www.purdue.edu/usda/employment/>)

(<https://nifa.usda.gov/press-release/one-best-fields-new-college-graduates-agriculture>)

- b) At one time at SIU, the areas of landscape horticulture and agronomy were the driving forces. Student numbers now show career interests in horticulture production, soil and water management and a continued interest in agronomy, although the other areas are still vital. The interest in local and regional food system diversification (as hydroponics), as well as sustainability, has increased in the last several years. Students come from diverse backgrounds in these two majors, some are coming from a family farm and have grown up in agronomy or horticulture. A second group are students not coming from farming backgrounds but are interested in environmental aspects as soil conservation, sustainable landscape practices, and urban/rural food systems. Students also have an interest in viticulture and wine making. There is a growing student demand based on information from recruiting trips and visits by potential students. However, students question whether programs will remain at SIUC and if they should stay in Illinois. Positive recruiting is critical.
- c) Crop, Soil and Environmental Management and Horticulture inherently play critical roles in societal needs. Two key aspects are nutritional and available food, both key components of

individual and community health. Additionally, managing and maintaining healthy and functioning natural systems, such as water and soil, pollinator plants, storm water management, nutrient runoff and the environment in general are critical components of a stable and healthy society. As urban areas increase there are challenges that can be addressed with urban horticulture. They include food securities, interest in local, fresh foods, addressing the nature deficit and 'where does food come from' concerns with young people, and managing natural systems in a built environment. Landscape horticulture plays a critical role in creating outdoor spaces for private and public sectors for socialization, recreation, aesthetics, pleasure and mental health.

- d) The physical environment and location of the College of Agricultural Sciences University Farms and the geographic location of SIUC provides the ideal context for the programs of Horticulture and Crop, Soils and Environmental Management. The soil types, topography, climate and water systems support agriculture. The local industries include corn, soybean, and wheat farmers, peach and apple orchards, berries and numerous specialty crops ranging from pumpkins and tomatoes to mushroom production, as well as alternative food systems (such as hydroponic lettuce). Integrated with those industries are continued research for best practices in soil and water conservation, and maintaining healthy pollinator populations among many other sustainable interests. Related to urban horticulture, the agriculture building has a green roof and a vertical garden. The most detrimental aspect is the void of a teaching green house. There were plans to replace the teaching greenhouse located on campus adjacent to the agriculture building. Due to budget issues, this did not occur. However, the old greenhouse was removed due to safety concerns. A small greenhouse located on the University Farm is minimally accommodating the classroom needs but offers very limited education due to the old technology, tight space and location.

The natural environment of Southern Illinois University Carbondale is a valuable asset offering students the opportunity to study native trees and plants, understand natural environments as they design, and learn to manage and maintain future built environments.

- e) It is important to note that SIU has the only horticulture program in the state.

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

This third year review is a result of the major action in the Plant and Soil Science program to split one major into two: Horticulture (HORT) and Crop, Soils and Environment (CSEM). The separation did not generate new curriculum; it was an effort to improve program identification. Within the program, core courses were identified to be used for assessment of student learning outcomes using the measurement of grade performance.

There have been four (4) new online courses created by student interest and current growth areas related to sustainable landscape and horticulture practices (Sustainable Landscape Practices, Organic Gardening, Plants for the Ecological Landscape and Designing Outdoor Spaces). A fifth course, Ecological Urban Landscapes, was offered but discontinued due to lack of enrollment. A new horticulture study abroad course in Costa Rica was developed and is offered during every spring break with full enrollment.

Faculty have increased undergraduate extracurricular activity opportunities. The Agronomy Society, a registered student organization, was revitalized with an emphasis on student leadership, academics and interactions within the agriculture community at the regional and

national levels. Faculty in several areas have involved their undergraduate students in research competitions with outstanding results and involvement.

A new classroom located on the University Farm near the Agronomy Research Center was constructed and is accessible by the University bus system. The building is also used for other events, such as research field days and industry meetings. Classrooms in the Agriculture building on campus have received updates with smart board technology offering improved classroom learning experiences. The green roof (noted in the 2012 review), rain garden and vertical garden are maintained by students and continue to provide hands-on experience. However, the retirement of the faculty that oversees these projects will leave a void that may result in the discontinuation of these visible projects.

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

N/A These are new programs in the third year review.

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

At the time of this report, SIU is going through reorganization. The faculty have the opportunity to propose and pursue opportunities, such as the new Sustainable Urban Horticulture degree, and to outline a facilities list, faculty needs, and a timeline to move forward as well as a marketing plan that aligns with the university mission. It is a high priority to pursue replacing the teaching greenhouse.

The faculty recognize the need to track graduating students as they obtain jobs in their new careers, as well as maintain communication with them throughout their careers.

The programs recognize the need to revise and improve the student learning outcomes assessment. The programs recognize the need to include external constituencies through this process to insure that the student learning outcomes are relevant to the industry and related profession. The Plant, Soil and Agricultural Systems Undergraduate Committee will pursue these activities.

The loss and lack of faculty, staff and resources remains an ongoing challenge for both programs for the traditional areas and new proposed ones. An action plan to define how these two majors can best fulfill current and future industry and social demands is necessary.

The following is extracted from the reviewers report addressing opportunities and evaluation.

We recommend that the HORT program be given some time and resources so that it can materialize its potential for growth, serve the potential needs of Illinois students, and meet industry expectations. In particular, it is recommended that filling the position in Sustainable Urban Horticulture be given a high priority by the University leadership. Resources are needed to support dedicated leadership, advertising, and recruitment for this unique program.

Once resources are in place, we recommend re-evaluation during the next scheduled program review to determine the viability of maintaining distinct programs. HORT and CSEM programs should have a total of 4 or 5 specialization that give students the flexibility to combine strength of both HORT and CSEM toward their career development goals.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing a more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

Programs in Good Standing

Programs flagged for Priority Review

Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BS Crop, Soil, and Environmental Management

ENROLLMENT – MAJOR HEADCOUNT	2013	2017
Baccalaureate	23	50
Master's		
Doctoral		
Comment: Plant and Soil Science Program split effective 2013-2014; Data for SCH and Cost/Credit Hour uses departmental data.		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: .75

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	2783	1546
Master's		
Doctoral		

DEGREES AWARDED	2015	2017
Baccalaureate	13	17
Master's		
Doctoral		
Comment: Plant and Soil Science graduation AY 12: 46		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	240.13/174.64	136.12/189.10
Master's		
Doctoral		

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BS Horticulture

ENROLLMENT – MAJOR HEADCOUNT	2013	2017
Baccalaureate	19	43
Master's		
Doctoral		
Comment: Plant and Soil Science Program split effective 2013-2014; Data for SCH and Cost/Credit Hour uses departmental data.		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: .75

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	2783	1540
Master's		
Doctoral		

DEGREES AWARDED	2014	2017
Baccalaureate	2	16
Master's		
Doctoral		
Comment: Plant and Soil Science graduation AY 12: 46		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	240.13/174.64	136.12/189.10
Master's		
Doctoral		

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Electrical and Computer Engineering (MS and PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team for the programs included:

- Ioannis Pappolymerou, Professor, Electrical and Computer Engineering, Michigan State University
- Henry Hexmoor, Associate Professor, Computer Science, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

There have been no major changes in the overall discipline, field, or societal needs. With respect to student demand, the program has experienced a reduction in the number of applications for the MS degree in ECE. This may be due to the wide-spread negative publicity stemming from the recent state-funding issues. However, the ECE graduate program remains one of the largest graduate programs on campus.

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

The review team made a number of recommendations that the department chair intends to address at the department level:

- Offer MS degrees with some certificate foci (e.g. MS with cybersecurity focus or internet of things focus). This can be coordinated with other campus units.
- Grow research collaborations with the Medical School, Physical Sciences, and Agriculture.
- Work more closely with the Graduate School for better program branding and graduate student recruitment. Take advantage of modern electronic forms of outreach and marketing (e.g., social media such as Facebook and Twitter) instead of the classic printed medium.
- Look into the possibility of reducing student fees.
- The MS program should have more design-oriented projects to expose students to real world technologies.
- Increase the number of self-funded non-thesis MS students.
- Strengthen the five-year BS/MS program to increase MS enrollment.
- Consideration should be given to including the qualifier exams with the MS thesis in order to shorten the duration of the PhD program for students pursuing an MS thesis degree along their path to their PhD.
- Provide some additional flexibility in student policies (residency requirements) and prerequisites. This will enable students to tailor the program to their own needs.
- In public relations, stating that MS students do not have chances to obtain TA positions is too negative and creates a negative image with dire consequences. Instead, state that there are some on-campus possibilities to attract and keep the student interest.
- Teaching assistants need to remain with courses for more than a semester to lower learning overhead associated with continual TA rotation.

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

The prior COE graduate program reviews were conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT) faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 14 being in our CEE department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 11 being in our CEE department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three T/TT positions (one full professor and two assistant professors).

The following is a summary of the recommendations from this previous review:

1. Increase the number of ECE tenure track faculty lines.
2. Provide additional space for research.
3. Provide start-up packages for new tenure track faculty.

4. Provide specialized seed grants in ECE areas of excellence.
5. Implement reduced teaching load for research active ECE faculty.
6. Establish spousal hire opportunities at SIUC.
7. Upgrade classrooms with smart boards and other modern equipment.
8. Implement more convenient internet access within building ENGR E.
9. Decrease the graduate student to faculty ratio in order to maintain high quality in teaching and research.
10. ECE faculty should participate in multidisciplinary research initiatives across colleges.
11. ECE faculty should develop industry sponsored projects and placement opportunities.
12. The ECE Department should establish a merit-based reward system to recognize excellent in teaching and research.
13. The ECE Department should develop a strategic and pragmatic research plan for the next 5 years for investment in areas of excellence.
14. The ECE Department should develop an Assessment and Outcomes plan for the graduate program.

The Department Chair reported that the first seven (7) recommendations have been thoughtfully addressed for the most part by the Dean of the College of Engineering, the Office of the Provost, and the Office of the Vice Chancellor for Research. The remaining recommendations have been addressed, with an analysis presented in the Self-Study report.

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

The Department Chair will work with the Faculty and the Graduate Affairs Committee to address the issues listed in 5.2

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: MS/PhD Electrical and Computer Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	83	66
Doctoral	79	61
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 16

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	2997	1324
Doctoral	1104	1135

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	121	39
Doctoral	6	14

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	301.50	499.78
Doctoral	460.21	356.75

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Engineering Science (PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Jie Cui, Professor and Associate Chair, Mechanical Engineering Department, Tennessee Technological University
- Mark Byrd, Professor, Department of Physics, Southern Illinois University Carbondale

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

The areas of concentration offered in the Engineering Science PhD have increased from four (4) to five (5). In addition to the existing four (4) concentrations, Industrial and Quality Engineering has been added as an area of concentration. The Accelerated Entry criteria have changed slightly on the GRE and TOFEL scores as well as the credit hours that may be counted toward the PhD course requirement. The PhD committee, the Director, and the corresponding units worked closely to evaluate and support the changes.

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

Major Findings

Based on the reviewer report and the self-study, the Engineering Science PhD Program is healthy. The self-study and campus visit provided adequate evidence of placement data, steady enrollment, stable research and grant contracts activities, productive faculty, sound assessment processes, effective supporting staff, and adequate resources. There were weaknesses or concerns identified by the reviewers:

- Uncertainty about the future due to the reorganization.
- Uncertainty in state funding.
- Lack of industry collaboration.

The following points summarize the review team's recommendations for the Engineering Science PhD program:

- Need to obtain complete and continuous data collection.
- Improve internal communications with graduate students.
- Establish an active External Advisory Board to help develop future external research funding.
- Review current policies on course offerings and collect/analysis enrollment statistics to maximize the impact of offered courses.
- Increase enrollment, particularly domestic students.
- Develop a current strategic plan.

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

The prior COE graduate program reviews were conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT) faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 14 being in our CEE department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 11 being in our CEE department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three T/TT positions (one full professor and two assistant professors).

There was no major curricular change in the core required classes for the program since the last review. The teaching load was reduced for tenure-track faculty. More satisfactory space was found for CEE faculty as recommended by the review. The IMAGE center director agreed to train students to use SEM, TEM, and other equipment as needed.

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

In response to the reviewers' report, the director arranged a meeting for the PhD committee to discuss the recommendations. The committee's and the director's response to the

recommendations by the reviewers are summarized below. The Dean of the College of Engineering also provided comments with respect to the allocation of financial resources and/or college-level staff.

