

University of Illinois at
Chicago
Program Review Manual
2013-2021

Revised Fall 2013, Fall 2015

Office of Programs and Academic Assessment
University of Illinois at Chicago

UNIVERSITY OF ILLINOIS AT CHICAGO

Program Review Manual 2013 – 2021

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UNIVERSITY OF ILLINOIS AT CHICAGO

Program Review Manual 2013 – 2021

I. Background

The Office of Programs and Academic Assessment (OPAA) at the University of Illinois at Chicago (UIC) is one of the units in the Office of the Vice Provost for Planning and Programs (VPPP). OPAA coordinates the campus-wide review of academic programs in collaboration with VPPP on behalf of the provost. The academic programs reviewed include degree programs, centers, and institutes that have been approved by the Illinois Board of Higher Education (IBHE).

Review of academic programs is required by the IBHE. By statute (110 ILCS 205/7), “The Board of Higher Education is authorized to review periodically all existing programs of instruction, research and public service at the State universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified” (<http://www.ibhe.state.il.us/Academic%20Affairs/Applications/public/materials/ProgramReviewGuidelines.pdf>).

In addition to meeting the IBHE’s requirement, the primary purpose of program review at UIC is to assess and strengthen programs. UIC connects the review to planning, decision-making, and resource allocation. This connection ensures that recommendations for improvement stemming from the review are carried out and the review contributes to the attainment of the program and campus missions.

The academic program review at UIC is designed to be:

- Analytic, *i.e.*, based upon performance metrics through the use of institutional data and resources
- Participatory, *i.e.*, requiring input and exchange of ideas at the departmental, college, and campus levels
- Targeted, *i.e.*, addressing current or emerging areas that would have a significant impact on departments and programs
- Objective, *i.e.*, utilizing external reviewers in the field to conduct peer review and offer advice on improvements.

According to IBHE guidelines, existing programs must be reviewed on an eight-year cycle. A new degree program, a program flagged for priority review, or a program with enrollment suspension must be reviewed on a three-year cycle. A detailed description of the eight-year and three-year review processes follows.

II. Eight-Year Review

The IBHE mandates an eight-year review for all existing degree programs and permanently approved centers and institutes to ensure that programs are educationally and economically justified. UIC takes this opportunity to identify critical areas that departments and programs should address in order to maintain quality and effectiveness in meeting department and/or program missions and objectives and contribute to the UIC mission-driven strategic goals.

II.A. Eight-Year Review Criteria and Elements

The criteria for eight-year reviews are: 1) quality, 2) effectiveness, and 3) enactment of UIC mission-driven strategic goals.

Quality is focused on inputs to a program. The review examines whether *resources* and *processes* that are used and implemented have enabled a program to fulfill its mission and objectives. The specific areas to be evaluated include: 1) faculty/staff resources, 2) program curriculum and offerings, 3) assessment of student learning, 4) student recruitment and services, 5) facilities and budget resources, and 6) administrative operations. For centers and institutes, the areas for quality review are focused on research and service activities, faculty/staff resources, facilities and budget resources, and administrative operations.

Effectiveness is focused on outputs from a program. Effectiveness refers to the extent to which a *stated mission* and *objectives* have been accomplished. The definition also accommodates perceptions of excellence associated with the final products or services and efficiency tied to the delivery of products or services. Thus, this review evaluates these areas: 1) faculty distinction, 2) student success, and 3) unit productivity. For centers and institutes, the areas for effectiveness review are centered on faculty/staff distinction, research and service accomplishments, and unit productivity.

Enactment of UIC Mission-Driven Strategic Goals addresses a central question: "How is this program contributing to UIC's mission-driven strategic goals?" The strategic goals conveyed in the UIC mission statement include: 1) promoting diversity, 2) engaging urban community, 3) addressing health or health care, 4) promoting collaboration and translational research, and 5) promoting entrepreneurship and innovation.

II.B. Eight-Year Review Schedule

Existing programs are reviewed every eight-years based on a schedule (see Appendix A) developed by the Office of Programs and Academic Assessment. Review of programs is scheduled based on previous review schedules as well as the following guidelines:

- All degree programs – undergraduate and graduate - in colleges other than the College of Liberal Arts and Sciences (LAS) are reviewed at the same time.
- All degree programs – undergraduate and graduate – in departments of LAS are reviewed at the same time.
- Centers and institutes that conduct research and service activities within departments or colleges are reviewed together with degree programs of those departments or colleges.
- Centers and institutes that are administratively housed in the Office of the Vice Chancellor for Research or that conduct research and service activities across colleges have individual reviews.

Degree programs with specialized accreditation are scheduled within one or two years of their respective accreditation reviews. The IBHE allows institutions to use findings from specialized program accreditations and other reviews as a basis for the eight-year review in order to avoid redundancy as long as they are no more than two years old. When these programs are scheduled for IBHE review, they do not need to go through another review process but are required to submit to OPAA the documents used for the specialized accreditation reviews. Based on these documents, OPAA will write a summary review report to be submitted to the IBHE. These documents include:

- Program’s self-study report for specialized accreditation
- Team report from the accreditation review team
- Unit response to the team report
- Accreditation review decision letter from the accreditation agency
- Other relevant follow-up documents

The eight-year review schedule has been structured to initiate program reviews every semester for eight-years beginning in fall 2013. However, the provost reserves the right to initiate special reviews as necessary. Also, under exceptional circumstances and with the approval of the dean and the provost, a review may be rescheduled. The entire review process takes four to five semesters.

II.C. Eight-Year Review Procedures

Procedures for the eight-year review include multiple steps and activities as presented in Table 1. An explanation of major activities is provided below:

Informational Meeting

The academic program review process is initiated by the OPAA each semester. Emails are sent to the appropriate dean and unit heads notifying them of the programs under their administration scheduled for review and inviting them to participate in an informational meeting. The meeting serves as an introduction to academic program review, its purposes and guidelines, and the procedures to be followed. The emails are also copied to the dean of the Graduate College or his/her designee.

Self-Study Committee

Following the informational meeting, the dean and unit head form a self-study committee. Membership is recommended by the unit head and final decisions and appointments are made by the dean. The committee consists of three or more faculty from the department or program being reviewed and should be selected from among those faculty members with a good understanding of the department as well as of the profession. When possible, this group should include both junior and senior faculty. The committee may also include student representatives.

Self-Study

The self-study should be started immediately following the formation of the committee. A thorough and thoughtful self-study will candidly assess a program's past and present efforts and accomplishments and will sketch out a realistic course for the program's future enhancement. The self-study provides the basis for the entire review process. Therefore, it is critical that it cover all important aspects of the academic program. The committee should make a special effort to gather all relevant data and present it clearly in ways that will facilitate review, to interview all faculty and selected representative students and alumni, and to gain input from other campus and non-campus resources as appropriate.

An outline of the Self-Study Report is provided in the section *Self-Study Report Components*, below. The outline is intended to provide a basis for the review and can be augmented by whatever supplemental information is deemed necessary to create an illustrative self-assessment. In addition, the provost and dean may specify particular areas to be examined.

The self-study report should be shared with the department's faculty and approved by the dean of the college before it is submitted to OPAA. An electronic file and one hard copy are required.

External Review

The review process involves the evaluation of academic programs by an external review team. The rationale is that external reviewers are "field experts" with a wealth of knowledge about a particular discipline or function. They can provide an evaluation based on the norms and standards of the academic profession and of the particular discipline.

The external review team usually consists of two members in the discipline being reviewed. The unit head and dean make recommendations of members to OPAA. A list of five external reviewers should be recommended by the unit head in consultation with faculty in the department and the list should be approved by the dean of the college, who may add names to the list. Where possible, the reviewers should be

identified from institutions that have similar missions, demographics, and funding bases; and from departments that are at a higher level of functioning, *i.e.*, aspirational peers. Reviewers should hold a minimum academic rank of associate professor and be distinguished scholars well acquainted with the academic discipline of the unit under review. Where appropriate, one of the members should have substantive administrative credentials, such as a dean or department head, so that areas related to administrative structure and operation of the unit can be better addressed. Persons nominated should not be graduates of the program, former faculty members in the department, or have any other close connection with the department. People from underrepresented groups (racial minorities, women, or people with disabilities) should be included in the list of nominees submitted.

