

ACADEMIC PLANNING COUNCIL

September 23, 2019

3:00 p.m. Altgeld 315

Minutes

Present: Blazey, Campbell, Chitwood, Cripe, Douglass, Gordon, Falkoff, Ingram, McEvoy, Mini, Montgomery, Nesterov, Peters, Reynolds, Siblik, Subramony, Thurmaier, VandeCreek, Zinger.

Guests: David Ballantine, Associate Dean, College of Liberal Arts and Sciences; Wei-Chen Hung, Chair, Department of Educational Technology, Research, and Assessment; Judy Ledgerwood, Acting Dean, College of Liberal Arts and Sciences; Leslie Matuszewich, Acting Associate Dean, College of Liberal Arts and Sciences; David Walker, Associate Dean, College of Education

Meeting was called to order at 3:01 p.m.

1. Announcements

- a. Beth Ingram called the meeting to order.
- b. Carolinda Douglass made the following announcement:
 - i. Communication Studies removed from the Program Review Schedule.
 1. Academic Planning Council (APC) Schedule and APC Subcommittee Membership and Assignment files updated on Blackboard. Hard copies are also available on the table.

2. Approval of Minutes from August 26, 2019

- a. Ingram asked if any corrections were needed.
 - i. Minutes were approved.

3. Discussion of Subcommittee Report

- a. Ballantine, Hung, Ledgerwood, Matuszewich, and Walker were on hand to discuss their reports.
- b. Donald Zinger gave an overview of the Subcommittee A report for the B.S. in Applied Management – Instructional Technology, Training and Evaluation.
 - i. Departmental Context
 1. Administered by the Department of Educational Technology, Research and Assessment (ETRA).
 2. Enrolled students are predominately graduate level.
 3. ETRA prepares students for educational technology.
 - ii. Discussion Points
 1. Enrollment
 - a. Enrollment is low with about eighteen students.
 - b. Target goal of forty students.
 - c. Program geared towards degree completion students.
 2. Degrees Conferred and Alumni Outcomes
 - a. Since the program is new, there have only been a few graduates, but the graduates were satisfied with the program.

3. Continuous Quality Improvement Activities
 - a. ETRA is concerned if the online nature of the program accurately assesses students.
- iii. Recommendations
 1. Discussion on how to develop a separate degree for this program.
 2. Improving efforts for increasing enrollment.
 3. Separate funding for the program.
- iv. Questions
 1. Douglass clarified the B.S. in Applied Management was previously a university level degree.
 - a. Douglass asked if there was a concern with name recognition for the degree.
 - b. Hung said graduates were pleased with the current name, since it captures applied management, technology, training, and evaluation.
 - c. Walker stated the articulation is in line with the College of DuPage and the College of Lake County, which helps with recruitment efforts.
- c. Zinger gave an overview of the Subcommittee A report for the B.S. in Applied Management – Public Service.
 - i. Department Context
 1. Objective is a degree completion program.
 2. Target audience is the police, fire, and public work employees.
 3. The program is now open to both AA and AAS degrees.
 - ii. Discussion Points
 1. Enrollment
 - a. Enrollment is low and decreasing.
 - b. Despite the low enrollment, the program has a representation of minority and underrepresented groups.
 - c. Target enrollment is twenty to twenty-five students.
 2. Degrees Conferred and Alumni Outcomes
 - a. Due to the small amount of available data, the results are inconclusive.
 3. Continuous Quality Improvement Activities
 - a. Proficiency credits
 - i. Students submit a portfolio and essay to illustrate how they have met the degree requirements. No more than thirty credits may be awarded for this.
 4. Resources and Costs
 - a. Additional marketing is needed.
 - iii. Recommendations
 1. Continue efforts to make program entirely online.
 2. Review assessment to maintain good quality program.
 3. Consider separating the two degrees due to dissimilarity.
 - iv. Questions
 1. David Ballantine provided further clarification on the two degrees having almost the same title. Both degrees were previously hosted in

The Office of the Executive Vice President and Provost (EVPP). The EVPP moved them back into the colleges. The School of Public and Global Affairs agreed to take charge of the program in public service, and the College of Education expressed interest in developing a parallel program in Instructional Technology. Both are B.S. in Applied Management degrees.