1. The reviewers suggested that “the College collect all the survey and statistical data continuously in the future.” The process will be improved (constituencies, questions and frequency).
2. The PhD committee suggested that we liaise with the OVCR to prepare a list of computing resources available for graduate students' research. This information will be distributed through a handbook for incoming students and on the website for the program. The College of Engineering is requesting a change of our current IT Manager position to a Business/Administrative Associate position with specific responsibilities in developing and maintaining state-of-the-art computational resources throughout our college. This will enhance the computing resources available.
3. The COE has an Industrial Advisory Board (IAB) composed of successful alumni from across our college who are or have been in leadership industrial positions. The COE IAB has two principal goals: 1) to increase the level of collaborative engagement with industry, and 2) to increase the level of collaborative engagement with alumni. This board is also the lead group for our college regarding philanthropic fundraising activities. The PhD program will engage more closely with the current IAB as opposed to developing a separate board.
4. The committee agreed that there should be more cooperation with regards to course offerings in the program. This could probably be addressed by greater transparency of department course offerings across the college, especially for those courses that will attract students from more than one department/concentration. The recommended acquisition and analysis of class enrollment information would be handled by the proposed Business/Administrative Associate position mentioned in earlier paragraphs.
5. The number of assistantships and scholarships available plays a very important role in increasing enrollment of PhD students. The PhD Program will coordinate with each engineering department more closely in order to provide teaching assistantships to incoming PhD students in a timely matter. Increasing graduate enrollment will likely require offering half-time (50%) assistantships as opposed to the quarter-time (25%) currently offered. This higher level would allow our college to attract more high-caliber students and these students would be making a “living wage”. Increasing the number and level of graduate student scholarships will require a significant increase in extramural research funding awarded annually to our college.
6. As noted in the review, our campus is presently going through an extensive campus-wide reorganization effort. Once our campus has established its new structures and operational parameters, each school and college will need to develop a strategic plan that supports the University’s evolving priorities, including the Engineering Science PhD program.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: PhD Engineering Science

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's		
Doctoral	41	49

Comment: The joint Ph.D. program between SIUE and SIUC is at the college level. Hence, the number of faculty is high.

Department or Program Number of Tenured/Tenure Track Faculty: 53

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's		
Doctoral	1497	1778

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's		
Doctoral	7	8

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's		
Doctoral	571.75	362.74

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Geology (BA, BS, MS, PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Laura J. Crossey, Department of Earth and Planetary Sciences, University of New Mexico
- Dr. Edward W. Woolery, Department of Earth and Environmental Sciences, University of Kentucky
- Dr. Boyd McLean Goodson, Department of Chemistry and Biochemistry, Southern Illinois University
- Dr. Matt Whiles, Department of Zoology, Cooperative Wildlife Research laboratory, Center for Ecology, Southern Illinois University

In consultation with the Office of the Associate Provost for Academic Programs, it was decided that the programs would be reviewed by two external reviewers (recommended by the program and ratified by the Faculty Senate) and two internal reviewers (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

The review team strongly noted that the faculty are involved with and aware of the mission, goals, and student learning outcomes of the programs. They reported that the faculty are keenly aware of the student learning outcomes for their courses and programs, take pride in quality teaching, and work on their craft. They gleaned this impression not only for the lecture courses, but also lab courses, the capstone field course, and the research/thesis/dissertations requirements as well.

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

The review team noted the following opportunities for growth given the current faculty expertise in teaching and research:

- Complemented with recent hires, the department is experiencing growing strengths in planetary science and astrobiology. These could be highlighted to better connect to course development, interdepartmental interactions, and research opportunities.
- There is a need to grow the PhD program in a measured and strategic manner but not at the expense of the MS program. Since to some degree funding for PhD students is a limitation, we recommend encouraging faculty to put more GAs on grants, since TA support is unlikely to increase significantly in the current climate.
- The program is also experiencing new strengths in STEM education, e.g. success in attracting major funding to support new initiatives in teacher education and to strengthen/expand high school science curricula to better reflect geo/planetary sciences. This approach seems to be a win-win.

In addition, they recommended geo-bio-environmental-geography/GIS connection for both funding opportunities and student training.

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

Since its last full program review, the Department of Geology added the PhD program in Geosciences. The department added a number of 100 level core curriculum courses to help increase credit hour production and increase enrollment since Geology is often a discovery major as noted by the review team. An economic geologist was added to the faculty as recommended in the 2009 review.

It should be noted that the faculty have voted to merge with the faculty in the Department of Geography and Environmental Resources to form a School of Earth Sciences and Sustainability. As per our policies on program mergers, a full review by various constituencies (Faculty Senate, Graduate Council, Board of Trustees, IBHE) is currently underway.

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

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BA/BS/MA/MS/PhD Geology

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate	69	32
Master's	33	22
Doctoral	8	9
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 9

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	2776	2039
Master's	361	446
Doctoral	113	126

DEGREES AWARDED	2012	2017
Baccalaureate	6	15
Master's	12	9
Doctoral	0	0

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	242.52/223.83	340.87/326.50
Master's	566.00	462.67
Doctoral	571.32	400.29

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Mechanical Engineering (MS)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Carmen Lilley, Associate Professor, Mechanical & Industrial Engineering, University of Illinois-Chicago
- Dr. Eric Chitambar, Associate Professor, Physics, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

The profession of mechanical engineering has been changing, with a driving force being the use of computers. Additive manufacturing has significantly increased, compelling the department to purchase a 3-D printer. Using this new technology students can design a part and build a 3-D print of the part immediately. Other computer programs have increased capability and ease of use, such as programs using finite element analysis or computational fluid dynamics. The department has the most up-to-date of these programs.

The societal need for students in this discipline appears to be strong and continues to increase. Students are being hired by companies involved in a myriad of diverse areas such as transportation, buildings, new materials, computer applications, technical support, technical sales, and construction

management. The need for this program is partly shown in the number of MS graduate students which has increased from 31 in the Fall of 2011 to 37 in the Fall of 2017.

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

The reviewers noted the strong research programs within the MEEP department and commended the leadership in the department for implementing the strategic plan for increasing research activities. The reviewers noticed that the department's expansion into new and strategic fields of research in biomedical engineering and added two new faculty in this area. The report mentioned that internal funding through startup monies were instrumental for building new labs. They stated that the MS program was attractive to students based on the strong reputation of the faculty, strong curriculum, and cost. "Students felt the ME, MS program was a hidden gem, and the program could benefit from more promotion."

The reviewers reported that the ME, MS program assessment was thorough and that the student learning outcomes were clearly defined and integrated in the course of study. They noted that the surveys are well utilized for outcomes, feedback, and tracking of employment data for the MS students.

The following points summarize the review team's recommendations for the MS program:

- The reviewers strongly recommend restarting the advanced friction research center.
- Existing faculty have diverse industry contacts, and it is recommended that these contacts continue to be leveraged, while new industry partners are formed.
- It is strongly recommended that there should be support in hiring faculty in areas where there is infrastructure but a lack of faculty in the research area. Additional support is needed to further development the infrastructure in strategic areas of the department.
- The reviewers also see the growth of a biomedical engineering research within ME as having a strong potential for interdisciplinary research programs with other fields such as biology, medicine, and neuroscience. It is recommended that there be continued support for this research area.
- It is recommended that the department clearly codify how much overhead may be returned to the individual PIs based on their yearly expenditures, and how external funding can be leveraged to support students.
- Within the curriculum offerings, the reviewers recommend that the graduate program committee work on creating a course offering plan in order to facilitate course planning by graduate students, and increase the availability of 500-level courses offered by the department.
- Reviewers recommended trying to better leverage the accelerated BS/MS program in ME.

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

The prior COE graduate program reviews was conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT) faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 15 being in the MEEP department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 15 being in our MEEP department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three (3) T/TT positions (one full professor and two assistant professors).

Funding levels throughout the department have changed in the past 8 years. State agencies, such as the IL Department of Commerce and Economic Opportunity (DCEO) and the Illinois Clean Coal Institute (ICCI), which used to provide a significant amount of research grants to faculty in the department, no longer exist. The faculty have been exploring funding beyond state agencies (e.g. NSF, DOE, NIH, ONR and ARL) to continue doing their research activities and to support graduate students.

Since the last review four new faculty were hired:

- Dr. Chris Cooley, Assistant Professor, researches gear dynamics, high speed systems, and vibrations.
- Dr. Tan Chai, Assistant Professor, researches non-linear systems, vibrations, acoustics, structural dynamics, and digital signal processing.
- Dr. Farhan Chowdhury, Assistant Professor, researches biomedical engineering, stem cell biology, regenerative medicine, and biomechanical mechanisms of cancer cells.
- Dr. Dal Hyung Kim, Assistant Professor, researches robotics, optimized control, motion tracking, real-time control of biological system, brain imaging, and microrobotics, and microfabrication.

The following courses were added:

- Non-Destructive Evaluation of Engineering Materials (ME 486).
- Materials in Energy Applications (ME 493) was developed to provide knowledge of the application of materials science and engineering in energy applications.
- Advanced Engineering Thermodynamics (ME 500) was significantly altered to show how computer programs can solve real world thermodynamics problems.
- Catalysis in Energy Applications (ME 539)
- Advanced Vibration (ME 551) was created to study the vibration of discrete, continuous, and hybrid discrete-continuous systems.
- Advanced Dynamics (ME 451) focuses on three-dimensional kinematics and dynamics of particles and rigid bodies, rotations of rigid bodies, analytical mechanics with a focus on Lagrange's equations and Hamilton's principle for continuous elastic systems.
- Nonlinear Vibration (ME 537) was significantly revised and improved and is offered again to graduate students.
- Cellular and Molecular Biomechanics (ME 485) (Cross listed with Biomedical Engineering Program as BME 485) focuses on the mechanics at the micron and nanoscale level relevant to living cells including molecular forces, bond dynamics, and force induced protein conformational changes.
- Design and Implementation of Vision System (ME 481) provides an introduction to a vision system and instrumentation with engineering applications including optical microscopy.

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

1. As cited in the reviewers' report, the unique high temperature manufacturing equipment creates infrastructure for future materials research. A former faculty member (Dr. Dale Wittmer) performed significant externally funded research in the materials engineering area of ceramics in these labs. Hiring faculty in areas where there is existing infrastructure but a lack of faculty in this area is an excellent recommendation. The department has already initiated a position request for implementation of this recommendation and has submitted a position request for replacing Dr. Wittmer's position. This will also meet the recommendation of offering core courses in the processing and characterization of advanced materials and composites along with ME 463 Introduction to Ceramics. Sadly, State support of laboratory equipment ended over a decade ago. Therefore, extramural funding (either direct from grants or indirect through F&A generation) is needed to repair and maintain specialized research equipment. Future faculty hires also need to support our ability to attract tuition/fees paying students.
2. The growth of biomedical engineering is our college's number one priority for several reasons. First, biomedical engineering is a fast growing discipline. Second, young women enroll in this field (along with environmental engineering), so growing biomedical engineering will help us increase the percentage of women studying engineering at our university. Finally, our college presently offers a cross-departmental MS degree in Biomedical Engineering to embrace the interdisciplinary nature of field.
3. The COE has a well-established policy of sharing F&A generation (15% COE, 10% Department, and 5% PI) that is designed to reward research productive faculty while allowing the accumulation of funds at the college and departmental level for new faculty startup support. COE departments also receive an annual allocation of State funded graduate assistantship based upon the number of majors and departmental credit hours generated. However, each COE department is empowered to award these allocated GA funds to best suit their needs. If departmental needs were relatively stationary then a formalized articulation of the investment strategy would certainly be appropriate.
4. The development and implementation of a 2-year course offering cycle is an outstanding recommendation. Under-enrolled courses, coupled with the number of awarded faculty sabbaticals, can cause disruption in the frequency of specialized graduate course offerings. Increasing the number of faculty associated with each thrust area would help the coverage of required graduate courses, while increasing the level of extramural research funding would increase the number of students within each thrust area, thereby avoiding course cancellation due to severe under-enrollment.
5. The recommendation of leveraging the accelerated MS program in ME is an essential goal of the department. This program allows qualified SIUC ME undergraduate students to take extra graduate level credit hours (at 400 or 500 level courses) during their senior years, or the second semester of the junior year for an outstanding student, in addition to their undergraduate credit requirements. By doing so, when they pursue their MS, ME degrees after completing BS ME degrees, those credits count toward their graduate degree credit requirements so they may be able to complete their MS degree in a year or so. The department has been marketing this program and will continue to do so to attract our high quality undergraduate students to the graduate program in order to strengthen the graduate program.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

Programs in Good Standing

Programs flagged for Priority Review

Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

Program: MS Mechanical Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	30	37
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: 1.5

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	535	756
Doctoral		

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	12	18
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	825.06	966.63
Doctoral		

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Physics (BS, MS, PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was compromised of:

- Dr. Jorge A. Lopez, University of Texas at El Paso
- Dr. James Conder, SIU Geology
- Dr. Kanchan Mondal, SIUC Mechanical Engineering and Energy Processes

In consultation with the Office of the Associate Provost for Academic Programs, it was decided that the programs would be reviewed by one external reviewer (recommended by the program and ratified by the Faculty Senate) and two internal reviewers (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

Since its last program review, the Department of Physics has seen a significant reduction in T/TT faculty, from 12 at the time of the last review to 8 (7 pending) at the time of this review. Despite this significant (33.3%) reduction in T/TT faculty, enrollment in undergraduate majors has approximately doubled. In addition, the PhD student enrollment has remained fairly constant, putting additional demands on the T/TT faculty.

The review team concluded that program assessment through student learning outcomes (SLOs) are serving both the needs of the department and the students. They determined that the faculty are aware of and involved with the SLOs of the undergraduate and graduate programs. Because the programs are not overseen by an accreditation organization and the department does not have an external advisory board the process defining the mission, goals and SLOs are primarily internal. The review team concluded that the assessment of the SLOs are appropriate and conventional, using

coursework for undergraduate courses and formal dissertation defenses for the PhD. However, they note that the non-thesis MS option assessment is not yet fully developed. The review team also determined that the assessment cycle was appropriate and that the assessment results are used by the department to improve their undergraduate program but it was less clear for the graduate programs. Recommendations made include exit interviews of undergraduate and graduate students as well as employer and alumni surveys. The Dean, Scott Ishman, strongly agrees and sees this as a major shortcoming in all the departments in the College of Science.

