Program

College

Program Review

Self-Study Report

Date

Table of Contents

[Introduction 1](#_Toc179302330)

[Program Overview/Goals 1](#_Toc179302331)

[Program Learning Objectives 1](#_Toc179302332)

[Program Data 1](#_Toc179302333)

[Program Feedback 2](#_Toc179302334)

[Assessment Plan 2](#_Toc179302335)

[Curriculum and Program Changes Since Last Review 2](#_Toc179302336)

[Program Continuous Improvement Plan 3](#_Toc179302337)

[Faculty 3](#_Toc179302338)

[Faculty Workload Summary 3](#_Toc179302339)

[Facilities 4](#_Toc179302340)

[Online/Off Campus Programs 4](#_Toc179302341)

[Summary 4](#_Toc179302342)

[Appendices 1](#_Toc179302343)

[Faculty Curriculum Vitae (2-pages per faculty) 1](#_Toc179302344)

[Previous Program Review Report 1](#_Toc179302345)

[Surveys/Feedback 1](#_Toc179302346)

[Academic Assessment Annual Questionnaire (last three years) 1](#_Toc179302347)

SIUC MISSION

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success.  As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

# Introduction

Academic Program Reviews (APR) are one of the most important aspects of ensuring the relevancy and quality of degree programs. In addition, the University’s accreditation by the Higher Learning Commission (HLC) and operation under the Illinois Board of Higher Education (IBHE) require individual program reviews every eight years. Programs with external accreditation like undergraduate business, education and engineering and graduate clinically oriented degrees also have external accreditation requirements. These external accreditation reports can be substituted for the APRs. At SIU, APRs are undertaken every eight years in accordance with IBHE policy, and program-based external accreditation reports may be used to meet this requirement.

# Program Overview/Goals

Provide a current program summary statement that comments on the general health of the program, the program’s future relevancy, trends in the field and how the program is responding to them. What goals have been established to ensure program viability in the next 3-5 years?

# Program Learning Objectives

Provide a list of the program learning objectives, i.e. broad statement statements on what students should know upon graduation from the program. This corresponds to Section I.a. of the Annual Assessment Questionnaire.

# Program Data

Using the PowerBI dashboards (or other sources) provide the following information over the past 5 years:

* Enrollment
* Completions
* Credit Hours Generated
* Courses with high D/F/W rates
* Student/Faculty Ratio
* Cost per Credit Hour
* Etc.

# Program Feedback

Where applicable, provide a summary of the following:

* Student Exit Survey Results
* Alumni Survey Results
* Employer Survey Results
* Advisory Committee Recommendations

# Assessment Plan

Provide your current Program Learning Outcomes (PLO) Assessment Table. This corresponds to Section I.b. of the Annual Assessment Questionnaire (see Appendix).

# Curriculum and Program Changes Since Last Review

Changes based on assessment data:

* Using the annual assessment questionnaires submitted since the last program review, summarize changes made to the curriculum that resulted in an improvement in program learning outcomes and provide the data that informed these changes. This coincides with Section II and III of the Academic Assessment Annual Questionnaire.

Changes based on feedback from students, alumni, and other stakeholders:

* Summarize program or curricular changes that have been made based on feedback from students, alumni, advisory board members or other stakeholders that resulted in program improvements (such as enrollment, completions, D/F/W rates, etc.).

# Program Continuous Improvement Plan

Based on an analysis of program metrics and feedback from stakeholders, identify 2-3 key areas for improvement (curricular, research, facilities, faculty recruitment, retention, etc.). For each improvement area provide the following:

1. Action items and timelines: high level tasks to be completed and person(s) responsible for these items
2. Anticipated outcomes: what improvements are anticipated
3. Assessment measures and goals: how will you measure the success of the improvement plan

# Faculty

Describe the qualifications of the faculty and how they are adequate to cover all curricular areas of the program.

Report changes in faculty since last review (tenure, promotion, resignation/retirement, new hires, etc.). Provide an overview of the impact of these changes.

# Faculty Workload Summary

Complete the following table:

|  |  |  | Program Activity Distribution1 |  |
| --- | --- | --- | --- | --- |
| Faculty Member (Name) | PT or FT2 | Classes Taught (Course No./Credit Hrs.) Term and Year3 | Teaching | Research/Scholarship | Other4 | % of Time Devoted to the Program5 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1 Program activity distribution should be in percent of effort in the program and should total 100%.