After the dean's approval, the list should be transmitted to OPAA. The following information should be included for each external reviewer nominated:

1. Name, academic rank, specialty, affiliated institution, and contact information
2. Gender, race/ethnicity, and status of disabilities if applicable
3. Briefly, why each individual is recommended for this particular review
4. Any prior professional or personal relationships that department members have with the individual being nominated
5. Whether the nominated reviewer is a graduate from the program, former UIC employee or potential candidate for a position in the department, which would disqualify him/her from being a reviewer
6. A curriculum vita for each individual being nominated if available

On behalf of the provost, the vice provost for planning and programs reviews the information for each individual being nominated and makes selections. The director of academic assessment contacts the selected potential reviewers to secure their agreement to serve. Additional external reviewers may be appointed depending on the scope of review.

External Review Video Conference or Site Visit

The external reviewers conduct their review through an online video conference. If needed, on-campus visit can be arranged. The video conference or site visit usually takes two days.

During the video conference or campus visit, external reviewers will meet with the following people: program faculty, students, directors of undergraduate and graduate studies, staff, department head, dean, vice provost for planning and programs, and, where appropriate, alumni, advisory council, and external partners. It is important that non-tenured faculty and students have the opportunity to speak freely about the program(s) being reviewed. Where possible, the reviewers may tour facilities and visit external sites. They may also request additional information from the unit. The schedule for the video conference or site visit will be developed by the unit being reviewed in collaboration with OPAA no later than one month before the scheduled date.

Before the video conference or site visit, the external reviewers are given *A Charge to the External Review Team*, which provides focal points for their site visit. The Charge is developed by OPAA in consultation with the dean and unit head.

The role of the external reviewers is to review and analyze the unit self-study report and conduct interviews in order to assess the programs and where needed, identify strategies for improvement. The reviewers are asked to consider national trends and best practices in the discipline in determining how the program fares in comparison to aspirational and comparable programs and how the issues identified, if any, can be best addressed. The external reviewers share findings of their evaluation with department head, dean, and vice provost for planning and programs at the conclusion of the conference or site visit and submit to OPAA a team report of findings, observations, and recommendations within three weeks.

Unit Response

Following the receipt of the external team report, OPAA distributes it to the college dean and unit head. The head shares and discusses the report with department faculty/staff and the dean. OPAA also distributes the team report to the dean of the Graduate College or his/her designee for information and input.

Within six weeks of receiving the report, the department and college submit a joint written response to OPAA. In the response, the department and college can corroborate, challenge, or expand on any of the external reviewers' observations and conclusions, and include an action plan that responds to the recommendations for improvement. The unit response serves as a basis for the Senate Committee on Educational Policy's (SCEP's) review and follow-up. A format for unit response is provided in Appendix B.

SCEP Review and Recommendation

Program review is part of SCEP's) responsibilities (http://www.uic.edu/depts/senate/Committees/educational_policy.html). Working with Office of the Vice Provost for Planning and Programs, SCEP makes recommendations to a program's college that are in line with the three IBHE prescribed review outcomes: *Program in Good Standing*, *Program Flagged for Priority Review*, or *Program Enrollment Suspended*. In addition, as detailed below, SCEP may request follow up reports. SCEP's involvement is an important aspect of shared governance to ensure that the review is performed as fairly as possible.

A program review subcommittee under SCEP undertakes this responsibility. SCEP chooses the membership of the subcommittee and members of the subcommittee select the chair. Each member serves for a term of two years, but half of the first-year members will serve one more year to ensure continuity of membership. Members serving an additional year will be selected by lottery. The vice provost for planning and

programs and the director of academic assessment serve as *ex officio* members of the subcommittee. The subcommittee is expected to conduct a program review meeting once a semester. Departments and/or colleges scheduled for review have a representative at the meeting to make any necessary clarifications. OPAA works with the subcommittee chair to schedule such meetings and to secure department and/or college representatives.

The specific duties of the subcommittee for program review include: 1) reading the unit self-study report, external review team report, and unit response; 2) providing feedback and recommendations to programs about strengths, weaknesses, and areas for improvement; and 3) making a recommendation regarding review outcome and follow-up. SCEP has four options for a recommendation: (1) recommend *Program in Good Standing without* a follow-up report, (2) recommend *Program in Good Standing with* a follow-up report, (3) recommend *Program Flagged for Priority Review with* a follow-up report, or (4) recommend the college consider *Program Enrollment Suspension with* a follow-up report.¹ SCEP sets up a due date for the follow-up report. The *SCEP Recommendation Form for Program Review Outcome* is available in Appendix C. In addition, the subcommittee reviews follow-up reports of the units that have been previously reviewed, which will be discussed below.

After each subcommittee meeting, the subcommittee chair presents a summary of recommended review outcomes at the subsequent SCEP meeting. Only programs with recommendations other than “in good standing without the follow-up report requirement” will be discussed and approved by SCEP. Programs with recommendations “in good standing without the follow-up report requirement” will be approved by the full SCEP in a bundle, but SCEP reserves the right to bring any of them up for discussion. SCEP presents the review results (e.g., number and names of programs reviewed and recommendations for the review outcomes) to the UIC Senate as an information item.

SCEP members have access to all program review documents after any sensitive information is removed. Information that is shared and discussed with SCEP members in the course of the review should be considered *confidential*. SCEP members must NOT discuss it with others outside the scope of the review process during or after the review.

Follow-up Meeting

Following the SCEP recommendation, a concluding meeting between the vice provost, dean, and unit head is held. One of the purposes of the meeting is to consider findings of the review and discuss potential links between them and strategic planning. Possible results of the meeting include but are not limited to prioritization and implementation of the recommendations, decisions regarding resource allocation, and planning authorization. Another purpose of the meeting is to discuss the review outcome reported to the IBHE. After the meeting, the unit is encouraged to utilize the review

¹ Suspension of a program will be determined by each college’s existing policies, process, and practices.

results during its annual budgeting and planning process. In those cases where recommendations cross disciplinary or college boundaries, the vice provost provides follow-up of review findings to relevant units.

IBHE Reporting

In the summer following completion of a review, OPAA submits a summary report of the results to IBHE. The summary report is based on the unit's self-study report, external team report, unit response, SCEP recommendations, and results of the follow-up meeting. The summary report is written according to the *IBHE Program Review Report Template* (see Appendix D). It highlights major changes in the program since the last review, the program's major strengths and weaknesses, actions taken to address areas of weakness since the last review, actions to be taken to address areas of weakness as a result of the current review, and the institutional decision on the outcome of the current review. The length of the summary report is two to three pages.

Follow-up Report

A program with a follow-up report requirement is expected to submit their report to OPAA at a due date decided by SCEP. The report describes changes and developments made in response to recommendations since the review and will be reviewed by the SCEP subcommittee. If the subcommittee finds that the progress towards implementation is not satisfactory, it will make appropriate recommendations and may call for subsequent follow-up reports. A format for the follow-up report is provided in Appendix E.

Table 1 lists activities associated with each of the procedures in the eight-year review process, persons who are responsible, and timelines for carrying out the activities.