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

The major findings of the review team include a faculty that is devoted to and actively engaged in the education of their students. The department has responded to the needs of its students and developed recruitment strategies that have been successful in increasing and retaining physics majors. The faculty are actively engaged in research that includes graduate and undergraduate students. The facilities and equipment in the department currently support the needs of the faculty and the students.

The program is encouraged to consider the following:

- Increase in number of elective undergraduate and graduate courses.
- Develop/revise the departmental strategic plan to make it more current.
- Addition of a planets course and expanding into astronomy and astrophysics.

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

The Department of Physics has taken action on several recommendations made in the 2010 Departmental Review Report that are listed below:

- The department increased its undergraduate student recruitment efforts that focused on providing all incoming majors an opportunity to participate in research with a modest stipend that was made available from numerous university and departmental sources.
- Hiring of one female tenure-tenure track faculty member.
- The department continues to participate and develop collaborative research efforts.
- The department put in place in FY16 a non-thesis MS option for those students on their way towards a PhD.

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

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BS/MS/PhD Physics

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate	24	27
Master's	16	11
Doctoral	14	13
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 6.5

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2.5

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	5673	6137
Master's	213	208
Doctoral	246	271

DEGREES AWARDED	2012	2017
Baccalaureate	4	13
Master's	5	1
Doctoral	7	4

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	357.78/86.68	306.97/98.54
Master's	373.89	376.82
Doctoral	389.08	195.93

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Quality Engineering and Management (MS)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Vincent Pagano, Quality Assurance Manager, Magna Exteriors-Nascote Industries, Nashville, IL
- Chris Wienke, Associate Professor, Department of Sociology, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

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

Since its inception, the online quality engineering and management program has experienced consistent growth. With the creation of inquiry forms on the departmental website, the department is seeing an increasing interest in the program from students with a wide variety of backgrounds. As such, the department anticipates that it will eventually need to expand offerings to include multiple course sections and hire graduate assistants to support the faculty.

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

The reviewers' report indicates that the Quality Engineering and Management program has broad appeal in a wide range of industries due to the curriculum. The online program serves nontraditional students that are seeking educational opportunities to advance their careers. Program goals and student learning outcomes are aligned and students easily identified specific

course content that addressed these goals and outcomes. It was also noted that program goals align with the body of knowledge for ASQ's Certified Manager of Quality/Organizational Effectiveness. ASQ is a global organization that promotes quality and the certifications attained through this organization are widely recognized and valued. Further work is needed on the strategic planning document and completion of action plans.

The reviewers provided the following recommendations:

1. Marketing:
 - a. Focused, on line marketing campaign with emphasis on quality, Lean and Supply Chain website such as ASQ, APICS, PEX Network and Elsmar Cove. This will be a good source of non-traditional students and businesses.
 - b. Focus marketing attention on complementary colleges and programs within the institution.
2. Develop symbiotic relationships with other colleges and programs where quality management and lean practices are relevant topics, such as business administration, health care administration, and hospitality management. Start building these relationships with individual elective classes for their programs introducing QEM curriculum topics. From there, develop unique degree and certificate programs, such as:
 - a. MBA with a concentration in Lean Manufacturing.
 - b. MBA with a concentration in Supply Chain Management.
 - c. Medical Administration with a Lean Certificate.
 - d. Hospitality Management with Service Quality.
 - e. Certificate programs surrounding Lean Manufacturing, Quality Management and Supply Chain Management.
3. Developing coursework to suit the needs of specific industries will grow the program, at least with non-traditional students. It is likely that as the program grows through this approach its standing in the academic arena will also grow, which in turn should aid in the growth of traditional full time, on campus students.
4. Utilize the opportunities created in item 2 above to develop research topics, grant proposals and articles for publication.
5. Identify and recruit industrial professionals with appropriate credentials who can take on some of the teaching load for the master's program as adjuncts to aid in driving more research by regular faculty and on campus students.
6. Obtain institutional support in the form of replacing the retiring professor and filling the former regular faculty position.
7. Obtain Institutional support in the form of TAs and research assistants.

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

- Curriculum in the program was reviewed and approved by the Industrial Advisory Committee in spring 2009 to add the following courses to the QEM program: QEM 525 Six Sigma Black Belt II, QEM 530 Lean Manufacturing II, and QEM 535 Service Quality.
- In summer 2011, three (3) faculty members from the Technology Department attended the Faculty Summer Institute (FSI) in Champaign, IL. Workshops, presentations and hands-on training were provided with a focus on online teaching. Information was shared with the remainder of the faculty and a common template, utilizing best practices, was developed by the department in the creation of the online courses.

- Faculty were awarded internal grants in summer 2011 for the development of online courses that were delivered in fall 2011.
- A new brochure was developed for the online QEM program and is distributed to program advisors and instructors at our off campus sites. Since a large percentage of the QEM students are graduates of the Industrial Management and Applied Engineering undergraduate program, marketing to these students has been effective. In addition, the website for the QEM program now has a form that prospective students can complete that is sent to the program advisor for follow-up. There has been regular activity on this site since the creation of this form.
- Faculty in the Technology Department have recognized that research efforts need to be strengthened to provide research opportunities for graduate students. Two NSF grants have been secured by one of the faculty members in the department since the last program review.
- The department offers a specialization in Industrial and Quality Engineering within the Engineering Sciences PhD program. This provides a pathway for master's students in QEM that want to continue to study quality engineering topics in more depth. In addition, there will be a larger pool of research-capable students to assist faculty in conducting research on grant work and journal submissions.

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

1. The Technology Off-Campus Degree Programs (TOCDP) is encouraged to invest distance education (DE) operating funds towards targeted marketing of TECH degrees. In FY10, the University kept 30% of all DE funding. Presently, the University keeps 35% of all DE funding thereby reducing the level of college/departmental profitability. It is hoped that the percentage kept by our university will not increase any further since such action would severely limit the profitability of our off-campus face-to-face degree offerings. Specifically, it is expected that the TECH department will market the QEM program to students in other on campus programs whose content aligns with quality and management concepts, such as Management, Technical Resource Management, Health Care Management, Information Systems Technologies, and Electronic Systems Technologies. Additionally the TECH department plans to market to potential on line students through lean, quality and supply chain channels such as websites and professional organization publications. Finally, the TECH department has already obtained College approval for an accelerated master's program to grow on campus enrollment by enhancing the attractiveness of the QEM program to on campus and online students upon completion of their IMAE bachelor's degree.
2. Establish strategic partnerships with local industry for the purpose of aligning business needs with academic expertise. Mutually beneficial relationships include re-designing and updating curriculum to respond to changes in industry needs, providing tailored training and continuing education modules to the workforce, and identify opportunities for students to engage in applied research.
3. Developing and maintaining a robust research program requires a significant investment of time and energy from faculty. Specifically, the TECH department plans to identify external research funding opportunities that create opportunities to collaborate with faculty in disciplines across campus that have an interest in pursuing research in quality topics. Targeted funding agencies include NSF, NIH, and Agency for Healthcare Research and

Quality (AHRC). Investigate the potential pool of candidates in the local area who have the educational credentials and background to teach courses within the program.

4. The COE has already submitted a request to replace the retiring TECH professor, however, the University has yet to approve our request. Adding another T/TT faculty position is candidly somewhat doubtful.
5. The department will need to increase the level of extramural grant funding to support more graduate research assistants.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

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

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: MS Quality Engineering & Management

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	0	48
Doctoral		

Comment: Teaching out degree in Manufacturing Systems; Replacement MS in Quality Engineering and Management. First graduating class in new degree AY13: 9 students

Department or Program Number of Tenured/Tenure Track Faculty: 6

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	338	482
Doctoral		

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	0	17
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	432	412.19
Doctoral		

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Advanced Coal and Energy Research Center
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

ACERC has changed in many ways since its last review. The name of the center was modified to increase the breadth of its research. Substantial funds through an "Energy Boost" grant from the Clean Coal Review Board are being used to expand the research and instructional goals of the Center.

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

The program is moving in the correct direction by diversifying beyond coal research and exploring alternatives for fossil fuel and renewables. The funds for the Energy Boost grant are being used to provide seed grants to faculty and scholarships for students involved in energy research. The primary concern is that the ACERC/Coal Development Park in Carterville needs upgrades and is costly to maintain. Solutions to maintaining and upgrading the facility need to be found.

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

Primary action has been to use the Energy Boost grant to leverage the pursuit of outside funding and to train students in engineering.

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

Primary actions include finding a sustainable funding model for the Coal Development Park, procuring outside funding, increasing the equipment and facilities to include a broad portfolio of energy research (e.g., biomass, solar, carbon capture, etc.). I would recommend more leadership staffing, perhaps an Associate Director, to help grow the program and seek outside funding.

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

6. Outcome

6.1 Decision:

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

6.2 Explanation

The ACERC is doing what a research center is supposed to do. It is largely self-funded and seeking sources of long-term, continual support from diversified sources. The external review provides guidance about how to secure funding through stakeholder engagement and collaborations.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Fisheries, Aquaculture, and Aquatic Sciences
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

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

The CFAAS has experienced marked changes in personnel and internal funding since the previous review. The program maintains a good reputation nationally and is productive in research. Internal funding in OTS has declined by greater than 35%, support for graduate students and faculty services has declined. Physical space and research facilities have increased on campus.

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

The primary concerns are about staffing and internal support. Primary concerns include a lack of a formal undergraduate program in fisheries and aquaculture, lack of graduate student support, and a lack of clear leadership/absence of a fisheries ecologist. A permanent Director who can continue fish ecology research is needed.

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

A primary concern during the last review was a lack of space. The university invested in a new wet lab facility and Saluki Aquarium, which is serving the Center as well as allied aquatic research across campus. Institutional support for personnel and office management eroded significantly since the previous review. To mitigate losses in administrative support, the CFAAS office merged with the office of the Cooperative Wildlife Research Laboratory. The old fisheries administrative office was converted to another research laboratory.

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

Given lack of a clear funding model for SIUC, it is difficult to determine how increases in institutional support will occur. Returning the Director to full-time status in research and graduate instruction will increase graduate student training and grant support. An undergraduate program in Fisheries will be explored, developed in the planned School of Earth Sciences or other unit in the reorganized university.

6. Outcome

6.1 Decision:

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

6.2 Explanation

Despite erosion of institutional support, the CFAAS has adapted and maintained a high per capita rate of research and instructional output. There is a clear plan for moving forward and the prospect of developing an undergraduate program is especially promising.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Clinical Center
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

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

The Clinical Center is a training center for three programs in applied behavioral sciences: clinical psychology, educational psychology and special education, and communication disorders. It serves the community by providing therapy, while training students and providing data for research. The program has experienced some loss in state support and is no longer affiliated with the ACHIEVE program on campus.

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

The review found that the Center is functioning well, with sufficient space necessary to function. Community outreach is well developed. There is a need for more external support, and the previous review recommended that the foundation might be a source of funding.

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

The Center has collected data on users of the facility for training. It has maintained space for clinical practice. Funding for the Center has increased through use of fees.

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

The Center needs an improved mission statement that states that the Center has a combined training and research mission with high quality services. An assessment of client satisfaction needs to be made. There needs to be a concerted effort to increase the number of affiliated publications and grants. Administrative needs, especially regarding technology and assurances, require an audit and increased resources if necessary. New research initiatives, materials, and research assistant support will increase the ability to seek external funding. New services should be explored.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Center is integral to three accredited academic programs and appears to be serving them well.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Cooperative Wildlife Research Laboratory
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

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

The CWRL has undergone significant reductions in state support from the university. However, external funding has been sufficiently high to ensure that the program is maintaining research and graduate support. There was significant turnover in staffing; however, a senior scientist position was converted to tenure-track faculty position and a toxicologist was hired to replace a retirement. The toxicologist has departed and the Director position remains unfilled. The primary issues are with retaining faculty and hiring strategically.

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

The primary assessment is that university resources are limited and many of the support functions including GA stipends, an independent administrative office, faculty FTEs, etc. A mission statement for the Center, more foundation support, a strategic plan, and faculty incentives are all recommended. The on-line presence of the Center is nearly absent; there needs to be better media outreach.

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

Many of the concerns outlined in the previous review remain, regarding the vision for the future of the Center, retention issues with faculty (another faculty member is leaving since this review was undertaken), and support for graduate students.

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

Faculty lines need to be replaced when lost. The role of toxicology in the graduate curriculum/research needs to be revisited. More support for graduate students and faculty is needed. That said, the Center's reliance primarily on state federal aid wildlife funds has allowed it to weather declining university support. However, as was noted in the previous review, the Center must diversify its funding including increasing foundation support. The Center's media presence needs to be increased by working with students and perhaps university communications.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Center is weathering considerable internal support issues. Although not specifically mentioned in the report, the Center experienced a lapse in external state support during the 2-year state of Illinois budget impasse, which reduced funding for graduate students and research. It was able to withstand this lapse. However, sufficient reserves and diversified funding are needed to ensure that the Center can survive future budget crises. Stable leadership of the Center is needed.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: STEM Education Research Center
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

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

The STEM Research Center was implemented in 2014 and has not been reviewed before. Since the program began, it has raised considerable funding and is starting to develop the staffing necessary to increase its reach across campus.

