

ACADEMIC PLANNING COUNCIL

February 11, 2019

3:00 p.m. Altgeld 315

Minutes

Present: Abdel-Motaleb, Chitwood, Cripe, Daniel, Douglass, Einolf, Ghrayeb, Gordon, McCord, McEvoy, Mini, Mogren, Siblik, Stephen, Strid, Subramony, Ysasi, and Zinger

Guests: Bárbara González, Chair, Department of Statistics and Actuarial Sciences

Meeting was called to order at 3:02 p.m.

1. Announcements

- Next Monday, February 18, 2019, the College of Visual & Performing Arts will be hosting the Third Annual College of Visual and Performing Arts Convocation - A Celebration of the Arts.
 - This event will showcase performances by students in the School of Music, School of Theatre and Dance, and the work of students in the School of Art and Design.

2. Approval of minutes from November 5, 2018

- First motion made by Ibrahim Abdel-Motaleb
- Second motion was made by Judy Chitwood
- Motion passed

3. Discussion for approval of the B.S. in Statistics and the B.S. in Actuarial Science

- B.S. in Statistics
 - Motion made by Joseph Stephen
 - Second motion was made by Ibrahim Abdel-Motaleb
 - Motion passed
- B.S. in Actuarial Science
 - Motion made by Joseph Stephen
 - Second motion was made by John Evar Strid
 - Motion passed
- Gonzales stated that the proposed programs are currently concentrations in the B.S. in Mathematics.
- The main purpose of making them their own degrees is to make them more up-to-date and applied as to what a Statistician and Actuarial should be learning in college.
- Theoretical math courses have been eliminated.
- Students will take more statistics and actuarial courses.
- The courses have been modernized.

- Abdul-Motaleb asked if the programs will be under the Department of Mathematical Sciences.
 - They will be under the Department of Statistics and Actuarial Science.
- Abdul-Motaleb asked about job opportunities.
 - Demand is very high for actuarial jobs.
 - There is a 34% and 18% growth in employment opportunities for statisticians and actuaries respectively.
- Stephen stated that the change is to focus and make the programs more branded.

4. Discussion of subcommittee reports

- Zinger gave an overview of the Subcommittee A report: B.S.Ed. and M.S.Ed. in Special Education
 - Overview
 - I. The B.S.Ed. and M.S.Ed. in Special Education programs have two separate and distinct areas of emphasis.
 - a. The Learning-Behavior Specialist-1 and the Visual Impairments.
 - b. The M.S.Ed in Special Education program offers several certificates.
 - Departmental Context
 - I. Strengths
 - a. Faculty is highly recognized for their teaching ability.
 - 1. A faculty member has been recognized by the University with an Excellence in Presidential Teaching Professorship.
 - b. There is some active research with a high level of federal funding.
 - c. Faculty is highly rated by students.
 - d. One of the few departments with a Visually Impaired program.
 - II. Discussion Points
 - a. The department is below peer institution productivity in many of its research areas.
 - 1. The department is looking to improve research by balancing teaching and research.
 - b. There is a lack of student diversity in the department.
 - 1. The certificates, minors, and endorsement populations are more diverse.
 - 2. They are looking at partnering with community colleges.
 - III. Recommendations
 - a. The Department should continue to develop writing circles and engage in collaborative writing projects to improve scholarly activities.

- b. Strategies should be developed that will allow faculty to find a proper balance between teaching and scholarship.
 - c. The Department should continue to develop associations with community colleges.
 - d. The Department should work with other entities in the university to improve student diversity.
 - e. Douglass asked how far along they are in the process of research circles and balancing course releases.
 - 1. They are meeting regularly in regards to the research circles and have been able to generate papers.
 - 2. Chitwood mentioned that the chair, Greg Conderman, sometimes fills in for professors to allow them more time for research.
- B.S.Ed. in Special Education
 - I. Strengths
 - a. Expanding opportunities for student-faculty research collaborations.
 - b. Several engagement opportunities are available for students.
 - c. Increase in partnerships with local schools.
 - d. There is strong and comprehensive advising for students.
 - e. The program offers general education courses to attract students.
 - f. Graduates appear satisfied with degree and job placement.
 - II. Discussion Points
 - a. The department does not know why there is a marked difference in the admitted-to-enrolled between freshman and transfer students.
 - 1. The department faculty are not directly involved with freshmen students.
 - 2. The department is working with advisors to determine the causes and potential solutions.
 - b. The Test of Academic Proficiency (TAP) is no longer used as an entrance requirement.
 - 1. They are using other standardized tests.
 - There are some constraints with these tests.
 - c. There is a trend of an increase in credit hour production in the undergraduate program.
 - 1. There are many students taking certification, minor and endorsement program courses.
 - d. Many undergraduate students return to Northern Illinois University (NIU) for advanced degrees.
 - 1. Returning students are usually part-time students.
 - III. Recommendations
 - a. The program should continue to work with advisors on freshman admission rates.