Table 1: Procedures for the Eight-Year Review

Procedures	Activities	Responsibility	Timeline
Planning	<ul style="list-style-type: none"> Notify unit head, dean of the unit, dean of the Graduate College or his/her designee Initiate informational meeting with unit head and dean of the unit 	OPAA, Vice Provost for Planning and Programs (VPPP)	1 st semester
	<ul style="list-style-type: none"> Appoint Self-Study Committee (SSC) 	Head, Dean	1 st semester
	<ul style="list-style-type: none"> Provide quantitative data prepared by the Office of Institutional Research and Graduate College to head and SSC 	OPAA	1 st semester
Self-Study and Review Preparation	<ul style="list-style-type: none"> Prepare Self-Study Report 	SSC	1 st – 2 nd semesters
	<ul style="list-style-type: none"> Form the External Review Team based on recommendations from the unit and dean 	VPPP, OPAA	2 nd semester
	<ul style="list-style-type: none"> Submit Self-Study Report to OPAA 	Head, Dean	2 nd semester
	<ul style="list-style-type: none"> Work with unit head and dean to develop the Charge to the External Reviewers and video conference or site visit schedule 	OPAA	2 nd or 3 rd semester
Review/ Recommendations	<ul style="list-style-type: none"> Review Self-Study Report and request additional information and data if needed Conduct the external review video conference or site visit Provide a team report to OPAA 	External Reviewers	3 rd semester
	<ul style="list-style-type: none"> Distribute the team report to dean and head for response and to dean of the Graduate College or his/her designee for information and input 	OPAA	3 rd semester
	<ul style="list-style-type: none"> Submit a unit response on findings and recommendations to OPAA 	Dean, Head	3 rd or 4 th semester
	<ul style="list-style-type: none"> Review self-study report, external team report, and unit response Make a recommendation for review outcome 	SCEP subcommittee	3 rd or 4 th semester
Follow-up Implementation	<ul style="list-style-type: none"> Conduct a follow-up meeting on findings, SCEP's recommendation, and action plan – completion of the review 	VPPP, OPAA, Dean, Head	4 th or 5 th semester
	<ul style="list-style-type: none"> Write a 2-3 page summary of the review results, submitted to IBHE 	OPAA	Subsequent summer
	<ul style="list-style-type: none"> If applicable, submit a follow-up report on progress in implementation of action plans to OPAA 	Dean and Head	based on SCEP decisions
	<ul style="list-style-type: none"> Review the follow-up report and make a decision 	SCEP subcommittee	SCEP schedules

III. Three-Year Review

The three-year review is required for programs with the following characteristics:

- Newly IBHE-approved degree programs which have been implemented for three years
- Programs in which state licensure requires specialized accreditation for students to obtain professional licensure, but which have not yet achieved accreditation
- Programs flagged by the institution for attention or improvement
- Programs with institution-determined temporary suspensions of enrollment

III.A. Three-Year Review Elements

The elements for three-year review vary based on the nature of the programs. Review of new degree programs is focused on progress in achieving the objectives as stated in the original request to the IBHE for program approval. Review of the other three kinds of programs under the three-year cycle addresses individual programs' areas of concern and examines plans of action, implementation of plans, and results of implementation.

III.B. Three-Year Review Procedures

The procedures for three-year review are similar to those for eight-year review except that external review is not required. The three-year review includes these major activities: informational meeting, formation of progress review committee, progress report preparation, SCEP review and recommendation, follow-up meeting, and IBHE reporting. The guidelines and forms for similar activities in the eight-year review are also relevant to the three-year review and should be followed and used. Explanations for progress report preparation are provided below.

Progress Report Preparation

The areas to be covered for the progress report in the three-year review are different from those for the self-study report in the eight-year review. The *Progress Report Components* provided later in this document are mainly written for newly IBHE-approved degree programs but they can be modified to meet the needs of other kinds of programs under the three-year review cycle. When preparing the progress report, the Progress Review Committee should refer to the guidelines detailed there. The progress report should be reviewed by the program's faculty and approved by the dean of the college before it is submitted to OPAA. An electronic file and one hard copy of the progress report are required for the submission. The progress report should be sent to OPAA by the end of the second semester of the review process.

Table 2 lists activities associated with each of the major procedures in the three-year review and persons who are responsible and timelines for carrying out the activities.

Table 2: Procedures for the Three-Year Review			
Procedures	Activities	Responsibility	Timeline
Planning	<ul style="list-style-type: none"> Notify unit head, dean of the line college, dean of the Graduate College or his/her designee Initiate informational meeting with head and dean of the line college 	OPAA, Vice Provost for Planning and Programs (VPPP)	1 st semester
	<ul style="list-style-type: none"> Appoint progress review committee 	Dean and Head	1 st semester
Progress Report Preparation	<ul style="list-style-type: none"> Prepare Progress Report using <i>Progress Report Components</i> 	Progress Review Committee	1 st – 2 nd semesters
	<ul style="list-style-type: none"> Submit Progress Report to OPAA 	Head, Dean	2 nd semester
Review/ Recommendations	<ul style="list-style-type: none"> Distribute the progress report to dean of the Graduate College or his/her designee for information and input 	OPAA	3 rd semester
	<ul style="list-style-type: none"> Review Progress Report Make a recommendation for review outcome 	SCEP subcommittee	3 rd semester
Follow-up Implementation	<ul style="list-style-type: none"> Conduct a follow-up meeting on findings, SCEP's recommendations, and action plans – completion of the progress review 	VPPP, OPAA, Dean, Head	4 th semester
	<ul style="list-style-type: none"> Write a 2-3 page summary of the review results, submitted to IBHE 	OPAA	Subsequent summer
	<ul style="list-style-type: none"> Include the program in the department's eight-year review or schedule another three-year review based on the review outcome 	OPAA	After the follow-up meeting

IV. Self-Study/Progress Review Report Components

The outlines of components for preparing self-study and progress reports are provided in this section. The *Self-Study Report Components for Review of Programs* and the *Self-Study Report Components for Review of Centers and Institutes* are intended for the eight-year review and the *Progress Report Components* is provided for the three-year review. The outlines provide a basis for each of the reviews and can be augmented by whatever supplemental information is deemed necessary.

IV.A. Self-Study Report Components for Review of Programs

A cover page is required for the self-study report. The cover page should include the name of the department or program and college being reviewed, names and academic ranks of members of the self-study committee, and the date the report is being submitted. The report should be no more than 30 pages (not including appendices).

A. Executive Summary

1. Describe major changes in programs over the past eight years, *e.g.*, changes in (a) the overall discipline or field, (b) student demand, (c) societal need, (d) institutional context for offering the degrees, (e) other changes appropriate to the discipline.
2. Report actions taken to address major recommendations for improvement from the last IBHE review.
3. Highlight major strengths and accomplishments of programs in the department over the past eight years.
4. List major areas for program improvement which the department will address as a result of this review.
5. Describe actions planned in order to address the major issues or areas for program improvement.

B. Mission and Objectives

1. Provide the mission statement of the department or program.
2. List the goals/objectives of the department or program in teaching and learning; research, scholarship, and creative activity; and/or services to meet the mission.
3. Indicate how the department or program's mission and goals/objectives support the mission of the college and university.
4. Discuss whether there have been any major changes in the goals/objectives of the department or program in the past eight years.

C. Self-Evaluation

1. Faculty
 - a. Provide a summary list of faculty by rank, tenure status, and major sub-areas of academic interest. Abbreviated curricula vitae (no more than 3 pages each) should be attached in appendices.

- b. List the department or program faculty's distinguished elements of research, scholarship, creativity, and/or service and identify, with a brief description, ways that these elements have made a major impact on the field.
- c. Evaluate the department or program faculty's overall strengths and/or weaknesses as related to:
 - i. various fields of knowledge in the discipline and curriculum coverage
 - ii. book publications, journal publications, citations, awards, and grant acquisitions
 - iii. national/international recognition, such as election to office/board of national professional organizations, editors of journals, and standing membership on grant review panels
 - iv. development or attainment of inventions or patents if relevant
 - v. mentoring structure or process for junior faculty
 - vi. supervision and training for teaching assistants and adjuncts
 - vii. teaching load distribution among different levels of faculty for graduate and undergraduate courses
- d. Discuss any changes made to strengthen faculty resources and scholarly productivity in the past eight years.
- e. Identify areas for improvement of this aspect.