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

The Center is off to a great start; it has space needs, which require an increase in offices and collaborative areas. Plans are needed for long term stability of the Center (i.e., seek permanent status with IBHE), stable administrative support such as a permanent Director, more graduate support, and increased outreach to K-12 educators throughout Illinois.

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

Not applicable. This is the third year review of a new program.

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

The Center should seek permanent status with IBHE, identify a central space for facilities/growth, and seek a permanent director. Further, it needs to develop a strategic plan for meeting its very broad goals of "advancing STEM literacy through teaching, research, and service". An advisory committee and formal membership of faculty might help the Center best achieve its goals. Though not explicitly stated in the reports, it is important that future faculty hires across SIUC mesh with the STEM education mission of this Center when possible.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Center has raised considerable funds in its short existence and is using this support to leverage additional opportunities.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Fermentation Science Institute
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations
 - 5.1 Description and assessment of any major changes in the program:
 - 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - 5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes
 - 5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Fermentation Science Institute is in its third year, and required to have a review. Although the Institute was informed and reminded of the review, the self-study report was not submitted. As a result, no review was conducted. It has been flagged for priority review.

Program Review Report

1. Reporting Institution Southern Illinois University School of Medicine
2. Program Reviewed Continuing Medical Education (CME) Program
3. Date July 2018
4. Contact Person Gary J. Giacomelli
 - 4.1 Telephone (217) 545-1330
 - 4.2 E-mail ggiacomelli@siumed.edu
 - 4.3 Fax (217) 545-0786

5. Major Findings and Recommendations

Southern Illinois University School of Medicine was granted full, unconditional six-year reaccreditation (“Accreditation with Commendation”) of its continuing medical education (CME) program by the Accreditation Council for Continuing Medical Education (ACCME) in December 2017. This culminated an extensive, year-long self-study and review of all facets of the CME program. The ACCME is the accrediting body for continuing medical education programs. The “Accreditation with Commendation” designation recognizes the school’s CME program as one that “demonstrate(s) compliance in all criteria and the accreditation policies.” The six-year accreditation is the maximum offered by the ACCME. The SIU CME program has been ACCME-accredited since 1982.

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

SIU School of Medicine advocates and supports the continuing professional development of health care professionals in the central and southern Illinois region. Through its CME program, the medical school offers a full range of educational experiences that enhance the practitioner's knowledge base, provide updates and review, and expand professional skills. In the tradition of the medical school, the target audience of SIU CME’s programs includes the broad range of the medical profession, from full-time practitioners to academic physicians with special interests in research and teaching, as well as other allied health care professionals. The medical school’s continuing medical education courses and workshops are continuously reviewed and improved to better address the professional development needs of the region’s health care professionals.

The CME program provides state-approved continuing medical education instruction for physicians and nurses (Advanced Practice Nurses, LPNs and RNs). The program is also authorized by the Illinois Department of Financial and Professional Regulation to award continuing education credit to social workers, nursing home administrators, licensed professionals/clinical counselors, clinical psychologists, dietitians and nutrition counselors. These additional certifications

make the school's CME activities effective in the training of medical teams regarding high-quality, innovative medical best practices. The demand for such training is significant.

In 2015, the Office of CME was renamed the Office of Continuing Professional Development (OCPD) and began reporting to the medical school's Senior Associate Dean for Education.

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

In December 2017, the ACCME granted full accreditation to the school's CME program for the maximum six-year period. ACCME found that SIU's CME program was in full compliance with all standards for program purpose and mission, educational planning, evaluation and improvement, and engagement. No follow-up reporting or interim site visits are required.

The school's CME program demonstrated compliance in all twenty-two criteria and accreditation policies of the ACCME. The CME program's educational planning was judged to effectively incorporate educational needs, match learners' current and future potential scope of professional activities, and enhance learners' professionalism and competencies. The accrediting agency found that the program's mission statement displayed all required components, including the articulation of competency-/performance-based patient outcomes. The school's program effectively analyzes learners' performance and utilizes pertinent data and information to refine the curriculum and its delivery. This includes the measurement of program improvements.

The ACCME also found that the school's CME program exceeded standards regarding how the program engages its environment. The accrediting agency said that the SIU CME program "... demonstrated an engagement with your environment in support of physician learning and change that is a part of a system for quality improvement."

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

In its last review, the ACCME identified no deficiencies in the CME program and made no recommendations for change. However, the program has continued to make improvements in its curricula and delivery methods and more fully utilize educational resources. The program makes extensive use of the newly established, state-of-the-art Memorial Center for Learning and Innovation's simulation and interactive learning resources. The CME program also benefits from the medical school's participation in patient safety improvement research and provider educational programs arising from the various quality improvement partnerships of the medical school.

As noted earlier, the OCPD was recently reorganized into the medical school's Education and Curriculum division under the Senior Associate Dean for Education. An educational research function was added to the OCPD. These organizational developments allow the CME program to make effective use of advances in medical education. The CME program continued to utilize information coming from activity evaluations, needs assessments, and other

analyses to improve programming. Commercial support was kept in balance with the program's mission.

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

The CME program will continue to adapt its curriculum and delivery methods to meet the emerging needs of practicing physicians and other health care professionals in the central and southern Illinois region.

6. Outcome

- 6.1 Decision

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

- 6.2 Explanation:

The Accreditation Council for Continuing Medical Education (ACCME) approved a full, unconditional six-year accreditation ("Accreditation with Commendation") for SIU School of Medicine's Continuing Medical Education program during its review of the program in Academic Year 2017-2018. The next ACCME accreditation review will occur in Academic Year 2023-2024.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Biological Sciences
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

As enrollment in health sciences has continued to grow, enrollment in biology courses have continued to increase as well. Enrollment in the BA and BS in Biological Sciences overall have remained steady. In 2013, the Science Lab West building was complete and allowed for appropriate facilities to house the laboratory and office space for the program. This, along with recent renovations have resulted in appropriate facilities to house the growing needs of the program and the courses to support other programs.

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

1. Create a more formal mechanism to make undergraduate students aware of mentored research opportunities.

Rationale: Surveys indicated that many students felt they were not made aware of such opportunities, and the faculty expressed great interest and success in mentoring via lab research. In fact, many faculty indicated that undergrads present research results at national meetings.

2. Continue to assess the impact of changes made to the core courses (150, 151, and 220) and make adjustments as needed to further enhance student learning.

Rationale: Changes to the core courses made it possible for freshmen to begin taking their first majors course in their first semester. This was done to enhance flexibility in

taking advanced biology electives by completing the core a semester earlier. One concern is what effect the early introduction of very large (potentially 360 seat), demanding lectures may have on student learning and performance. The program has already made strides in exploring non-lecture enhancements such as Supplemental Instructors (SI) and Peer Led Team Learning (PLTL). The program needs to continue its assessment process, monitor for a possible increase in D/F/W rates in these courses, and refine the courses and/or course methods as necessary.

3. Consider further developing alumni relationships with the department and current students.

Rationale: The department self-identified alumni as a potentially underutilized resource. Developing and maintaining an active alumni network may provide the department with opportunities for assistance with on and off campus programs and events while providing current students opportunities for informal mentorship, research, and career networking. Identifying one to three alumni champions to create an active presence on social media and act as a liaison between the department and alumni network may be useful.

4. Continue to engage students in learning about and practicing experimental design and methodology through investigative labs and other methods to engage students and further learning.

Rationale: The department has piloted some investigative labs alongside the traditional “cookbook” labs in order to engage students and provide meaningful experiences in experimental design and methodology. Using data from the investigative lab pilot and student/faculty feedback, continue to explore the use of investigate labs as appropriate in courses. Consider continued assessment of these labs and further expansion of this concept.

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

There were eight recommendations that the program responded to over the last eight years:

1. Space was identified as an issue. This was resolved with the completion of the Science Lab West building and the renovations to Science East.
2. The program required additional resources to support the enrollment growth. Since that time, the pace of enrollment plateaued, an additional faculty line was added, additional instructors were hired, and tenure-track faculty with joint appointments in Environmental Sciences were hired, and space for offering labs and courses were increased through completed renovation projects.
3. Students were having difficulty in enrolling in upper-level courses. The department offers the maximum number and diversity of upper-level courses possible for students to be able to complete the specializations offered.
4. The program was encouraged to offer sequential biology courses for majors. The program responded by developing a sequencing of courses for majors: Biology I, Biology II, Genetics, etc.
5. The program was encouraged to offer online courses to assist in meeting all students' needs. The program offers 4 online courses.

6. Student advising was identified as an area that could improve. The Department Chair and Undergraduate Committee Chair have been working with advising to communicate program changes and address common advising questions and issues. Students' satisfaction with advising in the student surveys improved.
7. The program was encouraged to rethink the senior assignment. Significant additions and improvements have been made to the senior assignment to enhance the grant proposal senior assignment model.
8. The department was encouraged to consider curricular revisions. The curricular revisions suggested were discussed and debated by the department faculty. None of the specific recommendations were supported by the faculty to move forward.

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

The program is working on responding to the recommendations. Peer-lead teaching and learning has been implemented in Biology 150 and student success is being monitored. The department is also monitoring DFW rates of their large biology courses and monitoring changes made to improve student success. The department has been working to engage with enthusiastic alumni and created an alumni letter.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Curriculum Council of the Faculty Senate commended the program on their student-focus, innovation in trying new pedagogies, and on their sustained enrollment levels.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Mathematical Studies
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

Enrollment in the undergraduate Mathematical Studies program has been fairly steady over time. Small decreases in enrollment have been seen due to decreases in the Secondary Education program in Mathematics because of changes in state requirements.

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

The program review team recommended that the program should make some curricular changes including: remove courses that are not able to be offered due to low enrollment, and work closely with the Department of Teaching and Learning to ensure student success in secondary education. The program was encouraged to make sure that curriculum includes real world applications and is responsive to current trends in the discipline by working with local businesses and industry and to have graduates return and share knowledge of how the program contributed to their professional lives. It was additionally recommended that the program monitor graduation rates and persistence in the program.

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

The program adequately addressed the recommendations set forth by the previews internal and external reviews. In spite of the budgetary constraints and the need to

make do with temporary accommodations in Vadalabene Center, the program is delivering high-quality instruction and maintaining rigorous academic standards.

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

The program is working to revise the curriculum for the secondary education students to be responsive to changes in state requirements and to better prepare students. They have started a colloquium series to invite speakers in to talk to students. Additionally, the program has been working on monitoring student success and adjusting supplemental instruction opportunities for students.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Curriculum Council of the Faculty Senate found the program to have high levels of faculty collegiality and focus on student learning. The Council urged the program to work to make changes to the curriculum to be responsive to industry trends and needs.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MA Art Therapy Counseling
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

The program has filled enrollment to capacity and has had an increasing number of applications. The program typically has 4 to 5 applications for each available spot. SIUE is one of only 39 programs in the United States in 34 institutions that are approved by the American Art Therapy Association (AATA). The program at SIUE is one of three AATA approved programs in Illinois – the other two programs are in Chicago and are offered by private institutions with high tuition costs. There are no other graduate art therapy programs in the St. Louis metropolitan area or the state of Missouri. Approximately ½ of our students come from the bi-state region, and the rest come from all over the United States and other countries.

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

We would encourage the program and the department to continue to develop strategies to ensure consistent communication is occurring between the Art Therapy Graduate program and the Department of Art and Design. With the move of Art Therapy into the same space as the other programs in the Art and Design Department there is the potential for better understanding and collaboration. It was clear in the discussions outside of the Art Therapy program that there was a need for better understanding of the Art Therapy program, its needs, and its value. Although this lack of communication needs to be addressed in both directions. It was clear to the program review team that communication between the Art Therapy program and the Department of Art and Design was lacking. As the Art Therapy program is a successful and dynamic program, efforts should be made to build relationships between the Art Therapy program and the Art and Design administration as well as

examine potential collaboration with the goals of the Department and its faculty with the goals and faculty of Art Therapy.

We would encourage the Art Therapy program to examine further collaboration with other programs and focus on clearly articulating the programs goals and fit. There was evidence that increased collaboration could result in further understanding and appreciation for the program. The program review committee wondered if collaboration with existing programs such as Masters of Social Work, Masters of School Psychology, and further collaboration with programs at Head Start, or potential Integrative Studies class might be a method to further communicate the program's values.

The review committee encourages the Art Therapy program to work with the department to clearly articulate program needs and accomplishments. The program review team appreciates the financial situation of the University; however, as in many cases the Art Therapy program would benefit from additional support. Although the program has done an admirable job staffing its program through 3 tenured track faculty and multiple lecturers, the program would benefit from an additional full time faculty member. At three tenured faculty members, the program is vulnerable to the leaving of just one full time member. Additionally, the need for additional administrative staff and support for the program director's summer work were noted. As the previous recommendations are focused on building further communication, collaboration, and understanding, these activities would likely fall on the program director further highlighting the need for additional graduate assistant support.

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

The program has increased from 2 tenure-track faculty members to 3 tenure-track faculty members in response to a recommendation to hire an additional faculty member and due to increased enrollments. The program has added instruction to students about library resources to help students become comfortable in knowing what is available to them and how to access the resources to enhance their research. The program is in a new building that is connected to the Art and Design building. This has improved previous areas cited for improvement regarding facilities and has also resulted in improved relationships and collaborations with the Art and Design faculty.