- b. The program should continue to develop relationships with local schools.
 - c. The program should continue developing online and hybrid courses.
 - d. The program should continue to develop the non-teaching licensure program.
 - e. The program should become more active in marketing the program and job opportunities to non-majors.
- M.S.Ed. in Special Education
 - I. Strengths
 - a. Faculty is highly recognized by both peers and students.
 - b. Credit hour production and enrollment has increased.
 - c. There is strong graduate advising.
 - d. High availability of experiential learning through research and teaching.
 - e. Initiated an award-winning Board Certified Behavior Analysis (BCBA) program.
 - f. Students in the program excel at the edTPA and other assessment methods.
 - II. Discussion Points
 - a. There has been a marked enrollment over the past several years.
 - 1. The BCBA program is primarily online and generates a considerable amount of credit hours.
 - 2. There were a large number of students-at-large enrolled in the non-degree programs that increased credit hour production but did not reflect in department enrollment.
 - Students are not generally pursuing degrees, but certificates.
 - b. The program has expanded online components of its program, but believes a full online program would not be well suited.
 - 1. Some of the clinical programs are not well suited online.
 - c. Generally, students continue their education part-time.
 - III. Recommendations
 - a. Continue efforts in developing online and hybrid offerings.
 - b. Get alumni more involved with recruiting and placement.
 - c. Work with the Graduate School to determine methods for having students-at-large be counted as part of the program.
 - 1. Mogren mentioned that there is a significant teaching load and the program is not receiving the credit it should.
 - 2. The program feels that this is unfairly disadvantaging them.

- They do not feel they are being properly credited for the work they are doing.
 - 3. Strid asked if they are putting in an effort to increase recruiting and making the program more attractive.
 - 4. McCord stated that there is a challenge with students who come in as Student-at-Large and are later converted to Degree-Seeking Students.
 - There have been discussions with Brad Bond regarding policies for when students should announce they are seeking a degree.
 - Stephen asked if the Office of Executive Vice President and Provost looks at both credit hour production and major loads.
 - Both are looked at.
 - 5. Mogren mentioned there is a high demand for such programs with a great reputation, but there is a lot of online competition across the country.
 - They are reluctant to convert classes completely online as they believe one of their strengths is in-seat classes.
 - They have to balance how much they push students into a full-time graduate level program.
- Ysasi gave an overview of the Subcommittee B report: B.S. in Public Health and the Master of Public Health (M.P.H.)
 - Departmental Context
 - I. Strengths
 - a. Faculty are well recognized regionally, nationally, and internationally for their professional and public service.
 - b. Vast number of awards for research and service.
 - c. High volume of publications and grant funding.
 - d. One of the largest number of undergraduate programs.
 - e. Strong retention and recruitment efforts for both the undergraduate and graduate programs.
 - f. Accomplishments in teaching by program faculty.
 - g. One of the most ethnically diverse programs at NIU.
 - h. Strong joint recruitment efforts.
 - i. High achieving undergraduate students.
 - j. There is a strong online offering available for the B.S. in Public Health.
 - k. There is a total of nine tenure-track faculty.
 - l. Assistance with an undergraduate advisor and internship coordinator.
 - 1. Significantly improved retention efforts.
 - II. Challenges