2. Program Curriculum and Instruction

- a. List each of the degree programs and major areas of concentration under the review and discuss:
 - i. unique educational elements that are not found in most similar programs; provide the frame of reference for the comparison, e.g., among urban public research universities
 - ii. if applicable, how the programs serve as "building blocks" for other programs/degrees at UIC
 - iii. major national recognitions and significant ranking or rating data of the programs in the past eight years
- b. Identify the knowledge and skills (learning outcomes) that students are expected to achieve upon graduation, for each degree program, and evaluate:
 - i. to what degree these expected learning outcomes are known to faculty and students
 - ii. to what degree the curriculum, course offerings (breadth and depth, online), and instructional approaches (e.g., inquiry-based, team project, practicum, case study) have helped students to achieve expected learning outcomes

- c. *For undergraduate program only*, review the current curriculum design and course offerings and determine whether they can enable undergraduate students to complete the degree requirements in four years. If not, examine what changes can be made.
- d. Discuss any major changes made in curriculum and instruction in the past eight years to keep them relevant to new demands.
- e. Identify opportunities, emphases, emerging trends or changes in the discipline, or teaching approaches that the department or program plans to pursue.

3. Assessment

- a. Describe how each of the degree programs measures students' achievement of expected learning outcomes.
- b. Discuss how well students have achieved the expected learning outcomes.
- c. Discuss how the department or program has used assessment results to improve student learning.
- d. Discuss any major changes that have been made to improve assessment of student learning.
- e. Identify areas for improvement that the department or program will address in implementing assessment of student learning.

4. Students

- a. Based on the following data, evaluate whether the department or program has a need to improve its student recruitment efforts and provide justifications:
 - i. number of applicants, students admitted, and students enrolled
 - ii. race/ethnicity and gender
 - iii. academic preparation of entering classes as represented by test scores such as ACT, GRE, GMAT, MCAT, etc.
- b. Evaluate the department or program's overall strengths and/or weaknesses as related to the following student support service areas:
 - i. academic and career services, e.g., orientation, tutoring, academic advising, thesis/dissertation guidance, and career counseling
 - ii. academic and professional development, e.g., internship, research, teaching, conference presentation, and publication opportunities
 - iii. graduate students' financial support, e.g., fellowships, teaching assistantships, and research assistantships

- c. Provide the following data and summarize the department or program's overall strengths and/or weaknesses in these areas:
 - i. list of titles of scholarly papers published by students and dissertation topics of doctoral students who graduated in the past eight years
 - ii. number of degrees awarded and/or average length of time to degree of students for each degree program in the past eight years (data provided by the Office of Institutional Research and the Graduate College)
 - iii. if applicable, eight years of appropriate licensure pass rates
 - iv. % of undergraduate and master's completers who were employed upon graduation in the past eight years (discuss them separately)
 - v. up to five institutions or programs where most of the undergraduate and master's completers were matriculated for further education and institutions or programs where PhD completers received postdoctoral appointments
 - vi. first job placements (places and positions) of doctoral students
- d. Identify areas for improvement that the department or program will address in student recruitment, enrollment, services, retention, graduation, and post-graduation employment and education.

5. Facilities and Resources

- a. Evaluate how each of the following areas has helped the department or program in meeting the unit's teaching, research, and service objectives:
 - i. space, equipment
 - ii. library collections
 - iii. budget allocation
- b. Discuss any major changes made in improving department or program facilities and resources in the past eight years.
- c. Identify any areas for improvement that the department or program will address in facilities and resources.

6. Administration

- a. Summarize the department or program's overall strengths and/or weaknesses as related to the following areas:
 - i. administrative structure and functioning
 - ii. leadership succession
 - iii. faculty involvement in decision making
 - iv. staff support
 - v. faculty/staff morale

- vi. overall productivity (may refer to data provided by the Office of Institutional Research)
 - b. Discuss any major changes made to improve administrative operation and support in the past eight years.
 - c. Identify areas for improvement in any of these aspects.
7. Addressing UIC Mission-Driven Strategic Goals
- a. Summarize the overall strengths and/or weaknesses in promoting Diversity and Global Perspectives as related to the following areas:
 - i. recruiting and retaining faculty from underrepresented groups (racial minorities, women, and people with disabilities)
 - ii. recruiting and retaining students from underrepresented groups (racial minorities, women, and people with disabilities)
 - iii. number of degrees awarded and/or average length of time to degree of students from minority/underrepresented groups
 - iv. incorporating issues of diversity and global perspectives into the unit's teaching, research, and/or service activities
 - b. Summarize the overall strengths and/or weaknesses in promoting Urban/Community Engagement as related to the following areas:
 - i. incorporating the study of urban issues into the unit's teaching, research, and/or service activities
 - ii. incorporating community engagement or community-based learning into the unit's teaching, research, and/or service activities
 - c. Summarize the overall strengths and/or weaknesses in addressing the goal of Health/Health Care as related to the following area:
 - i. incorporating issues related to health or health care, e.g., disease, health behavior, health policy, into the unit's teaching, research, and/or service activities
 - d. Summarize the overall strengths and/or weaknesses in promoting Collaboration/Translational Research as related to the following areas:
 - i. creating joint degrees and inter/multi-disciplinary or inter/multi-unit educational opportunities
 - ii. collaborations with faculty in other departments or centers/institutes in scholarly, research, creative, and service activities
 - iii. acquisition of multidisciplinary grants
 - e. Summarize the overall strengths and/or weaknesses in promoting Entrepreneurship/Innovation as related to the following areas:
 - i. educational innovations
 - ii. educational connections to entrepreneurial activities

- iii. engaging businesses in research activities
 - iv. development of inventions, patents, or licenses and revenues from these activities if applicable
- f. Discuss any opportunities the department or program plans to pursue in promoting diversity/global perspectives, urban/community engagement, health/health care, collaboration/translational research, and entrepreneurship/innovation.

D. Strategic Plan

Describe actions the department or program has planned to take in order to address areas or seek opportunities for program improvement identified as a result of this review in the following table:

High Priorities*

Areas for improvement	Expected outcomes	Strategies	Person(s) in charge	Timeline to implement	Resource requests

* Add more rows as needed

Low Priorities*

Areas for improvement	Expected outcomes	Strategies	Person(s) in charge	Timeline to implement	Resource requests

* Add more rows as needed

IV.B. Self-Study Report Components for Review of Centers and Institutes

A cover page is required for the self-study report. It should include the name of the center or institute being reviewed, names and academic ranks of members of the self-study committee, and date the report is being submitted. The report should be no more than 25 pages (not including appendices).

A. Executive Summary

1. Describe major changes in the center or institute over the past eight years, i.e., changes in (a) research and scholarly opportunities and initiatives, (b) services, (c) societal need, (d) institutional context for the center or institute, (e) other changes.
2. Highlight major achievements of the center or institute over the past eight years in areas such as (a) development and/or application of knowledge, (b) community improvement, (c) acquisition of federal R&D funding, (d) recognition from professional organizations, (e) others
3. Report actions taken to address major recommendations for improvement from the last review.
4. Describe the center or institute's major challenges and/or opportunities for enhancement identified as a result of this review.
5. Discuss strategic directions and plans of action to address the major challenges and pursue the opportunities for enhancement.

B. Mission and Objectives

1. Provide the mission statement of the center or institute.
2. List goals/objectives of the center or institute to fulfill its mission.
3. Indicate how the center or institute's mission and goals/objectives address the mission of the college and/or university.
4. Discuss any major changes in the center or institute's goals/objectives in the past eight years.

C. Self-Evaluation

1. Center or Institute's Research and/or Service Activities

- a. Briefly describe research and/or service activities currently conducted by the center or institute and the distinguished contribution that each of these activities has made to its field or community.
- b. Describe the historical development of the center or institute's research and/or service agenda.
- c. Discuss any other research and/or service opportunities that should be pursued.