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

The program is investigating additional ways to grow the program without compromising any of the great things that they are currently doing. Consideration should be given to an additional (4th) faculty member if the resources are available. The faculty are working with Psychology, Art & Design, and Social Work program faculty to investigate enhanced collaborations. The program is working through a new accreditation process and is working closely with the Department Chair, Dean, and Office of the Provost as needs are identified.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council commended this program on their curriculum, faculty, assessment and outcomes of the program. The Committee encouraged continuing to work to enhance collaborations with other programs across the University.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MA, MS Biological Sciences
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

This program has been growing since the last program review. The program growth has been attributed to faculty being more research active.

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

1) Continue to maintain the innovative assessment process that the program now has in order to ensure student's successful completion of the program in a timely manner and to address their ever changing needs.

Rationale: For example, through the self-assessment process it was found that a possible reason that the program completion rates were low (at 2 years) was that students were having trouble completing the writing portion of the research work (thesis). As a response, new required courses were initiated to prepare and assist students in developing their research and writing skills. This method appears to be an excellent and innovative approach to address the issue. However, it will take several years to really be able to assess whether this approach has worked. A diligent watch will be needed for this initiative and might be difficult given the many demands on the program.

This is just one example, there are a number of others that have been initiated recently as well. Overall, then, the program should be considering ways to maintain its momentum and ensure its commitment to continuous improvement. It will be challenging to continue to maintain the innovative assessment process the program now has over time over the long term.

2) Investigate ways to increase the international student population.

Rationale: Currently the international student population in the program is very low. Increasing the number of international students will help to diversify the program. Increasing the number of international students will help to continue and expand the program into the future. Communicating with other Schools that have high international graduate student programs might help as well as working with the Office of International Student & Scholar Services.

3) Consider conducting/developing more workshops/seminars on how to be a good TA. Also institute periodic training (monthly?) on teaching techniques and effectiveness.

Rationale: Graduate students begin teaching their first semester and this can be challenging. Currently there is some training for TAs but it is limited. Given that the number of students per lab is increasing, the demands on TAs will also be increasing. Additional on-going training and monitoring program will help them become better, more efficient instructors as well as help them intellectually. The Center for Faculty Development and Innovation might be of help.

4) Consider creating an external advisory board consisting of alumni and/or industry persons.

Rationale: Currently there is no external advisory board. An external advisory board could help with assessment of the program, providing a new perspective and ideas on how to address issues. They could also help with financial support for some program needs, internships or fellowships, and advertisement of the program.

5) Explore ways to include more elective/topics/variety of courses for graduate students and/or offer elective courses more than once every two or three years. Continue to explore the use of blended and online courses or other innovative learning methods.

Rationale: Students noted that they would like to see more electives and/or variety in the courses offered to them. Online courses and/or other innovative teaching methods may be one way to address this issue given the limited resources currently available. Again, the Center for Faculty Development and Innovation as well as the Instructional Design & Learning Technologies group might have ideas to help in this area.

6) Consider involving all persons (including adjunct faculty and those that do not necessarily teach the graduate students, but work with them either directly or indirectly) in the program assessment process.

Rationale: Not all those interviewed felt fully involved in the program assessment process even though they contribute to the program (directly or indirectly). Some didn't realize that there was an assessment process. Diversity in the assessment process could provide some very interesting ideas and perspectives about the program that could prove helpful for continuous improvement in the future.

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

The program has adequately addressed all the recommendations set forth by the previous program review. Some of the recommendations have been fully addressed, some are in progress and some are on-going. For example, the recommendation to improve physical conditions of the Science Building has been fully addressed with the new Science West building. An introductory BIOL 501 course has been added to address student completion, communication and preparation issues, but it may take several years before the effects of this action can be fully assessed. The faculty implemented a voluntary, midpoint thesis committee meeting and assessment process for each graduate student to address issues with student retention, completion and communication. This process is an on-going effort.

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

The department and program have been working to connect more with industry and alumni. They have continued to monitor student success through the program to assess curricular changes and to assess student writing especially. The department is exploring options to improve training of teaching assistants. The program is working to communicate more clearly the elective offerings that will be available to students at least 3 semesters in the future so that students can better plan their courses.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Programs Committee of the Graduate Council suggested that this is a strong program that is committed and responsive to continuous improvement, but should continue to monitor student retention and completion closely.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Environmental Sciences
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

According to the U.S. Department of Labor-Bureau of Labor Statistics, employment of environmental scientists and specialists is projected to grow 11% from 2014 to 2024, faster than the average for all occupations in the U.S. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists. The median annual wage for environmental scientists and specialists was \$67,460 in May 2015 in the U.S.

(<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Environmental-scientists-and-specialists.htm>).

There are significant demands locally for individuals trained in the environmental science fields, allowing our graduates to obtain “successful careers and satisfying lives” primarily in the US Midwest region. In addition to our service for general education (via the environmental science minor program), there are approximately 150-200 graduate students enrolled in the graduate courses offered by six ENSC program faculty in each academic year, including students from other graduate programs, such as Biological Sciences, Chemistry, Geography, and Environmental Engineering.

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

The Graduate Environmental Science Program has undergone through serious upgrades in its physical structure, lab and computer resources and curriculum design after the previous review. It is in a stronger footing today. It has a strong

record of training highly qualified environmental scientists and specialists respected and desired by the job-market. The employers seem to be very happy with our graduates and most of the students find jobs even without completing all degree requirements. The multi-disciplinary nature of the program and its professors with diverse background and specializations have allowed the program to train students in a wide-range of expertise and cross-disciplinary understanding of the field of environmental science better than other programs around.

Recommendation #1: The Internal Program Review Committee recommends that the Environmental Science Program should make a very strong case to employ more specialist faculty hands to cover all the five areas of concentrations in the program.

Rationale: More than half of the students believe that there is no adequate advisement in their area of specialization, perhaps, because of lack of specialist faculty to cover all five areas of students' concentrations

Recommendation #2: The Internal Program Review Committee acknowledges that the number of assistantships has been increased from five to seven in response to previous review, we also strongly recommend that the situation be closely monitored to assure that the GA situation does indeed continue to improve to meet students' needs. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

Rationale: Without assistantship opportunities, students end up taking up full-time employment and pay less attention to school work, thereby, prolonging graduation time or completely dropout from school. Furthermore, assistantship opportunities tend to increase students' job-confidence and meeting their learning benchmarks faster.

Recommendation #3: The Internal Program Review Committee recommends that the Environmental Science Program should strengthen its faculty mentoring program with the goal of tracking student academic progress for improving student graduation rate by fifty percent in the next four years.

Rationale: It is now common knowledge that too many Environmental Science Program students are taking on full-time employment prior to completing all degree requirements. This growing trend is contributing to prolonged student graduation time and/or outright student dropout rates. By keeping students more closely mentored and fully engaged by faculty, graduation times are very likely to improve and kept between two and four years.

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

During the review period, the ENSC Program and the Department of Geography have jointly hired an environmental geographer with specialty in Geographic Information Systems, thus addressing the faculty shortage in one key area. The Program has addressed issues of faculty shortage in other areas by restructuring degree concentrations in order to maximize student access to existing faculty strengths. The Program has retained Environmental Education in order to meet the needs of local high school science teachers. Although a specialist in that field has not been hired, the education concentration has received mentoring support from Program-affiliated faculty in other Departments.

Fortunately, research facilities for the Program have been substantially improved with the opening of the new Science Building in summer 2013. Now, in the words of the Director, “the Program provides students with a state-of-the-art research facility.” In the self-study, the Director indicates that “the GA stipend has been increased since the last program review.” In addition, the number of assistantships has been increased from five to nine. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

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

The program is reviewing the curriculum and options to help students be able to move through the curriculum and attract students to complete the program. The program is looking at ways to help students move through the non-thesis option of the program as well as determining if there are ways to stream-line courses and offer prior learning credits.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council urged the program to consider whether they have the faculty to cover the breadth of the tracks offered. The Committee further suggested that the program review the curriculum and mentoring efforts to work to improve student retention and completion.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Healthcare Informatics
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The program has been growing and has shifted from a Corporate Partnership only model to a fully online program that also attracts traditional students. A program director was hired to support the growth of the program.

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

The student learning outcomes are being met by most students with the remaining percent of students exceeding expectations. One student has not completed the program.

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

This is the 3-year review. No full program review has been conducted before now.

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

The program will be seeking accreditation and is working to align the program with accreditation standards. Changes may result due to this alignment.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council encouraged the program to revise the assessment plan for the program as changes are made for alignment with accreditation standards, but has no further recommendations or suggestions.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS, MEd Kinesiology
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

Overall enrollment in this program has dramatically increased from 2010- 2015. In 2010 the program had 73 students, in 2015 the program had 115 students, a 30% increase over 5 years. The Graduate Program concentrations have experiencing significant interest and increased enrollment in recent years. The increases in enrollment have occurred for two primary reasons. First, the Kinesiology faculty have developed and executed a sound recruitment plan. Second, an increasing number of students who want to attend professional schools in physical therapy, occupational therapy, medicine, coaching, sport psychology, teacher preparation, and chiropractic therapy are enrolling in our graduate programs for additional training. Contributing to this growth is the fact that the exercise physiology program is aligned with accrediting bodies which has increased the rigor and quality of the curriculum. Fortunately, the department planned accordingly for this rapid enrollment growth. First, we have hired additional faculty via reallocated lines. Second, we have spent considerable time strategically designing our year-round (fall, spring, and summer) schedule to maximize efficiency and availability. At this time, however, continuing to grow would be a concern as faculty lines, even when clearly needed are not being filled. Having graduate courses with 30 -40 students, even when the course is offered every semester (including summer) is not a realistic as a plan going forward. Instead, the increased enrollment needs to be met with more faculty and resources.

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

The program is committed to helping students achieve the learning goals of the Graduate School in several ways. First, each programs learning outcomes were

designed based on the Graduate Schools goals. Second these program outcomes are assessed each semester for each student, as well as in an overall conversation about the success of the program in achieving their outcomes. Furthermore, starting spring 2015 in the exercise and sport psychology program each course activity, is goal mapped on to the program and graduate school goals. This program has grown very rapidly. The program review team made several recommendations based on that growth: many faculty are teaching on overload and classes are full. A reevaluation of resources should occur. Students have asked for more individual advising and mentoring. Development of a diversity plan is encouraged.

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

The program has worked on assessment of student learning. The student learning objectives were more clearly aligned with the Goals of Graduate Student Learning and the program has been monitoring the exit exam. A faculty mentoring plan was implemented in 2013 to better support new faculty. An internship supervisor has been in place since 2012 to ensure requirements of the Commission on Accreditation of Allied Health Education Programs are met.

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

The program is working to monitor closely the growth of the program. Class sizes, faculty overload, and advising of students are specifically being monitored. Admission criteria for the program are also being evaluated. The School will be working on a diversity plan after the University Diversity Plan is finalized this year.

6. Outcome

6.1 Decision:

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

6.2 Explanation

The Programs Committee of the Graduate Council noted that the program faculty are committed and responsive to continuous improvement and the Committee found the program to have strong processes in place to support and assess student learning objectives.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Mathematics
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

5.1 Description and assessment of any major changes in the program

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

Enrollment in the program is currently below the optimal enrollment. The department has been working on a key strategic goal of increasing the number of quality graduate students, especially underrepresented and international students.

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

The program was encouraged to review their timeline for notifying Graduate Assistants of their awards, increase elective offerings, enhance external partnerships, monitor completion rates for the program and improve organization of program information on the website.

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

The departments worked on revising their assessment of student learning outcomes and student performance. The program now has two assessment points for programmatic assessment. Additionally, the program has increased the intentional times where faculty and students have opportunities to engage in critical and scholarly dialogue. The program has increased contacts with industry including having alumni come back to talk about their careers.

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

The department has been working to identify the number of assistantships needed earlier and make awards earlier to attract international students especially. The program has instituted a colloquium and seminars to help students with career information, and moving students to graduation. The program has created a video for the website and has improved information on Facebook and their newsletter to better communicate information about the program to students.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council noted that the program may have too many specializations and that they have room to increase enrollment. The Committee commended the program on their committed faculty and the responsiveness to continuous improvement.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MSEd College Student Personnel Administration
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

This program has continually grown since beginning in fall 2014.

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

The program is new and had no graduates at the time of the report. For all assessments of student learning completed so far, most students met expectations for each assessment. Few students completed the final project during the course. The program is working to make changes to the final project and to the courses leading up to the final project to correct this. Changes to admissions criteria are also being investigated.

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

This is the 3-year review. No full program review has been conducted before now.

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

The program will continue to monitor the student learning outcomes closely, as well as make changes to the final project and admissions criteria.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council had concerns regarding advising support for the growing program. The Committee requested a follow up report regarding these supports. Overall, the Committee found the program to be successful upon the initial review.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** National Corn-to-Ethanol Research Center
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

The NCERC at SIUE is a nationally recognized research center dedicated to the development and commercialization of biofuels, specialty chemicals and other renewable compounds. The Center's fully functional dry grind pilot plant and laboratories are equipped with advanced biofuels capabilities including corn fractionation, pretreatment, and a fermentation suite with 5, 30, 150 and 1500L scale-up. Clients and collaborators benefit from the ability to take their process from the lab to intermediate scale to pilot scale, all in the convenience of one state-of-the-art facility. The Center's engineers, operators, and scientific analysts also provide a range of educational and training opportunities, including internships, courses, workshops, and corporate training programs.