- a. Increased teaching load in comparison to peers in their field (five courses per academic year).
 - b. M.P.H. enrollment has gone up by 50% and, based on this growth, additional faculty members are needed.
- III. Discussion Points/Areas for Improvement
- a. Originally adjunct faculty were not mandated to attend department meetings.
 - 1. Changes have been made and now adjunct faculty are encouraged to attend departmental meetings.
 - 2. There has been an increase in attendance.
 - b. Having a permanent chair has increased cohesion and collaborative efforts among faculty.
 - c. The program faculty are affiliated with the Illinois Public Health Association and are increasing student involvement.
 - d. Currently there is a total of eight students enrolled in the accelerated B.S./M.P.H. program, but efforts are being put into accelerating and increasing the number of students.
 - e. The criteria of a G.P.A. of 2.0 for undergrad students does not impact job outlook for students.
 - f. One quarter of respondents on alumni surveys feel that the program has left them unprepared for their jobs.
 - 1. As a whole, students generally feel quite prepared.
 - g. The department believes 80% of graduation rate is good and support the high graduation rate.
 - h. McCord asked what makes up the 80% undergraduate rate.
 - 1. This was not asked during the subcommittee meeting.
 - 2. Douglass mentioned that they might be sophomores or early juniors.
 - i. In 2014 and 2015, the pass rates for the comprehensive exam was 54% and 88%.
 - 1. For first timers, the pass rate has gone up to 80%.
 - j. The 2016 Review for Accreditation document states the online program had only generated a total of seven students.
 - 1. In 2017, the total number of graduates were 18.
 - k. There is no count for students that have completed the thesis option.
 - l. There are many clinical courses that help students design needs assessments for health problems on a population level.
- IV. B.S. in Public Health
- a. Challenges
 - 1. There has been an increase in teaching load compared to peers.
 - 2. Open enrollment is a challenge due to the lack of academic support provided to students.
 - 3. Nursing and other pre-professional health professions tend to enroll in the lower division courses.

- Not a lot of students start off pursuing a degree in Public Health and most tend to be in their third or fourth year when they enter the program.

b. Discussion Points/Areas for Improvement

1. The average teaching load per academic year is 3:2.
2. Average class size for students in the lower division is 86 and in the upper division 34.
3. The purpose of eliminating the degree completion option was the result of it not being cost effective and to focus on the retention of students. Additionally, the time required for advising was proving to be excessive.
4. Career opportunities are plentiful and include roles in hospitals, health care management organizations, local and state health departments, nursing homes, health care accrediting agencies, non-profit organizations, health educators, and the government sector.
5. There is a liaison that works with upper level students.
 - A significant portion of time and effort is spent towards career mentoring and academic advising.
 - There is an additional need for advisors.
6. Average time before obtaining employment post-graduation is six months or less.

V. M.P.H.

a. Challenges

1. Curriculum and assessment criteria remained static until 2014.
2. Changes to meet accreditation requirements did not begin until 2014.
3. Increased number of M.P.H. programs nationwide; creating steep competition for NIU.

b. Discussion Points/Areas for Improvement

1. The average number of students enrolled in the online program is 57.
2. Class size is capped at 20.
3. There has been an increase in M.P.H. programs no longer requiring Graduate Record Examinations. To be competitive with other programs, the program is now reviewing GPA and writing samples. For students who do not meet the minimum GPA requirement of a 3.0, they can enroll as a Student-at-Large and “prove themselves” while taking up to 12 credit hours but must maintain a 3.25 GPA in order to be accepted.

VI. Needs

- a. Additional assistance is needed in advising students based on the size of the B.S. program.