2. Faculty and Staff

- a. Provide a list of faculty who are associated with the center or institute by rank, tenure status, major sub-areas of research interest and/or service activities, and their home departments. Abbreviated curricula vitae (no more than 3 pages each) should be attached in appendices.
- b. Provide a list of research staff by major areas of responsibilities and their training and experience.
- c. Summarize the faculty and research staff's strengths and/or weaknesses as related to:
 - i. coverage of the center or institute's research and/or service activities
 - ii. potential for response to the future – to urgent discoveries, changing directions, or new external demands
 - iii. publications associated with the center or institute's activities (provide a list of titles of publications by books and journals in appendices)
 - iv. national/international recognition, such as honors and awards received by faculty and staff associated with the center or institute's activities, election to office/board of national professional organizations, editors of journals, and standing membership on grant review panels
 - v. development or attainment of inventions, patents, or licenses associated with the center or institute's activities
- d. Discuss any changes made to strengthen faculty and research staff resources and productivity in the past eight years.
- e. Identify areas for improvement in this aspect.

3. Facilities and Resources

- a. Summarize the overall strengths and/or weaknesses in the following areas as related to meeting the center or institute's needs for research or services:
 - i. space, equipment
 - ii. level of revenue from internal (campus, college, etc.) and external (federal R&D, philanthropy, professional practices, etc.) sources
- b. Discuss the projected budget as it relates to the center or institute's goals and performance metrics for the next five or eight years.
- c. Provide a list of external funds applied for, indicating grant proposal title, sponsor, grant period, PI, requested/award amount, F&A/ICR amount and recipient college(s) or department(s), and funding status.
- d. Identify areas for improvement that the center or institute will address in facilities and resources.

4. Administration

- a. Summarize the overall strengths and/or weaknesses of the center or institute as related to the following areas:
 - i. administrative structure and functioning
 - ii. leadership succession
 - iii. policies and/or practices for research faculty's career advancement
 - iv. oversight by external or internal advisory board
 - v. staff support, e.g., grant writing, project coordination, resource management, office support
 - vi. faculty/staff morale
- b. Discuss any major changes made to improve the unit administration in the past eight years.
- c. Identify areas for improvement that the center or institute will address in administration.

5. Training (If applicable)

- a. List degree program(s) affiliated with the center or institute and discuss strengths of the degree program(s) and/or any deficiencies in the curriculum that need to be addressed as related to the research and/or service agenda of the center or institute.
- b. Provide the number of students (by graduate and undergraduate) involved in research and/or service activities of the center or institute and describe the degree of involvement in these activities by each level of the students.

- c. Summarize the overall strengths and/or weaknesses as related to the following areas:
 - i. mentoring of students associated with the center or institute
 - ii. level of stipend and sources of funding for these students
 - iii. presentations and/or publications by students associated with the center or institute's activities (provide titles of presentations and published scholarly papers in appendices)
 - iv. first job placements (places and positions) of doctoral students associated with the center or institute's activities

6. Addressing UIC Mission-Driven Strategic Goals

- a. Summarize the overall strengths and/or weaknesses of the center or institute in addressing the UIC strategic goals as related to the following areas:
 - i. recruiting and retaining faculty and staff from underrepresented groups (racial minorities, women, and people with disabilities)
 - ii. incorporating issues of diversity and global perspectives in the unit's research and/or services
 - iii. addressing urban issues in the unit's research and/or services
 - iv. engaging community through the unit's research and/or services
 - v. addressing issues related to health or health care (e.g., disease, health behavior, health policy) in the unit's research and/or services
 - vi. collaborations with faculty in other centers/institutes or departments in research and/or services
 - vii. acquisition of multidisciplinary grants
 - viii. engagement of businesses in research activities
 - ix. inventions, patents, or licenses and revenues from these activities
- b. Discuss any opportunities the center or institute plans to pursue in promoting diversity/global perspectives, urban/community engagement, health/health care, collaboration/translational research, and entrepreneurship/innovation.

D. Strategic Plan

Describe actions the center or institute has planned to take in order to address areas for improvement and/or pursue opportunities identified as a result of this review in the following table:

High Priorities*

Areas for improvement	Expected outcomes	Strategies	Person(s) in charge	Timeline to implement	Resource requests

* Add more rows as needed

Low Priorities*

Areas for improvement	Expected outcomes	Strategies	Person(s) in charge	Timeline to implement	Resource requests

* Add more rows as needed

IV.C. Progress Report Components

A cover page is required for the progress report. It should include the name of the program being reviewed and its affiliated college, names and academic ranks of members of the progress review committee, and date the report is being submitted. The progress report should be no more than 15 pages.

A. Executive Summary

1. Describe any major changes in the program since its inception.
2. Highlight major accomplishments and strengths of the program.
3. List areas for improvement which the program will address as a result of this review.
4. Describe actions planned to address the areas for improvement.

B. Mission and Objectives

1. Provide the mission statement of the program if applicable.
2. List the goals/objectives of the program.

C. Self-Evaluation

1. Student Enrollment, Recruitment, and Services

- a. Semester when the first class started: _____
- b. Provide data on number of students who have applied to, been admitted to, and enrolled in the program each year in the table below and discuss whether the enrollment has met the program's projections stated in the original proposal for degree approval from the Illinois Board of High Education.

	1 st Year	2 nd Year	3 rd Year	4 th Year
Applied				
Admitted				
Enrolled				

- c. Provide student demographics (in headcount) in the table below and discuss how the program recruits and retains students from underrepresented groups (racial minorities, women, and people with disabilities).

	1 st Year	2 nd Year	3 rd Year
Male			
Female			
African American			
American Indian			
Asian/Pacific Islander			
Hispanic			
White			
Other Race/Ethnicity			
International			
Persons with Disabilities			
Full-time			
Part-time			

- d. Provide academic profile of the entering students in the table below and discuss how the program recruits well qualified students.

	1 st Year	2 nd Year	3 rd Year
Mean ACT or SAT scores			
Mean GRE scores			
Mean GMAT scores			
Mean MCAT scores			
Mean other required admission scores (specify)			

- e. Discuss the nature and quality of academic and career services (e.g., tutoring, academic advising, thesis/dissertation guidance, career counseling) provided to students.
- f. Discuss opportunities (e.g., internship, research, teaching, conference presentation, publication) available for academic and professional development of students and the degree of students' involvement in these activities.
- g. If it is a graduate program, discuss how graduate students are financially supported, e.g., fellowships, TA's, RA's; what percentage are funded; how those funding decisions are made; and the sources of this funding.

2. Student Completion and Post Graduation Information

a. Semester when the first class graduated²: _____

b. Number of degrees awarded each year

	1 st Graduating Year	2 nd Year	3 rd Year
Number of degrees awarded			

c. Number of graduating class members employed and/or pursuing further education

	1 st Graduating Year	2 nd Year	3 rd Year
Employed			
Further education			
Post-doctoral studies			
Not employed or in school			

d. List major institutions or programs where degree completers were mainly matriculated for further education or postdoctoral positions.

e. List major businesses/industries where degree completers were mainly employed.

3. Curriculum and Assessment

a. List the program learning outcomes students are expected to achieve upon graduation and summarize:

- i. to what degree these program learning outcomes are known to faculty and students
- ii. to what degree the curriculum, course offerings (breadth and depth, online), instructional approaches (e.g., inquiry-based, team project, practicum, case study), and extra-curricular opportunities have helped students to achieve expected learning outcomes

b. *For undergraduate program only*, review the current curriculum design and course offering and determine whether they can enable undergraduate students to complete the degree requirements in four years. If not, examine what changes can be made.

² This section may not be relevant to undergraduate and PhD programs as it takes more than three years for students in these programs to graduate.

c. Assessment

- i. Describe how the program measures students' achievement of expected learning outcomes.
- ii. Discuss how the department has used assessment results to improve student learning.

4. Resources

- a. Provide a summary list of faculty associated with the program by rank and tenure status, and discuss whether the faculty FTE (full-time equivalent) is sufficient to support the program.
- b. Discuss whether the staff is sufficient to support the program operations, e.g., student advising, administrative support.
- c. Discuss strengths and/or deficiencies in facilities, equipment, technology, or instructional resources for the program.
- d. Discuss whether the library collections keep pace with needs of the program and whether clinical sites, if applicable, are adequate for instruction and/or research.

5. For State Licensure-Required Program Only

- a. Provide evidence that graduates are eligible to take the appropriate licensure examination.
- b. Provide the appropriate licensure pass rate of the first graduating class in the table below if available.