Prior to 2008, NCERC clients typically had two things in common: they were start-up companies and backed by venture capital funds. This led to significant diversity among pilot plant clients, with as many as 10-12 different clients per year and an emphasis on corn-to-ethanol.

When the corn-ethanol industry crashed, and NCERC almost simultaneously lost its federal and state appropriations (core funding), the Center very quickly convened its stakeholders to set a new course.

Through its unique position as a public-private partnership, and relationships with legislators, trade, and industry, NCERC has evolved with the industry, enabling the Center's funding model to shift to an emphasis on contractual research with the private sector. Today, NCERC's research portfolio is broad, with significant client diversity in the smaller scales of research (laboratories and fermentation suite), with 2-3 industry clients driving the pilot plant.

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

The Center should work with human resources to improve the hiring process and mechanisms for employees of the Center. In addition to working more closely with human resources, increased collaborations with the University through more direct faculty, program, and school relationships are strongly encouraged.

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

This is the first full program review of the Center.

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

The Center Director and Dean of the Graduate School have been working with human resources and plan to continue working to find solutions that work for the University and the Center for hiring. The Center staff have increased interactions with departments, especially with students and faculty in Chemistry. The Center was recently awarded an Excellence in Undergraduate Education award to continue and expand these relationships.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Centers and Institutes Committee agreed with the recommendations presented above and found the Center to be a strong example of supporting the public service mission of the University.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** PSM Environmental Science Management
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

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

According to the U.S. Department of Labor-Bureau of Labor Statistics, employment of environmental scientists and specialists is projected to grow 11% from 2014 to 2024, faster than the average for all occupations in the U.S. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists. The median annual wage for environmental scientists and specialists was \$67,460 in May 2015 in the U.S.

(<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Environmental-scientists-and-specialists.htm>).

There are significant demands locally for individuals trained in the environmental science fields, allowing our graduates to obtain “successful careers and satisfying lives” primarily in the US Midwest region. In addition to our service for general education (via the environmental science minor program), there are approximately 150-200 graduate students enrolled in the graduate courses offered by six ENSC program faculty in each academic year, including students from other graduate programs, such as Biological Sciences, Chemistry, Geography, and Environmental Engineering.

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

The Graduate Environmental Science Program has undergone through serious upgrades in its physical structure, lab and computer resources and curriculum

design after the previous review. It is in a stronger footing today. It has a strong record of training highly qualified environmental scientists and specialists respected and desired by the job-market. The employers seem to be very happy with our graduates and most of the students find jobs even without completing all degree requirements. The multi-disciplinary nature of the program and its professors with diverse background and specializations have allowed the program to train students in a wide-range of expertise and cross-disciplinary understanding of the field of environmental science better than other programs around.

Recommendation #1: The Internal Program Review Committee acknowledges that the number of assistantships has been increased from five to seven in response to previous review, we also strongly recommend that the situation be closely monitored to assure that the GA situation does indeed continue to improve to meet students' needs. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

Rationale: Without assistantship opportunities, students end up taking up full-time employment and pay less attention to school work, thereby, prolonging graduation time or completely dropout from school. Furthermore, assistantship opportunities tend to increase students' job-confidence and meeting their learning benchmarks faster.

Recommendation #2: The Internal Program Review Committee recommends that the PSM degree program should be retained if a one-time summer faculty internship coordinator is appointed to identify and sign-up a number of local corporations to provide enough internship opportunities for enrolled students in the PSM program or cancel the program if assignment of the required resource is not provided by SIUE.

Rationale: The ENSC590 – Environmental Internship (6 credit hours) is a required course for all PSM students and the PSM thesis or research paper project is often linked to the students' internship experience. The previous Internal Program Review first identified the difficulty of the program in finding enough internship placements for its enrolled students. Though the number of enrolled PSM students has already been reduced to 5 students only, the program has not been able to find enough internship opportunities for the few students. This means that the PSM enrolled students have difficulty meeting all their exit requirements to graduate without having a program coordinator. Therefore, SIUE administration must find a permanent solution to this problem by appointing a faculty internship coordinator to work full-time in one summer to locate enough internship placements among local corporations in the local St. Louis area or cancel the PSM degree option.

Recommendation #3: The Internal Program Review Committee recommends that the Environmental Science Program should strengthen its faculty mentoring program with the goal of tracking student academic progress for improving student graduation rate by fifty percent in the next four years.

Rationale: It is now common knowledge that too many Environmental Science Program students are taking on full-time employment prior to completing all degree requirements. This growing trend is contributing to prolonged student graduation time and/or outright student dropout rates. By keeping students more closely mentored and fully engaged by faculty, graduation times are very likely to improve and kept between two and four years.

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

During the review period, the ENSC Program and the Department of Geography have jointly hired an environmental geographer with specialty in Geographic Information Systems, thus addressing the faculty shortage in one key area. The Program has addressed issues of faculty shortage in other areas by restructuring degree concentrations in order to maximize student access to existing faculty strengths. The Program has retained Environmental Education in order to meet the needs of local high school science teachers. Although a specialist in that field has not been hired, the education concentration has received mentoring support from Program-affiliated faculty in other Departments.

Fortunately, research facilities for the Program have been substantially improved with the opening of the new Science Building in summer 2013. Now, in the words of the Director, “the Program provides students with a state-of-the-art research facility.” In the self-study, the Director indicates that “the GA stipend has been increased since the last program review.” In addition, the number of assistantships has been increased from five to nine. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

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

The program is reviewing the curriculum and options to help students be able to move through the curriculum and attract students to complete the program. The program is looking at ways to help students move through the non-thesis option of the program as well as determining if there are ways to stream-line courses and offer prior learning credits. Finally, the program is working to determine if it has the resources and relationships with internship sites to continue offering the program.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council urged the program to consider whether they have the faculty to cover the internship opportunities. The Committee further suggested that the program review the curriculum and mentoring efforts to work to improve student retention and completion. Both the internal review team and Programs committee voiced strong concern

regarding the Professional Science Master's program. Enrollments are very low and we urge the Department to consider the future of the degree.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** SIUE Center for STEM Research, Education, and Outreach
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

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

The Center initially had temporary approval, until September 2017 when IBHE granted full approval to the Center. The Center has been successful in partnering with multiple departments at the University, securing external funding, leading internship programs, working with multiple community partners, and running various outreach activities.

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

The state funding allocated to the Center should be reviewed to determine if the funding is adequate to support the public service mission of the Center in relationship to the mission of the University. The Center should review marketing plans and utilize avenues available at the University to ensure all opportunities are utilized for communication of what the Center does and how the University may become more involved. The Center should work with the University to ensure hiring and appointments are appropriate and beneficial for Center staff and programs.

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

This is the first program review since full approval of the Center.

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

The Center is working closely with Marketing and Communications to improve awareness of the Center activities to the University and to the Community. The Center is also working to meet with programs to enhance marketing efforts and to educate about potential for faculty collaborations and recognition of that work in promotion and tenure for faculty.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Centers and Institutes Committee agreed with the recommendations presented above and found the Center to be a strong example of supporting the mission of the University.

**Program Review Schedule
Southern Illinois University Carbondale
July 1, 2018**

Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Approval Date	Elimination Date	Modification Date	Region No.
B.S. in Fashion Design and Merchandising	CASA	2007	2017-18	pending final decision		x				10/4/2001	9
B.S. in Hospitality and Tourism Administration	COAG	2010-11	2017-18	pending final decision		x				4/11/2007	9
M.P.H. Master of Public Health	COEHS	2015-16	2017-18	pending final decision		x		6/8/2004		9/27/2016	9
B.A. in Art	COLA	2007	2017-18	pending final decision		x				4/4/2016	9
B.F.A. in Art	COLA	2007	2017-18	pending final decision		x				8/12/2002	9
M.F.A. in Art	COLA	2007	2017-18	pending final decision		x					9
Post-Baccalaureate Certificate in Art History	COLA		2017-18	pending final decision		x		7/17/2000	9		
M.F.A. in Mass Communication and Media Arts	MCMA	2007	2017-18	pending final decision		x				4/27/2005	9
B.A. in Cinema and Photography	MCMA	2007	2017-18	pending final decision		x				2/28/2001 8/21/2006	9
B.S. in Automotive Technology	CASA	2012	2018-19			x				4/7/2009	9
A.A.S. in Aviation Flight	CASA	2014-15	2018-19			x					9
B.S. in Health Care Management	CASA	2014-15	2018-19			x					1,9
A.A.S. Radiological Sciences	CASA	2015-16	2018-19			x		Reinstated Aug-2011			9

Center for Innovation	COB	2009-10	2018-19		x			6/8/2005	Seeking to move units or elimination approval		9
M.S.Ed. in Higher Education	COEHS	2010-11	2018-19		x						9
M.S.Ed. in Special Education	COEHS	2010-11	2018-19		x						9
Ph.D. in Education (Special Education)	COEHS		2018-19		x						9
M.S.Ed. In Counselor Education	COEHS	2016-17	2018-19			x				Jul-2014 name change	9
B.S. in Public Health	COEHS	2010-11	2018-19		x						9
Ph.D. in Education (Health Education)	COEHS	2010-11	2018-19		x						9
B.S. in Workforce Education and Development	COEHS	2010-11	2018-19		x					8/15/03 3/9/2005	1, 8, 9
M.S.Ed. in Workforce Education and Development	COEHS	2010-11	2018-19		x					1/10/2003	9
Ph.D. in Education (Workforce Education and Development)	COEHS	2010-11	2018-19		x						9
M.S.Ed. in Kinesiology	COEHS	2010-11	2018-19		x					8/23/2006	9
B.S. in Social Work	COEHS	2010	2018-19			x					9
M.S.W. Master of Social Work	COEHS	2010	2018-19			x					9
Ph.D. in Education (Quantitative Methods)	COEHS		2018-19		x					Mar-2014 name change	9
M.S. in Rehabilitation Administration and Services	COEHS	2010-11	2018-19		x						5,9
M.S. in Rehabilitation Counseling	COEHS	2010	2018-19			x					9,10
Post Baccalaureate Certificate in Substance Use Disorders and Behavioral Addictions	COEHS	2013	2018-19			x		12/19/2005		Name change 2/2016	9
B.S. in Behavior Analysis and Therapy	COEHS		2018-19	Initial review	x			10/7/2014			2
M.S. in Behavior Analysis and Therapy	COEHS	2013	2018-19			x					9
Ph.D. in Rehabilitation	COEHS	2010-11	2018-19		x					2/1/2005	9
Center for Workforce Development	COEHS	2010-11	2018-19		x			5/29/2001			9

Center for Autism Spectrum Disorders	COEHS	2008	2018-19		x			7/7/2003			9
B.A. in Africana Studies	COLA	2012-13	2018-19		x		2018 flagged for priority review				9
B.S. in Communication Studies	COLA	2010-11	2018-19		x						9
M.A. in Communication Studies	COLA	2010-11	2018-19		x				6/2/2009		9
Ph.D. in Communication Studies	COLA	2010-11	2018-19		x						9
B.A. and B.S. in English	COLA	2010-11	2018-19		x						9
M.A. in English	COLA	2010-11	2018-19		x						9
Ph.D. in English	COLA	2010-11	2018-19		x						9
M.F.A in Creative Writing	COLA	2010-11	2018-19		x						9
Ph.D. In Communication Studies (Theatre)	COLA	2010-11	2018-19			x					9
B.A. and B.S. in University Studies	COLA	2010-11	2018-19		x						9
B.A. in Economics	COLA	2010-11	2018-19		x				1/16/2003		9
M.A. and M.S. in Economics	COLA	2010-11	2018-19		x						9
Ph.D. in Economics	COLA	2010-11	2018-19		x						9
M.A. in Sociology	COLA	2014-15	2018-19		x		2018 Flagged for Priority Review				9
M.A. in Art History and Visual Culture	COLA	2014-15	2018-19		x		2018 Flagged for Priority Review	6/7/2011			9
B.A. and B.S. in Plant Biology	COS	2010-11	2018-19		x		2018 Flagged for Priority Review			4/10/2001 3/16/2007	9
M.S. in Plant Biology	COS	2010-11	2018-19		x						9
Ph.D. in Plant Biology	COS	2010-11	2018-19		x						9
B.S. in Microbiology	COS	2010-11	2018-19		x				9/29/2003		9
B.A. and B.S. in Zoology	COS	2011-12	2018-19		x						9
M.S. in Zoology	COS	2011-12	2018-19		x						9
P.S.M. in Zoology	COS		2018-19		x			3/29/2017			
Ph.D. in Zoology	COS	2011-12	2018-19		x						9
B.S. in Physiology	COS	2010-11	2018-19		x					9/29/2003	9
Post-Baccalaureate Certificate in Anatomy	COS	2010-11	2018-19	x				9/10/2001		9	A
B.A. and B.S. in Mathematics	COS	2011-12	2018-19		x						9
M.A. and M.S. in Mathematics	COS	2011-12	2018-19		x						9
Ph.D. in Mathematics	COS	2011-12	2018-19		x						9
STEM Education Research Center	COS		2018-19		x			5/28/2014			9
M.S. in Molecular Biology, Microbiology & Biochemistry	COS/S OM	2010-11	2018-19		x					5/11/2004	9
M.S. in Molecular, Cellular, and Systemic Physiology	COS/S OM	2010-11	2018-19		x						9
Ph.D. in Molecular, Cellular, and Systemic Physiology	COS/S OM	2010-11	2018-19		x						9