2 FT = Full Time Faculty or PT = Part Time Faculty in the program.

3 For the academic year for which the Self-Study Report is being prepared.

4 Indicate sabbatical leave, etc., under "Other."

5 Out of the total time employed at the institution.

# Facilities

Briefly describe teaching labs, studios, and classrooms.

* Are there special features that are unique to the program?
* Are the facilities adequate?
* Does the program have a plan in place for acquiring new equipment, maintaining current facilities, or improving the student learning environment?

# Online/Off Campus Programs

This is an optional section for programs that have degree programs offered online and/or off-campus.

Provide data on enrollment and graduation (this can be included in the Program Data section if data is disaggregated). Address the following questions:

* Are student learning outcomes the same across modalities (online/off-campus)? Does the assessment process include evaluation of data and continuous improvement plans for all modalities?
* If NTT faculty teach in the online and/or off-campus program, what is the process for determining faculty qualifications?
* Is student advisement for online/off-campus students adequate?
* What resources are available to online/off-campus students?
* How are laboratory components offered (if applicable)? Are similar laboratory experiences, facilities, and classrooms provided to online and off-campus students?

# Summary

Describe the program’s plan for the future growth and improvement in the next eight years What opportunities exist to extend and build on the present strengths? What are the major obstacles?

# Appendices

## Faculty Curriculum Vitae (2-pages per faculty)

## Previous Program Review Report

Program Reviewers Report and/or Dean’s Summary Report

## Surveys/Feedback

Include the following, where applicable:

* Student Exit Survey Results
* Alumni Survey Results
* Employer Survey Results
* Advisory Committee Recommendations

## Academic Assessment Annual Questionnaire (last three years)

**ACADEMIC ASSESSMENT ANNUAL QUESTIONNAIRE: August 2023 – August 2024**

|  |
| --- |
| **SECTION I: BACKGROUND INFORMATION** |
| **1: What is the name of this Academic Program?** |
|  |
| **2: Provide the following:**1. **All the Program Level Outcomes (PLOs)** [-click here for definitions](https://saluki-my.sharepoint.com/%3Aw%3A/g/personal/apap_siu_edu/EYsXKcjfwJ1PoScmHX1m__0B3Za7XaqfAdVdDOW9jIvvgQ?e=PZAU6m)-
2. **A table listing the key courses where achievement of the PLOs are evaluated, the primary assessment and data collection tools** (aka “Standards” in D2L) **used for evaluation in each course, and performance targets for achievement**
 |
|  |
| **SECTION II: ASSESSMENT PLANNING** |
| **To answer the following, identify at least 2 primary tools from the PLO Assessment Table from Section I** |
| **1: What specific data from the tools alerted faculty that activities/assignments/curricular changes were needed to improve student achievement of the related PLOs?** |
|  |
| **2: If the program can be completed fully online, describe any unique data from the online sections that alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?** *If the program cannot be completed fully online, skip this question.* |
|  |
| **3: What specific changes to activities/assignments/curriculum are planned based on the data gathered above?** |
|  |
| **SECTION III: PRIOR YEAR ASSESSMENT IMPACT** |
| **Gather relevant historical assessment efforts to answer this section** |
| **1: Discuss how prior changes to activities/assignments/curriculum impacted students’ achievement of the PLOs related to those changes. Provide at least 2 examples.**  |
|   |