Year:		# Students Taken	Pass Rate (%)	
Field	Name of Examination		Institutional	National

- c. Discuss steps the program has taken or plans to take to obtain specialized accreditation for the program.

D. Summary and Plans for Action

- 1. Summarize the program's major strengths and/or weaknesses.
- 2. Discuss areas for improvement and plans of action to address these areas, e.g., desired directions, strategies for reaching them, and resources allocation.

Appendix A: Program Review Schedule – 2013-2021

Four schedules are provided in Appendix A. Table 3 offers a brief program review schedule for degree programs by semester in chronological order. Table 4 is the schedule for accredited programs to submit accreditation documents for IBHE reporting. Table 5 provides a detailed program review schedule for degree programs by college in alphabetical order. Table 6 shows the review schedule for centers and institutes by semester in chronological order.

Table 3: Program Review Schedule by Semester	
Review Initiated	Colleges / Departments (LAS and Graduate College Only) / <i>New Programs</i> (for Progress Review in Various Colleges)
Fall 2013	Chemistry; Earth and Environmental Science; Physics (LAS)
Spring 2014	Jane Addams College of Social Work
	<i>MA in Design Criticism</i> (College of Architecture, Design, and the Arts)
Fall 2014	Communication; Classics and Mediterranean Studies; Latin American and Latino Studies; Linguistics (LAS)
Spring 2015	College of Engineering
	<i>MA in Museum and Exhibition Studies</i> (College of Architecture, Design, and the Arts)
Fall 2015	French and Francophone Studies; Germanic Studies; Hispanic and Italian Studies; Slavic and Baltic Languages and Literatures (LAS)
Spring 2016	College of Education
	<i>BA in Architectural Studies</i> (College of Architecture, Design, and the Arts)
	<i>BA in Public Health</i> (School of Public Health)
Fall 2016	Mathematics, Statistics, and Computer Science; Philosophy (LAS)
Spring 2017	College of Medicine (graduate programs)
	Neuroscience (MS and PhD) (Graduate College)
Fall 2017	Economics; English (LAS)
Spring 2018	College of Urban Planning and Public Administration
Fall 2018	Biological Sciences; Neuroscience (BS); Psychology (LAS)
	Learning Sciences (Graduate College)
Spring 2019	College of Architecture, Design, and the Arts
Fall 2019	African-American Studies; Criminology, Law, and Justice; Gender and Women's Studies; History (LAS)
Spring 2020	College of Applied Health Sciences
	College of Dentistry
Fall 2020	Anthropology; Political Science; Sociology (LAS)
Spring 2021	College of Nursing
	College of Pharmacy

Table 4: Schedule for Accredited Programs to Submit Accreditation Review Documents to OPAA by Semester		
Accreditation Reports Submitted to OPAA	Accredited Programs	Colleges
Spring 2013	MUPP- Master of Urban Planning and Policy	Urban Planning and Public Administration
	MSW - Master of Social Work	Social Work
Spring 2014	All programs (accreditation for whole college)	Business
Spring 2015	DMD - Doctor of Dental Medicine Advanced Certificate Programs (six)	Dentistry
	PharmD - Doctor of Pharmacy	Pharmacy
	MPA- Master of Public Administration	Urban Planning and Public Administration
Spring 2016	MArch Master of Architecture	Architecture and the Arts
	BS in Bioengineering BS in Chemical Engineering BS in Civil Engineering BS in Computer Science BS in Electrical Engineering BS in Computer Engineering BS in Mechanical Engineering BS in Industrial Engineering	Engineering
	Doctor of Nursing Practice	Nursing
	All programs (accreditation for whole school)	Public Health
Spring 2017	MS in Biomedical Visualization MS in Occupational Therapy	Applied Health Sciences
	BS in Nutrition MS in Nutrition Doctor of Physical Therapy	Applied Health Sciences
	MD - Doctor of Medicine	Medicine
Spring 2020	BS in Health Information Management MS in Health Informatics	Applied Health Sciences
Spring 2021	BS in Nursing MS in Nursing Science	Nursing

Table 5: A Detailed Program Review Schedule for Degree Programs by College	Review Initiated	Accreditation Review Reports Submitted
College/ Department		
College of Applied Health Sciences		
Department of Biomedical and Health Information Sciences		
BS in Health Information Management		spring 2020
MS in Biomedical Visualization		spring 2017
MS in Health Informatics		spring 2020
Post-Baccalaureate Certificate in Health Information Management	spring 2020	
Post-Masters Certificate in Health Informatics	spring 2020	
Department of Disability and Human Development		
MS in Disability and Human Development	spring 2020	
PhD in Disability Studies	spring 2020	
Department of Kinesiology and Nutrition		
BS in Nutrition		spring 2019
MS in Nutrition		spring 2019
BS in Kinesiology	spring 2020	
MS in Kinesiology(spring 2020	
PhD in Kinesiology, Nutrition and Rehabilitation	spring 2020	
Department of Occupational Therapy		
MS in Occupational Therapy (first professional)		spring 2017
Doctor of Occupational Therapy	spring 2020	
Department of Physical Therapy		
MS in Rehabilitation Sciences	spring 2020	
Doctor of Physical Therapy		spring 2019
College of Architecture, Design, and the Arts		
School of Architecture		
BA in Architectural Studies (IBHE approved 02/07/ 2012)	spring 2016	
BS in Architecture	spring 2019	
MS in Architecture	spring 2019	
MS in Architecture in Health Design	spring 2019	
MArch Master of Architecture		spring 2016
MA in Design Criticism (IBHE approved 12/08/2009)	spring 2014	
School of Design		
BDes in Graphic Design	spring 2019	
BDes in Industrial Design	spring 2019	
MDes in Graphic Design	spring 2019	
MDes in Industrial Design	spring 2019	
School of Art and Art History Administration		
Department of Art		
BFA in Art - Electronic Visualization	spring 2019	
BFA in Art - Moving Image	spring 2019	
BFA in Art - Photography	spring 2019	
BFA in Art - Studio Arts	spring 2019	
MFA in Moving Image	spring 2019	
MFA in New Media Arts	spring 2019	

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
MFA in Photography	spring 2019	
MFA in Studio Arts	spring 2019	
Department of Art History		
BA in Art History	spring 2019	
MA in Art History	spring 2019	
MA in Museum and Exhibition Studies (IBHE approved 06/21/2010)	spring 2015	
PhD in Art History	spring 2019	
School of Theatre and Music Administration		
Department of Theatre		
BA in Acting	spring 2019	
BA in Theatre Design	spring 2019	
BFA in Acting	spring 2019	
MA in Theatre	spring 2019	
Department of Music		
BA in Music	spring 2019	
Bmus in Performance	spring 2019	
Bmus in Jazz Studies	spring 2019	
College of Business Administration		
Department of Accounting		
BS in Accounting		spring 2014
MS in Accounting		spring 2014
Department of Business Administration		
Bachelor of Business Administration		spring 2014
MBA		spring 2014
PhD in Business Administration		spring 2014
Department of Finance		
BS in Finance		spring 2014
Department of Information and Decision Sciences		
BS in Information and Decision Sciences		spring 2014
MS in Management Information Systems		spring 2014
PhD in Management Information Systems		spring 2014
Department of Managerial Studies		
BS in Entrepreneurship		spring 2014
BS in Management		spring 2014
Department of Managerial Studies		
BS in Marketing		spring 2014
Real Estate		
MA in Real Estate		spring 2014
College of Dentistry		
Department of Dentistry		
Doctor of Dental Medicine		spring 2015
Department of Oral Sciences		
MS in Oral Sciences	spring 2020	
PhD in Oral Sciences	spring 2020	
Advanced Certificate in Endodontics		spring 2015
Advanced Certificate in Orthodontics		spring 2015