M.A. in Media Theory and Research	MCMA	2012-13	2018-19		x		2018 Flagged for Priority Review			9/12/2005	9
Global Media Research Center	MCMA	2010-11	2018-19		x			12/8/2004			9
University Honors Program	PVC	2001-02	2018-19		x						
University Core Curriculum	PVC	2002-03	2018-19		x						
Ph.D. in Molecular Biology, Microbiology & Biochemistry	SOM	2010-11	2018-19		x						9
M.S. & M.A. in Pharmacology & Neuroscience	SOM	2010-11	2018-19		x					6/2/2009	9
Ph.D. in Pharmacology & Neuroscience	SOM	2010-11	2018-19		x					6/2/2009	9
Neuroscience Institute	SOM		2018-19		x			4/9/2015			5
Parkinson Disease Center	SOM	2010-11	2018-19		x			4/25/2000			9
Simmons Cancer Institute	SOM	2010-11	2018-19		x			4/5/2000			9
Center for Alzheimer Disease and Related Disorders	SOM	2010-11	2018-19		x						9
B.S. in Information Systems Technologies	CASA	2010-11	2019-20		x			5/28/2015		9/22/1999	9
B.S. in Dental Hygiene	CASA	2014-15	2019-20			x					9
Master of Health Administration	CASA		2019-20		x	Initial Review		12/1/2015			
Master of Health Informatics	CASA		2019-20		x	Initial Review		12/1/2015			
Touch of Nature, Camp Little Giant	CHAN	2010-11	2019-20			x					9
B.S. in Agricultural Systems and Education; Agricultural Syst. Tech.Spec.	COAG	2010-11	2019-20		x					11/5/2003 3/3/2011	8,9
Ph.D. in Agricultural Sciences	COAG	2011-12	2019-20		x			12/4/2007			9
B.S. in Agribusiness Economics	COAG	2010-11	2019-20		x						9
M.S. in Agribusiness Economics	COAG	2010-11	2019-20		x						9
M.S. in Food and Nutrition	COAG	2011-12	2019-20		x					8/4/2004	9
Certificate in Hospitality and Tourism Administration	COAG		2019-20	x				1/18/2011		9	
B.S. in Human Nutrition and Dietetics	COAG	2010	2019-20			x				4/11/2007	9
M.S. & Master of Engineering in Biomedical Engineering	COE	2011-12	2019-20		x			8/14/2007			9
B.S. in Electrical Engineering Technology	COE	2014-2015	2019-20			x				8/4/2004; 6/2016 name change	9
B.S. in Electrical Engineering Technology, Elect. Eng. Tech specialization	COE	2013-14	2019-20			x				6/2/2016	9
B.S. in Electronics Systems Technologies	COE	2010-11	2019-20		x						1, 9
M.S. Supply Chain Management and Engineering	COE / COB	-	2019-20		x			2/5/2015			9
M.S. Ed. in Curriculum and Instruction	COEHS	2014-15	2019-20		x						9
Ph.D. in Education (Curriculum and Instruction)	COEHS	2014-15	2019-20		x						9

M.S.Ed. in Educational Administration, Principalship and Superintendency programs	COEHS	2014-15	2019-20		x					8/15/2003	9
Ph.D. in Education (Educational Administration)	COEHS	2014-15	2019-20		x						9
College Teaching Graduate Certificate-Higher Education	COEHS		2019-20	x			1/17/2016		9	A	
B.S. in Special Education	COEHS	2012	2019-20			x					9
Ph.D. in Education (Counselor Education)	COEHS	2011-12	2019-20			x					9
B.S. in Elementary Education	COEHS	2012	2019-20			x					1,9
Master of Arts in Teaching (M.A.T.)	COEHS	2012	2019-20		x			8/14/2003			9
B.S. in Early Childhood	COEHS	2012	2019-20			x					9
B.S. in Physical Education Teacher Education	COEHS	2012	2019-20			x				11/20/2007	9
B.S. in Exercise Science	COEHS	2011-12	2019-20		x					11/20/2007	9
B.S. in Rehabilitation Services	COEHS	2011-12	2019-20		x						9
M.A. in Languages, Literatures, & Cultures	COLA	2011-12	2019-20		x					2/14/2002 5/31/2006	9
Ph.D. in Psychology, Clinical	COLA	2012	2019-20			x					9
B.A. in Theater	COLA	2012	2019-20			x					9
M.F.A. in Theater	COLA	2012	2019-20			x					9
B.F.A. in Musical Theater	COLA	2012	2019-20			x	2018 Flagged for Priority Review	5/23/2008			9
B.A. in Computer Science	COS	2011-12	2019-20		x						9
M.S. in Computer Science	COS	2011-12	2019-20		x						9
Ph.D. in Computer Science	COS	2011-12	2019-20		x			12/5/2006			9
M.S. in Mathematics and Science Education	COS	2014-15	2019-20		x			1/22/2009			9
B.S. in Biological Sciences	COS	2011-12	2019-20		x					9/29/2003	9
M.S. in Biological Sciences	COS	2011-12	2019-20		x						9
Ph.D. in Environmental Resources and Policy	GRAD	2011-12	2019-20		x					10/27/2016	9
B.S. in Journalism	MCMA	2014-15	2019-20			x				8/21/2006	9

Center for Rural Health & Social Service Development	SOM	2011-12	2019-20		x					9
Laboratory Animal Program	SOM	2015-16	2019-20			x			7/15/1999	9
B.S. in Architectural Studies	CASA	2013	2020-21			x				9
Master of Architecture	CASA	2013	2020-21			x		10/10/2006		9
B.S. in Technical Resource Management	CASA	2012-13	2020-21		x				10/27/2005	9
B.S. in Public Safety Management	CASA	2015-16	2020-21			x			3/15/2016	1,3,6,8,9,10
M.S. in Public Safety and Homeland Security Administration	CASA	2015-16	2020-21		x			2011	3/15/2016	3,9
B.S. in Aviation Management	CASA	2012-13	2020-21		x				7/15/1999	9,10
B.S. in Radiologic Sciences (Diagnostic Medical Sonography)	CASA	2014-15	2020-21			x				9
B.S. in Radiologic Sciences (Radiation Therapy)	CASA	2012	2020-21			x				9
M.S. in Radiologic Sciences	CASA		2020-21		x			10/7/2015		9
Touch of Nature	CHAN	2012-13	2020-21		x					9
B.S. in Animal Science	COAG	2012-13	2020-21		x					9
M.S. in Animal Science	COAG	2012-13	2020-21		x					9
M.S. in Plant, Soil and Agricultural Systems	COAG	2012-13	2020-21		x				1/8/2009	9
B.S. in Forestry	COAG	2010	2020-21			x			8/4/2004	9
M.S. in Forestry	COAG	2012-13	2020-21		x				11/3/2016	9
Beef Evaluation Station	COAG	2012-13	2020-21		x					9
Illinois Soybean Center	COAG	2012-13	2020-21		x				5/31/2007	9
B.S. in Business and Administration	COB	2016-17	2020-21			x			3/27/2001	9
Executive M.B.A.	COB	2016-17	2020-21			x				1
M.B.A.	COB	2016-17	2020-21			x			7/21/2003	9
Ph.D. in Business Administration	COB	2016-17	2020-21			x				9
B.S. in Accounting	COB	2016-17	2020-21			x				9
M.Acc. Master of Accountancy	COB	2016-17	2020-21			x				9
B.S. in Business Economics	COB	2016-17	2020-21			x				9
B.S. in Finance	COB	2016-17	2020-21			x			6/11/2000	9
B.S. in Management	COB	2016-17	2020-21			x				9
B.S. in Marketing	COB	2016-17	2020-21			x				9
B.S. in Civil Engineering	COE	2014-15	2020-21			x				9
B.S. in Computer Engineering	COE	2014-15	2020-21			x		12/14/1999		9
B.S. in Electrical Engineering	COE	2014-15	2020-21			x				9
B.S. in Mechanical Engineering	COE	2014-15	2020-21			x				9
B.S. in Mining Engineering	COE	2014-15	2020-21			x				9
B.S. in Industrial Management and Applied Engineering	COE	2015-16	2020-21			x		10/18/2007	5/31/2001	1, 5, 6, 7, 8, 9
Post-Baccalaureate Gerontology Certificate Program	COEHS	2012-13	2020-21	x				11/9/1999	9	A
B.S. in Recreation Professions	COEHS	2014-15	2020-21		x				9/27/2016	9

M.S.Ed. in Recreation Professions	COEHS	2015-16	2020-21		x				9/27/2016	9
M.A. in Teaching English to Speakers of Other Languages	COLA	2012-13	2020-21		x					9
B.A. in Linguistics	COLA	2012-13	2020-21		x		2018 Flagged for Priority Review		10/26/2005	9
M.A. in Linguistics	COLA	2012-13	2020-21		x				4/22/2016	9
B.S. in Paralegal Studies	COLA	2011	2020-21			x			3/8/2004 1/11/2005	9
B.A. in Philosophy	COLA	2012-13	2020-21		x		2018 Flagged for Priority Review			9
M.A. in Philosophy	COLA	2012-13	2020-21		x					9
Ph.D. in Philosophy	COLA	2012-13	2020-21		x					9
B.A. in Psychology	COLA	2012-13	2020-21		x					9
M.A. and M.S. in Psychology	COLA	2012-13	2020-21		x					9
M.A. and M.S. in Psychology, Clinical & Counseling	COLA	2012-13	2020-21		x					9
Ph.D. in Psychology	COLA	2012-13	2020-21		x					9
Post Baccalaureate Certificate in Geographic Information Science	COLA		2020-21	x			7/10/2012		9	A
Post Baccalaureate Certificate in Sustainability	COLA		2020-21	x			7/10/2012		9	A
B.A. in Music and B.Mus.	COLA	2010	2020-21			x	2018 Flagged for Priority Review - BA only			9
Master of Music	COLA	2010	2020-21			x			6/13/2003	9
Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	COS/SOM	2012-13	2020-21					6/1/2000		9
Ph.D. in Mass Communication and Media Arts	MCMA	2012-13	2020-21		x					9
Post-Baccalaureate Cert in Civil Society, Communication, and Media Practice	MCMA		2020-21	x			3/27/2013		9	A
M.S. in Professional Media and Media Management Studies	MCMA	2012-13	2020-21		x				9/12/2005	9
B.A. in Radio, Television & Digital Media	MCMA	2012-13	2020-21		x				8/21/2006; 12/5/2012	9
B.S. in Fermentation Science	PVC		2020-21	Initial review	x			3/9/2016		9
Ph.D. in Psychology, Counseling	COLA	2014-15	2021-22			x				9
M.P.A. Master of Public Administration	COLA	2014-15	2021-22			x				9

B.S. in Computer Science	COS	2015-16	2021-22			x					9
Small Business Development Center	CHAN	2014-15	2022-23		x						9
B.S. in Sport Administration	COEHS	2014-15	2022-23		x						9
Women, Gender and Sexuality Studies Post Baccalaureate Certificate and Minor	COLA	2014-15	2022-23	x				5/18/2011	9	A	
B.A. in Criminology & Criminal Justice	COLA	2014-15	2022-23		x					6/2/2009	9
M.A. in Criminology & Criminal Justice	COLA	2014-15	2022-23		x					6/2/2009	9
B.A. in Anthropology	COLA	2014-15	2022-23		x						9
M.A. in Anthropology	COLA	2014-15	2022-23		x						9
Ph.D. in Anthropology	COLA	2014-15	2022-23		x						9
Ph.D. in Criminology and Criminal Justice	COLA	2014-15	2022-23		x			6/7/2011			9
B.A. in Political Science	COLA	2014-15	2022-23		x					5/1/2000	9
M.A. in Political Science	COLA	2014-15	2022-23		x						9
Ph.D. in Political Science	COLA	2014-15	2022-23		x						9
B.A. in Sociology	COLA	2014-15	2022-23		x						9
Ph.D. in Sociology	COLA	2014-15	2022-23		x						9
B.A. and B.S. in History	COLA	2014-15	2022-23		x						9
M.A. in History	COLA	2014-15	2022-23		x						9
Ph.D. in Historical Studies	COLA	2014-15	2022-23		x						9
Center for Archaeological Investigations	COLA	2014-15	2022-23		x						9
Radio Station WSIU	MCMA	2014-15	2022-23		x						9
Television Station WSIU	MCMA	2014-15	2022-23		x						9
Television Station WSIU (Olney)	MCMA	2014-15	2022-23		x						9
Doctor of Medicine	SOM	2015-16	2022-23			x					9
Materials Technology Center	VCR	2014-15	2022-23		x						9
B.S. in Interior Design	CASA	2017-18	2023-24			x					9
B.S. in Child and Family Services	COEHS		2023-24	Initial review	x			1/29/2018			9
B.A. and B.S. in Geography and Environmental Resources	COLA	2015-16	2023-24		x					8/4/2004	9
M.S. in Geography and Environmental Resources	COLA	2015-16	2023-24		x					7/11/2002 8/4/2004	9
Center for English as a Second Language	COLA	2014-15	2023-24			x					9
P.S.M. in Advanced Energy and Fuels Management	GRAD	2015-16	2023-24		x			6/2/2009			
Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		x			Jan-97			9
B.S. in Communication Disorders and Sciences	COEHS	2016-17	2024-25			x					9
M.S. in Communication Disorders and Sciences	COEHS	2016-2017	2024-25			x					9