- b. There is only one full-time instructor in the M.P.H. program.
 - 1. More are needed and critical towards meeting accreditation standards.
 - VII. Douglass stated that she will follow-up for clarification on the 80% graduation rate and thesis option counts.
 - a. Strid stated that the graduation rate is for the M.P.H. program.
 - 1. Per different academic cohort.
 - VIII. Cripe mentioned that he is concerned with the low GPA requirement of 2.0 for undergrad students.
 - 1. The vast number of applications received meet the GPA requirement.
 - 2. Only high achieving students are accepted into the accelerated program.
- Abdel-Motaleb gave an overview of the Subcommittee B report from the November 26, 2018 meeting: Speech-Language-Hearing Clinic
 - Departmental Context
 - I. The Objectives of the Unit
 - a. To meet the clinical teaching, research, and service for the Doctor of Audiology Program, the Masters in Communicative Disorders, and the specialization in Speech-Language Pathology Program within the School of Allied Health and Communicative Disorders.
 - b. The second objective is to serve the community as a clinic to treat people with hearing and balance concerns, speech, language, and cognitive-communication, and swallowing disorders.
 - c. The third is to use the service activities to the community for student's education and training as well as revenue generation.
 - II. Accomplishments
 - a. Providing excellent quality clinical teaching and training education to graduate students.
 - b. Establishing St. Mary's site for training of Speech-Language Pathology students.
 - c. Purchased advanced professional equipment.
 - d. Provide community service of audiology across the full scope of practice.
 - 1. 3,500 individuals have been screened or treated, which is more than all combined clinics west of Naperville.
 - e. Holds Summer camps for children with language disorders.
 - f. Provide in-home early intervention service.
 - g. Partnering with DeKalb city, School districts, and NIU for community screening.
 - h. They are generating \$700,000-\$800,000 per year from clinical services.
 - III. Goals and Plans Proposed by the Unit

- a. Expand the interdisciplinary teaming services for patients with multiple needs.
 - b. Grow early intervention program.
 - c. Expand interdisciplinary teaming services for patients with multiple needs.
 - d. Increase funding.
 - e. Offer bilingual services because many students speak other languages such as Spanish.
 - f. Explore expansion of service to veterans and NIU employees.
- Strengths
 - I. Provide students with practical clinical education needed for accreditation and practice.
 - II. Have generated \$800,000 of revenue.
 - III. Have treated and screened over 3500 patients in the DeKalb area.
 - IV. Initiated an early program for children with speech difficulties.
 - V. Uses an integrated and engaged approach while preparing audiology and speech-language pathology students for professional clinical practice.
 - VI. Audiology demand is expected to grow by 34% from 2012 to 2022.
 - a. This is due to a hearing loss in an aging baby-boom population.
 - VII. Employment demand is high for Speech-Language Pathologists.
 - VIII. Program data reveal the Doctor of Audiology program and Speech-Language Pathology program have an average employment rate of 97.5% within six months of graduation.
- Challenges and Recommendations
 - I. Challenges
 - a. Research output is low due to challenges faced from obtaining patient consent.
 - b. Number of faculty is not adequate.
 - 1. If all academic faculty positions are filled, clinical faculty will be freed to conduct more clinical work and fill the gap.
 - c. Space for faculty and students is not adequate.
 - d. Legal reviews of contracts with collaborative agencies and insurance is slow and inefficient due to a disagreement in conditions.
 - 1. They have lost several contracts.
 - 2. The committee recommended they communicate more with legal and be more involved to facilitate this.
 - II. Recommendations
 - a. Hire qualified faculty such as bilingual speech-language pathologists.
 - b. Work more closely with the legal department to expedite legal reviews of contracts.
 - c. Enhance marketing support.

1. They need better marketing tools to sell their services.
- d. Replace outdated and broken equipment to help increase revenue.
- e. Speed the implementation of Telecast and telehealth technologies for speech and audiology.
- f. The Academic Planning Council should evaluate the center with the Academic Unit such as the Doctor of Audiology program.
 1. Abdel-Motaleb believes that by doing this, the center will no longer be visible.
 2. Strid mentioned the center should be evaluated with the Academic Unit since they are so integrated.
 3. Cripe mentioned this is an external activity at the University that helps children and helps show NIU's impact to the community.
 4. More money is going out than is coming in.
 5. Stephen mentioned that many people do not know about the clinic.
 6. Gordon asked if there is a potential to partner with other schools such as Northwestern.
 - They are not able to bill higher because they are not partnered with a hospital.
 7. Abdel-Motaleb asked if the clinic should be eliminated.
 - The clinic is an integral part of the program.
 - The clinic exists as training for students.

5. Other Business

- Next Monday, February 18, 2019, Subcommittee A and B will meet.

Meeting adjourned at 4:19 p.m.

Respectfully submitted,

Crystal Doyle and Jessica Jaimes