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
Certificates in Dentistry		
Advanced Certificate in Pediatric Dentistry		spring 2015
Advanced Certificate in Periodontics		spring 2015
Advanced Certificate in Advanced Prosthodontics		spring 2015
Advanced Certificate in Oral and Maxillofacial Surgery		spring 2015
College of Education		
Curriculum and Instruction		
BA in Urban Education	spring 2016	
MEd in Instructional Leadership	spring 2016	
PhD in Curriculum and Instruction	spring 2016	
Educational Psychology		
MEd in Youth Development	spring 2016	
MEd in Measurement, Evaluation, Statistics & Assessment	spring 2016	
PhD in Educational Psychology	spring 2016	
Educational Policy Studies		
PhD in Policy Studies in Urban Education	spring 2016	
EdD in Urban Education Leadership	spring 2016	
Special Education		
MEd in Special Education	spring 2016	
PhD in Special Education	spring 2016	
College of Engineering		
Department of Bioengineering		
BS in Bioengineering		spring 2016
MS in Bioengineering	spring 2015	
PhD in Bioengineering	spring 2015	
MS in Bioinformatics	spring 2015	
PhD in Bioinformatics	spring 2015	
Department of Chemical Engineering		
BS in Chemical Engineering		spring 2016
MS in Chemical Engineering	spring 2015	
PhD in Chemical Engineering	spring 2015	
Department of Civil and Materials Engineering		
BS in Civil Engineering		spring 2016
MS in Civil Engineering	spring 2015	
PhD in Civil Engineering	spring 2015	
MS in Materials Engineering	spring 2015	
PhD in Materials Engineering	spring 2015	
Department of Computer Science		
BS in Computer Science		spring 2016
MS in Computer Science	spring 2015	
PhD in Computer Science	spring 2015	
Department of Electrical and Computer Engineering		
BS in Electrical Engineering		spring 2016
MS in Electrical and Computer Engineering	spring 2015	
PhD in Electrical and Computer Engineering	spring 2015	
BS in Computer Engineering		spring 2016

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
BS in Engineering Physics	spring 2015	
Department of Mechanical and Industrial Engineering		
BS in Mechanical Engineering		spring 2016
MS in Mechanical Engineering	spring 2015	
PhD in Mechanical Engineering	spring 2015	
BS in Industrial Engineering		spring 2016
Master of Energy Engineering	spring 2015	
Department of Mechanical and Industrial Engineering		
MS in Industrial Engineering	spring 2015	
PhD in Industrial Engineering and Operations Research	spring 2015	
BS in Engineering Management	spring 2015	
Additional Engineering Programs		
MEng- Master of Engineering	spring 2015	
Graduate College		
Department of Neuroscience		
MS in Neuroscience	spring 2017	
PhD in Neuroscience	spring 2017	
Department of Learning Sciences		
PhD in Learning Sciences	fall 2018	
College of Liberal Arts and Sciences		
Department of African-American Studies		
BA with a major in African-American Studies	fall 2019	
Department of Anthropology		
BA with a major in Anthropology	fall 2020	
MA in Anthropology	fall 2020	
PhD in Anthropology	fall 2020	
MA in Environmental and Urban Geography	fall 2020	
Department of Biological Sciences		
BS with a major in Biological Sciences	fall 2018	
MS in Biological Sciences	fall 2018	
PhD in Biological Sciences	fall 2018	
Department of Chemistry		
BA with a major in Chemistry	fall 2013	
BS in the Teaching of Chemistry	fall 2013	
BS in Biochemistry	fall 2013	
BS in Chemistry	fall 2013	
MS in Chemistry	fall 2013	
PhD in Chemistry	fall 2013	
Department of Communication		
BA with a Major in Communication	fall 2014	
MA in Communication	fall 2014	
PhD in Communication	fall 2014	
Department of Criminology, Law, and Justice		
BA with a Major in Criminology, Law, and Justice	fall 2019	
MA in Criminology, Law, and Justice	fall 2019	

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
PhD in Criminology, Law, and Justice	fall 2019	
Department of Earth and Environmental Sciences		
BS with a Major in Earth and Environmental Sciences	fall 2013	
MS in Earth and Environmental Sciences	fall 2013	
PhD in Earth and Environmental Sciences	fall 2013	
Department of Economics		
BA in Economics	fall 2017	
BS in Economics	fall 2017	
MA in Economics	fall 2017	
PhD in Economics	fall 2017	
Department of English		
BA with a Major in English	fall 2017	
BA in the Teaching of English	fall 2017	
MA in English	fall 2017	
PhD in English	fall 2017	
Department of Gender and Women's Studies		
BA in Gender and Women's Studies	fall 2019	
Department of History		
BA with a Major in History	fall 2019	
BA in the Teaching of History	fall 2019	
MA in History	fall 2019	
MA in Teaching of History	fall 2019	
PhD in History	fall 2019	
<i>School of Literatures, Cultural Studies, and Linguistics</i>		
<i>Department of Classics and Mediterranean Studies</i>		
BA with a Major in Classical Languages and Literatures	fall 2014	
BA with a Major in Classical Studies	fall 2014	
<i>Department of French and Francophone Studies</i>		
BA in French and Francophone Studies	fall 2015	
BA in the Teaching of French	fall 2015	
MA in French and Francophone Studies	fall 2015	
<i>Department of Germanic Studies</i>		
BA with a Major in Germanic Studies	fall 2015	
BA in the Teaching of German	fall 2015	
MA in Germanic Studies	fall 2015	
PhD in Germanic Studies	fall 2015	
<i>Department of Hispanic and Italian Studies</i>		
BA with a Major in Spanish	fall 2015	
BA in Spanish Economics	fall 2015	
BA in the Teaching of Spanish	fall 2015	
MA in the Teaching of Spanish	fall 2015	
MA in Hispanic Studies	fall 2015	
PhD in Hispanic Studies	fall 2015	
BA with a Major in Italian	fall 2015	
<i>Department of Slavic and Baltic Languages and Literatures</i>		
BA with a Major in Russian	fall 2015	

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
BA with a Major in Polish	fall 2015	
MA in Slavic Studies	fall 2015	
PhD in Slavic Studies	fall 2015	
<i>Linguistics Department</i>		
MA in Linguistics	fall 2014	
Department of Latin American and Latino Studies		
BA with a Major in Latin American and Latino Studies	fall 2014	
MA in Latin American and Latino Studies	fall 2014	
Department of Mathematics, Statistics, and Computer Science		
BS with a Major in Mathematics	fall 2016	
BS in the Teaching of Mathematics	fall 2016	
BS in Mathematics and Computer Science	fall 2016	
BS in Statistics	fall 2016	
MS in Mathematics	fall 2016	
MS in Teaching of Mathematics	fall 2016	
DA in Mathematics	fall 2016	
PhD in Mathematics	fall 2016	
Neuroscience		
BS in Neuroscience	fall 2018	
Department of Philosophy		
BA with a Major in Philosophy	fall 2016	
MA in Philosophy	fall 2016	
PhD in Philosophy	fall 2016	
Department of Physics		
BA with a Major in Physics	fall 2013	
BS in the Teaching of Physics	fall 2013	
BS in Physics	fall 2013	
MS in Physics	fall 2013	
PhD in Physics	fall 2013	
Department of Political Science		
BA with a Major in Political Science	fall 2020	
MA in Political Science	fall 2020	
PhD in Political Science	fall 2020	
Department of Psychology		
BA with a Major in Psychology	fall 2018	
MA in Psychology	fall 2018	
PhD in Psychology (one concentration is accredited)	fall 2018	
Department of Sociology		
BA with a Major in Sociology	fall 2020	
MA in Sociology	fall 2020	
PhD in Sociology	fall 2020	
College of Medicine		
Medicine		
MD- Doctor of Medicine		spring 2019
MS Patient Safety Leadership	spring 2017	