**EXAMPLE BELOW**

|  |
| --- |
| **SECTION I: BACKGROUND INFORMATION** |
| **1: What is the name and level of this Academic Program?** |
| Electrical Engineering Technology – Bachelor of Science |
| **2: Provide the following:**1. **All the Program Level Outcomes (PLOs)** [-click here for definitions](https://saluki-my.sharepoint.com/%3Aw%3A/r/personal/craig_engstrom_siu_edu/_layouts/15/Doc.aspx?sourcedoc=%7B886088B0-4603-433E-8946-D4D697AD7B1C%7D&file=siu-slo-definitions-draft-2024-08-20.docx&action=default&mobileredirect=true)-
2. **A table listing key courses where achievement of the PLOs are evaluated, the primary assessment and data collection tools** (aka “Standards” in D2L) **used for evaluation in each course, and performance targets for achievement**
 |
| * 1. **PROGRAM-LEVEL OUTCOMES (PLOs):**
1. An ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering and technology to solve broadly-defined engineering problems appropriate to the discipline;
2. An ability to design systems, components or processes meeting specified needs for broadly- defined engineering problems appropriate to the discipline;
3. An ability to apply written, oral and graphical communication in broadly-defined technical and non-technical environments, and an ability to identify and use appropriate technical literature;
4. An ability to conduct standard test, measurements and experiments and to analyze and interpret the results to improve processes;
5. An ability to function effectively as a member as well as a leader on technical teams.
	1. **PLO ASSESSMENT TABLE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **PLOs** | **Key Courses** | **Tools to Assess Whether Students are Achieving Outcomes** | **Performance Targets** |
| PLO 1 | EET 332aEET 495a/bEET 438b  | EET 332a: Assignments, examsEET 495a/b: Senior design project, reportEET 438b: Subject area scores | 70% or more of the students receive a score of 70% or higher on all assessment tools; 70% of students attain minimum threshold scores on end of program exam  |
| PLO 2 | EET 438bEET 495a/b | EET 438b: Assignments, exams, lab activitiesEET 495a/b: Senior design project, report | 70% or more of the students receive a score of 70% or higher on all assessment tools |
| PLO 3 | EET 332aEET 438bEET 495a/b | EET 332a: Assignments, exams, lab activitiesEET 438b: Assignments, exams, lab activities EET 495a/b: Senior design project, report | 70% or more of the students receive a score of 70% or higher on all assessment tools |
| PLO 4 | EET 332aEET 495bEET 438b | EET 332a: Lab activitiesEET 495b: Senior design project, reportEET 438b: Subject area scores | 70% or more of the students receive a score of 70% or higher on all assessment tools; 70% of students attain minimum threshold scores on end of program exam |
| PLO 5 | EET 495b | EET 495b: Senior design project, report | 70% or more of the students receive a score of 70% or higher on all assessment tools |

 |
| **SECTION II: ASSESSMENT PLANNING** |
| **To answer the following, identify at least 2 primary tools from the PLO Assessment Table from Section I** |
| **1: What specific data from the tools alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?** |
| Data of Interest from Tool 1: End of program exam – performance metrics not met in Alternating Current (AC) circuit analysis; most recently, the percentage of students meeting or exceeding the threshold increased from 38% to 50% but did not meet the target of 70% Data of Interest from Tool 2: End of program exam – performance metrics not met in microcontroller principles; most recently, the percentage of students meeting or exceeding the threshold decreased from 75% to 50% which does not meet the target of 70%  |
| **2: If the program can be completed fully online, describe any unique data from the online sections that alerted faculty that activities/assignments/curricular changes were needed to improve achievement of the related PLOs?** *If the program cannot be completed fully online, skip this question.* |
| When disaggregating the data, online students perform just as well or better than their campus counterparts. The online students are working adults and can more readily translate knowledge in courses to the real world. Overall, if either population of students falls below performance targets, changes are made to both modalities which benefits all students. |
| **3: What specific changes to activities/assignments/curriculum are planned based on the data gathered above?** |
| Change(s) based on data: Change 1 – Provide new modules in EET 304a to reinforce AC circuit analysis content and identify areas of deficiencyChange 2 – Revise introductory microcontroller course, update to use current technology and software development toolsChange 3 – Revise content in EET 403b to eliminate duplication with content in EET 438b and convert to an advanced microcontroller course  |
| **SECTION III: PRIOR YEAR ASSESSMENT IMPACT** |
| **Gather relevant historical assessment efforts to answer this section** |
| **1: Discuss how prior changes to activities/assignments/curriculum impacted students’ achievement of the PLOs related to those changes. Provide at least 2 examples.**  |
| Impact of change 1 from last year - 2022-2023: (PLO1 & PLO 4) Students were provided new practice exams in EET 304a to reinforce AC circuit analysis content, the results of these practice exams increased the AC circuit analysis on the end of program exam from 38% to 50%, but still below the 70% threshold. Impact of change 2 from last year - 2022-2023: (PLO1 & PLO2) Students received practice exams in EET 332a and EET 438a to reinforce concepts and the percentage of students that attained a grade level of 70% or higher on all course assessments increased as it relates to these PLOs. (EET 332a: PLO1 – 69 to 74%, PLO2 – 70 to 75%; EET 438a: PLO2 – 71 to 93%) |