B.A. in Languages, Cultures, and International Studies;	COLA	2016-17	2024-25		x			10/31/2013			9
B.S. in Mortuary Science and Funeral Service	CASA	2017-18	2025-26			x					9
M.S. in Medical Dosimetry	CASA	2017-18	2025-26			x		10/2/2007*		3/3/2009	5, 10
Post-Baccalaureate Certificate in Magnetic Resonance Imaging	CASA		2025-26	x			2/8/2013		9		
B.S. in Horticulture	COAG	2017-18	2025-26		x					7/6/2013	8,9
B.S. in Crop, Soil and Environmental Management	COAG	2017-18	2025-26		x					7/6/2013	8,9
Ph.D. in Engineering Science	COE	2017-18	2025-26		x			10/11/2006		12/2/2004	9
M.S. in Civil Engineering	COE	2017-18	2025-26		x						5,9
M.E. in Civil & Environmental Engineering	COE	2017-18	2025-26		x			4/7/2009			9
M.S. in Electrical and Computer Engineering	COE	2017-18	2025-26		x					8/4/2004	9
Ph.D. in Electrical and Computer Engineering	COE	2017-18	2025-26		x					10/11/2006	9
M.S. in Mechanical Engineering	COE	2017-18	2025-26		x						9
M.S. in Mining Engineering	COE	2017-18	2025-26		x						9
M.S. in Quality Engineering and Management	COE	2017-18	2025-26		x					6/14/2012	9
B.A. and B.S. in Chemistry	COS	2017-18	2025-26	x							9
M.S. in Chemistry	COS	2017-18	2025-26		x						9
Ph.D. in Chemistry	COS	2017-18	2025-26		x						9
Post-Baccalaureate Graduate Certificate in Earth Science	COS	2017-18	2025-26	x				5/29/2001	9		
B.A. and B.S. in Geology	COS	2017-18	2025-26		x						9
M.A. and M.S. in Geology	COS	2017-18	2025-26		x					5/29/2001 5/17/2002	9
Ph.D. in Geosciences	COS	2017-18	2025-26		x			10/12/2010		2/9/2011	9
B.S. in Physics	COS	2017-18	2025-26		x						9
M.S. in Physics	COS	2017-18	2025-26		x						9
Ph.D. in Applied Physics	COS	2017-18	2025-26		x			2/1/2005			9
Doctor of Jurisprudence	LAW	2018	2025-26			x				8/15/2003	9
Undergraduate Certificate in Journalism and Mass Communication (online)	MCMA		2025-26	x				1/23/2013		9	9
Fermentation Science Institute	PVC	2017-18	2025-26		x			6/13/2014			9
Clinical Center	PVC	2017-18	2025-26		x						9
Fisheries, Aquaculture, and Aquatic Sciences (CFAAS)	VCR	2017-18	2025-26		x					7/15/1999, 6/7/2012	9
Cooperative Wildlife Research Laboratory	VCR	2017-18	2025-26		x						9

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

PROGRAM REVIEW SCHEDULE

JUNE 2018

REPORT YEAR¹	INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)	ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)²
2018	None	Medical Education Programs: <ul style="list-style-type: none"> Continuing Medical Education
2019	Health Professions/Related Sciences: <ul style="list-style-type: none"> Molecular Biology, Microbiology, and Biochemistry – Graduate³ Pharmacology – Graduate⁴ Physiology – Graduate³ Anatomy – Post-Baccalaureate Certificate⁵ Organized Public Service/Research Centers: <ul style="list-style-type: none"> SIU Center for Alzheimer’s Disease and Related Disorders (incl. Parkinson Disease Center) Simmons Cancer Institute at SIU SIU Neuroscience Institute⁶ 	None
2020	Organized Public Service/Research Centers: <ul style="list-style-type: none"> SIU Center for Rural Health and Social Service Development 	None
2021	None	None
2022	None	None
2023	None	Medical Education Programs: <ul style="list-style-type: none"> Undergraduate Medical Education
2024	None	Medical Education Programs: <ul style="list-style-type: none"> Continuing Medical Education
2025	None	None

Notes:

- 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.)
- Accrediting agencies may alter program review schedules in the future.
- 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.
- Pharmacology MA program was approved in 2016. A progress report on this program will be completed when the other Pharmacology graduate programs are reviewed in 2019.
- Anatomy – Post-Baccalaureate Certificate program is reviewed and reported within the Physiology program review.
- Progress report only; not full program review.

All dates are subject to change.

PROGRAM REVIEW SCHEDULE - UG/GRADUATE

Southern Illinois University Edwardsville

July 1, 2018

Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences								
Applied Communication Studies (formerly Speech Communication)	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		
Art	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		2021-22
Art Therapy Counseling	2016-17	In good standing	2009-10	2013-14	2024-25	2019-20		2019
Biological Sciences	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Chemistry	2013-14	In good standing	2008-09		2018-19	No interim reviews due to short accrediting agency cycle		
Creative Writing			new 2018		2026-27		2021-22	
Criminal Justice Studies			new 2018		2026-27		2021-22	
English	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		
Environmental Sciences	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Environmental Science Management	2016-17	Flagged for priority review	2012-13	2012-13	2020-21	2018-19		
Geographical Studies	2014-15	In good standing	2005-06	2010-11	2021-22	2018-19		
History	2014-15	In good standing	2004-05	2010-11	2021-22	2018-19		
Mass Communications	2011-12	In good standing	1998-99	2014-15	2019-20	2022-23		
Mathematics	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Music	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		2019
Public Administration	2012-13	In good standing	2003-04	2003-04	2019-20	2022-23		2019
Social Work	2014-15	In good standing	2005-06	2010-11	2021-22	2018-19		2019
Sociology	2017-18	Flagged for priority review	2014-15	2010-11	2021-22	2024-25		

PROGRAM REVIEW SCHEDULE - UG/GRADUATE

Southern Illinois University Edwardsville

July 1, 2018

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)	Year of Next External Review if Externally Accredited
Accountancy	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
Business Administration	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
CMIS	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
Marketing Research	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021

Education, Health and Human Behavior	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
College Student Personnel Admin				new 2014	2019-20	2022-23	2016-17	
Curriculum & Instruction	2015-16	In good standing	1992-93	2010-11	2021-22	2018-19		2020
Educational Administration (including the PM)	2015-16	In good standing	2011-12	2006-07	2022-23	2018-19		2020
Educational Leadership Doctorate Degree	2015-16	In good standing		new	2022-23	2018-19		2020
Instructional Technology	2017-18	Flagged for priority review	2010-11	2013-14	2021-22	2020-21		2020
Kinesiology	2016-17	in good standing	2011-12	2006-07	2024-25	2019-20		2020
Learning, Culture, & Society	2011-12	In good standing	2011-12	2014-15	2019-20	2022-23	2008-09	2020
Literacy Education	2011-12	In good standing	2011-12	2007	2019-20	2022-23	2008-09	2020
			new 2018		2026-27		2022-23	
Psychology (including School Psychology)	2010-11	In good standing	2003-04	2013-14	2019-20**	2021-22		School Psych - 2018-19
Special Education (including the PM)	2015-16	In good standing	2003-04	2010-11	2020-21	2018-19		2020
Speech-Language Pathology	2010-11	In good standing	2001-02	2013-14	2019-20**	2021-22		2018

PROGRAM REVIEW SCHEDULE - UG/GRADUATE

Southern Illinois University Edwardsville

July 1, 2018

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior								
Teaching	2011-12	In good standing	2011-12	2006-07	2019-20	on internal moratorium	2008-09	

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering								
Civil Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Computer Science	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Electrical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Industrial Engineering	2017-18	In good standing		2014-15	2025-26	2020-21	2012-13	
Mechanical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		

	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)	Year of Next External Review if Externally Accredited
Nursing								
Nursing	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Nurse Educator	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Family Nurse Practitioner	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Health Care & Nursing Administration	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Nurse Anesthesia	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2020
Doctor of Nursing Practice					2018-19*	2021-22	2014-15	2018

**All graduate programs go through in one cycle for Nursing*

PROGRAM REVIEW SCHEDULE - UG/GRADUATE

Southern Illinois University Edwardsville

July 1, 2018

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Pharmacy								
Pharmaceutical Sciences			new 2016		2024-25		2019-20	
Doctor of Pharmacy	2014-15	In good standing	2009		2022-23	2018-19	2009-10	2022

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Other								
Health Care Informatics					2019-20	2022-23	2016-17	
Masters of Integrative Studies					2022-23	2025-26	2017-18	

* - Abbreviated Program Review utilizing external program accreditation report

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

PROGRAM REVIEW SCHEDULE - UG/GRADUATE
 Southern Illinois University Edwardsville
 July 1, 2018

Undergraduate Programs

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences							
Anthropology	2011-12	In Good Standing	2004	2019-20	2022-23		
Applied Communication Studies (formerly Speech Communication)	2017-18	In Good Standing	2009 -10	2025-26	2020-21		
Art	2017-18	In Good Standing	2009 -10	2025-26	2020-21		2021-22
Art & Design	2017-18	In Good Standing	2009 -10	2025-26	2020-21		2021-22
Biological Sciences	2016 -17	In Good Standing	2008-09	2024-25	2019-20		
Chemistry	2014 -15	In Good Standing	2008-09	2018-19	no interim reviews because of short ACS cycle		2018-19
Criminal Justice Studies	2014 -15	In Good Standing	2005-06	2021-22	2018-19		
Economics	2012 -13	In Good Standing	2005-06	2018-19**	2020-21		
English	2017-18	In Good Standing	2009-10	2025-26	2020-21		
Environmental Sciences			New 2016	2024-25		2019-20	
Foreign Language & Literature	2011-12	In Good Standing	2007-08	2022-23	2018-19		
Geography	2014 -15	In Good Standing	2004-05	2021-22	2018-19		
History	2014 -15	In Good Standing	2004-05	2021-22	2018-19		
International Studies		new 2015		2023-24	2027-28	2018-19	
Liberal Studies	2014 -15	Flagged for Priority Review	2006-07	2018-19	2021-22		
Mass Communications	2011-12	In Good Standing	1999	2019-20	2022-23		2022-23
Mathematics & Statistics	2016 -17	In Good Standing	2008-09	2024-25	2019-20		
Music	2017-18	In Good Standing	2009-10	2025-26	2020-21		2019
Philosophy	2013 -14	In Good Standing	2006-07	2020-21	2023-24		
Physics (includes Earth Space & Science)	2013 -14	In Good Standing	2006-07	2020-21	2023-24		
Political Science	2014 -15	In Good Standing	2005-06	2021-22	2018-19		
Social Work	2017-18	In Good Standing	2009-10	2025-26	2021-22		2019
Sociology	2014 -15	In Good Standing	2005-06	2021-22	2024-25		
Theater & Dance	2010-11	In Good Standing	2002-03	2018-19	2021-22		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business							
Accountancy	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021
Business Administration	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021
Business Economics/Finance	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior							
Early Childhood Education	2015-16	In Good Standing	2003-04	2020-21*	2018-19		2020
Elementary Education	2015-16	In Good Standing	2003-04	2021-22*	2018-19		2020
Middle Level Education			new 15	2021-22*	2022-23	2016-17	2020

PROGRAM REVIEW SCHEDULE - UG/GRADUATE
 Southern Illinois University Edwardsville
 July 1, 2018

						Note program changed from Exercise and Wellness to Exercise Science in 2011	2019
Exercise Science	2013-14	In Good Standing	2003-04	2020-21	2023-24		
Nutrition			new 2014	2022-23	2025-26	2017-18	
Psychology	2010-11	In Good Standing	2003-04	2019-20**	2021-22		
Public Health (was Health Education)	2011-12	In Good Standing	2003-04	2019-20	2022-23		2022
Special Education	2015-16	In Good Standing	2003-04	2020-21*	2018-19		2020
Speech Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2019-20**	2021-22		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering							
Civil Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Computer Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Computer Science	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Construction Management	2012-13	In Good Standing	2004-05	2018-19*	2021-22		2018
Electrical Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Industrial Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23	Manufacturing was eliminated (was Industrial and	2020
Mechanical Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Mechatronics and Robotics Engineering		new 2015		2023-24	2026-27	2018-19	2020

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing							
All Undergraduate Nursing Programs	2014-15	In Good Standing	2006-08	2021-22	2024-25		2019

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Interdisciplinary							
Integrative Studies		new 2014		2022-23	2025-26	2017-18	

* - Abbreviated Program Review utilizing external program accreditation report

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PROGRAM REVIEW SCHEDULE - CENTERS
 Southern Illinois University Edwardsville
 July 1, 2018

Centers, Institutes, and Public Service Units	Full Review
Center for Advancement of Management and Productivity	2018-19
Center for STEM Research, Education, and Outreach	2024-25
Environmental Resources Training Center	2018-19
Radio Station WSIE-FM	2018-19
The University Museum	2018-19
University Services to East St. Louis	2018-19
National Corn to Ethanol Research	2024-25