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
Department of Anatomy and Cell Biology		
MS in Anatomy and Cell Biology	spring 2017	
PhD in Anatomy and Cell Biology	spring 2017	
Department of Biochemistry and Molecular Genetics		
MS in Biochemistry and Molecular Biology	spring 2017	
PhD in Biochemistry and Molecular Genetics	spring 2017	
Department of Health Professions Education		
MHPE- Master of Health Professions Education	spring 2017	
Department of Medical Biotechnology		
MS in Medical Biotechnology (at Rockford)	spring 2017	
Department of Microbiology and Immunology		
MS in Microbiology and Immunology	spring 2017	
PhD in Microbiology and Immunology	spring 2017	
Department of Pathology		
MS in Pathology	spring 2017	
PhD in Pathology	spring 2017	
Department of Pharmacology		
MS in Pharmacology	spring 2017	
PhD in Pharmacology	spring 2017	
Department of Physiology and Biophysics		
MS in Physiology and Biophysics	spring 2017	
PhD in Physiology and Biophysics	spring 2017	
Department of Surgery		
MS in Surgery	spring 2017	
College of Nursing		
BS in Nursing		spring 2021
MS in Nursing Science		spring 2021
PhD in Nursing Science	spring 2021	
Post-Baccalaureate Certificate in Administrative Nursing Leadership	spring 2021	
Doctor of Nursing Practice		spring 2016
College of Pharmacy		
Department of Pharmacy		
PharmD- Doctor of Pharmacy		spring 2015
MS in Pharmacy	spring 2021	
PhD in Pharmacy	spring 2021	
Department of Biopharmaceutical Sciences		
MS in Biopharmaceutical Sciences	spring 2021	
PhD in Biopharmaceutical Sciences	spring 2021	
Department of Forensic Science		
MS in Forensic Science	spring 2021	
MS Forensic Toxicology (IBHE approved 12/07/2010, not implemented yet)		
Department of Medicinal Chemistry and Pharmacognosy		
MS in Medicinal Chemistry	spring 2021	
PhD in Medicinal Chemistry	spring 2021	
MS in Pharmacognosy	spring 2021	

Table 5: A Detailed Program Review Schedule for Degree Programs by College – cont.	Review Initiated	Accreditation Review Reports Submitted
PhD in Pharmacognosy	spring 2021	
School of Public Health		
BA in Public Health (IBHE approved 10/04/2011)	spring 2016	
Master of Public Health		spring 2016
Doctor of Public Health		spring 2016
MS in Public Health		spring 2016
PhD in Public Health		spring 2016
Master of Healthcare Administration		spring 2016
MS in Clinical and Translational Science		spring 2016
Jane Addams College of Social Work		
MSW- Master of Social Work		spring 2013
PhD in Social Work	spring 2014	
Post-Baccalaureate Certificate in Evidence-Based Mental Health Practice with Children	spring 2014	
College of Urban Planning and Public Administration		
Department of Public Administration		
MPA- Master of Public Administration		spring 2015
PhD in Public Administration	spring 2018	
Department of Urban Planning and Public Policy		
BA in Urban and Public Affairs	spring 2018	
MUPP- Master of Urban Planning and Policy		spring 2013
PhD in Urban Planning and Policy	spring 2018	

Table 6: Program Review Schedule for Centers and Institutes by Semester

Review Initiated	Centers/Institutes	Colleges/Units
spring 2014	Jane Addams Center for Social Policy and Research	Social Work
spring 2015	Energy Resources Center	Engineering
spring 2015	Integrated Systems Laboratory	Engineering
spring 2016	Center for Literacy	Education
spring 2016	Center for Urban Education Leadership	Education
spring 2016	Institute for Health Research and Policy	Public Health
spring 2016	Institute for Leadership Excellence and Development (formerly Center for Human Resource Management)	Business
spring 2017	Cancer Center	Medicine
spring 2017	Center for Cardiovascular Research	Medicine
spring 2017	Center for Cognitive Medicine	Medicine
spring 2017	Center for Craniofacial Anomalies	Medicine
spring 2017	Center for Lung & Vascular Biology	Medicine
spring 2017	Center for Magnetic Resonance Research	Medicine
spring 2017	Institute for Juvenile Research	Medicine
spring 2017	Parkinson's Disease Center for Excellence	Medicine
spring 2017	Sickle Cell Center	Medicine
spring 2017	National Center for Rural Health Professions (Rockford)	Medicine
fall 2017	Center for Economic Education	LAS
fall 2017	Institute for the Humanities	LAS
fall 2017	Center for Research on Women and Gender	VC Research
fall 2017	Center for Structural Biology	VC Research
fall 2017	Institute of Environmental Science and Policy	VC Research
fall 2017	National Center for Data Mining	VC Research
fall 2017	Software Technologies Research Center	VC Research
spring 2018	Center for Urban Economic Development	CUPPA
spring 2018	Great Cities Institute (interdisciplinary)	CUPPA
spring 2018	Institute for Research on Race and Public Policy (interdisciplinary)	CUPPA
spring 2018	Nathalie P. Voorhees Center for Neighborhood and Community Improvement	CUPPA
spring 2018	Urban Transportation Center	CUPPA
fall 2018	Learning Science Research Institute (interdisciplinary)	Graduate College
spring 2019	City Design Center	A&A
fall 2019	Center for Research in Law and Justice	LAS
spring 2020	Center for Child and Family Development	AHS
spring 2020	Institute on Disability and Human Development	AHS
spring 2020	Center for Molecular Biology of Oral Diseases	Dentistry
spring 2021	Center for Botanical Dietary Supplements Research	Pharmacy
spring 2021	Center for Pharmaceutical Biotechnology	Pharmacy
spring 2021	Center for Pharmacoeconomics Research	Pharmacy
spring 2021	Institute for Tuberculosis Research	Pharmacy

Appendix B: Unit Response Report Template

Use this form to respond to all recommendations raised in the External Review Team Report.

Unit name: _____ Date of submission: _____

List all recommendations raised in the Team Report one by one. Under each of the recommendations, comment (such as corroborate, challenge, or expand) on the observation and recommendation of the reviewers. If you agree with them, describe or propose an action that has been or will be taken to address the recommendation for improvement.

Recommendation 1:

Comments or Actions (including strategies, persons in charge, and timeline)

Recommendation 2:

Comments or Actions (including strategies, persons in charge, and timeline)

(More to be added if needed)

Prepared by: _____

Department Head's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____

Appendix C: SCEP Subcommittee Recommendation Form for Program Review Outcome

Based on the unit's self-study report, the external review team report, and the unit and/or college's response to the team report, the SCEP Subcommittee will document recommendations for each degree program under review, using this form.

Program Reviewed (e.g., BA in International Studies) _____

SCEP Subcommittee Meeting Date _____

Summary of Review

Strengths:

Suggestions for improvement:

Areas of significant concern:

Recommendation (check one of the options below):

- a. ____ Recommend *Program in Good Standing* without a follow-up report requirement
- b. ____ Recommend *Program in Good Standing* with a follow-up report requirement
- c. ____ Recommend *Program Flagged for Priority Review* with a follow-up report requirement
- d. ____ Recommend college consider *Program Enrollment Suspension* with a follow-up report requirement³

Explanation: Provide a rationale for the recommendation. For recommendation "b," "c," or "d," specify areas for follow-up and a due date for submitting a follow-up report.

Signatures of the Subcommittee Members

Select one of the two choices and then sign on the line after the selected choice:

- Agree Disagree with the outcome _____

³ Suspension of a program will be determined by each college's existing policies, process and practices.

Appendix D: IBHE Program Review Report Template

PROGRAM REVIEW REPORT

1. Reporting Institution _____
2. Program Reviewed _____
3. Date _____
4. Contact Person _____
 - 4.1. Telephone _____
 - 4.2. E-mail _____
 - 4.3. Fax _____
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
 - 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 resource 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

Appendix E: Follow-up Report Template

Use this form to report changes made and other developments in response to recommendations for improvement identified through this review.

Unit name: _____ Date of submission: _____

Recommendation 1:

Describe changes made and other developments in response to recommendation 1 and discuss the results of improvement.

Recommendation 2:

Describe changes made and other developments in response to recommendation 2 and discuss the results of improvement.

(More to be added if needed)

Prepared by: _____

Department Head's Signature: _____ Date: _____

Dean's Signature: _____ Date: _____