4. Program Review Process

- a. Ingram asked to hear the committee's thoughts on its performance relative to its two main purposes – compliance and quality assurance.
 - i. Falkoff said more clarity has been provided on the purpose of the committee, since the process is more streamlined. This committee helps programs think about what they are doing, such as discussing benefits with peers, but it is important to consider if the results are worth the effort being put in.
- b. In regards to the reports covered today, Kurt Thurmaier asked how programs move forward as a result. What happens to these recommendations, and what are the positive and negative results?
 - i. Jerry Blazey asked Thurmaier if he believes this should be handled at a department level.
 - ii. Thurmaier believes it should be addressed at a university level since it is a university level committee using university resources.
 - iii. Ingram clarified the money is the college's money not the Provost's.
- c. Brad Cripe emphasized working on the reports is a way to advocate for one's department. If there is something about one's program or department that needs to come to the attention of the senior people of this organization, this is the place for that to happen.
 - i. Ingram said this happens at a local level.
 - ii. Cripe emphasized the importance of guidance from senior leadership.
 - iii. Ingram said changing names of the programs or changing courses is a departmental function.
 - iv. Cripe hopes the people responsible for making these changes would have inspiration and guidance from the leadership of the university.
- d. Ingram asked if there was an expectation for the Provost to take an active role in departmental decisions.
 - i. Cripe clarified there is an expectation for the Provost to assist with resource allocation.
 - ii. Chad McEvoy contributed by stating it is unclear how to connect the entire process of the committee to the budget piece, and it has been a conversation topic for many years.
 - iii. Falkoff said it is part of our mission to advise the Provost on the budgeting, but the committee never understood how that functions.
- e. Ingram asked if the committee ever votes on these matters to inform her on what the committee wants.
 - i. Falkoff said the committee can communicate their thoughts. In the reports, some recommendations are directed to a program itself, but some recommendations are hopes for the university's help, such as funding a new lab.

- f. From the recommendations, Thurmaier hoped the committee would help him address a solution to split the two programs up. He wants the B.S. in Applied Management degree to be in Public Management not Applied Management.
 - i. Ingram asked if the committee feels comfortable making these recommendations.
 - 1. McEvoy said generally not because each chair knows their department best.
- g. Ingram asked the committee: how do we elevate the most important questions for each department?
 - i. Hung said ETRA has been trying to address this issue at a department level, and this committee was an opportunity to address it at a university level. He agrees they need to continue to recruit, but he wants guidance on how.
 - ii. Ingram agreed presenting the committee with an issue and asking for recommendations is a productive idea.
 - iii. Thurmaier said both degrees are seeking adult learners. This was created since NIU did not articulate AAS degrees, so police and fire could not get in to NIU and do degree completion. The growth in the university is likely to be in this market, but the university is unprepared to accomplish this.
- h. Ingram said the committee can focus on producing guidance for programs if the reports raise specific issues.
 - i. Ballantine said there were three topics brought up:
 - 1. Curricular changes need to be brought up for the programs to be viable. There needs to be recommendations as a starting point.
 - 2. Improvements are needed in recruitment and advertising. There should be a representative from all offices on campus. Currently, one body makes a decision, and the body responsible for that implementation is not present. Therefore, they do not understand the purpose.
 - 3. The third involves staff resource allocation and this comes from the EVPP. Multiple components need to be addressed here.
 - ii. Ingram asked if Ballantine was referring to the subcommittee's recommendations.
 - iii. Ballantine confirmed. If the committee recommends the department making curricular changes, some of which require hiring additional staff, those two issues are connected. If there are no resources from the EVPP to hire more staff, doing curricular revisions is pointless.
- i. Judy Ledgerwood clarified the process. Departments present their report, the subcommittee listens to the requests, and the subcommittee puts this into their report to present to the full committee.
 - i. Ingram agreed with Ledgerwood and asked the committee who are the right people to vet these requests.
 - ii. Falkoff said he believes Ledgerwood is largely correct. However, he also thinks the subcommittees develop their own recommendations by exercising independent judgement.
- j. Thurmaier asked: in the past, has this committee as a whole advised a program on what they can change about a current process they are implementing? For example, what else should their program do in terms of recruitment aside from community college outreach due to its ineffectiveness?

- i. Falkoff answered that the committee has no enforcement authority for the recommendations to be implemented. The important aspect is if the conversation is worth it. For example, should these programs reconsider having limited enrollment?
 - 1. Ingram asked how the committee can make the conversation more useful.
 - a. Evgueni Nesterov believes this is productive. The main issue in both programs was enrollment. They know how to go about increasing enrollment, but do they have enough resources to accomplish it?
- k. Ingram said the subcommittees seem useful if they are reorganized to be comprised as people in cognate departments. Should we stop at the subcommittee level? Then this entire committee could be used for higher level discussion of academic policies.
 - i. Nesterov said members not on the subcommittee do not hear all the discussion about the reports, and they are uninformed.
 - ii. Blazey asked who the subcommittees would report to then.
 - 1. Ingram said her.
 - iii. Thurmaier said this could all happen at a college level rather than a university level if cognate subcommittees were used.
 - 1. Ingram said if the committee goes back to local control where the Deans are in charge of their own budgets, the EVPP will have even less money to reallocate.
 - iv. McEvoy said the subcommittee function makes more sense to be done locally at a college level. This would help connect the results and resources.
 - v. Ledgerwood said colleges previously took a much bigger role when it was the larger reports. These were college-focused, then came to committees. There were also more resources at the college level.
- l. Ingram asked: as the university moves to a different budget model, does the committee want to explore doing their work differently? This committee can then discuss higher level policies and procedures.
 - i. Falkoff said this was a great idea.
 - 1. Ingram said she will meet with Douglass to consider how to move towards this in the future.
 - 2. Falkoff stated this is cutting against the trajectory seen for so long.
- m. Ingram said the Program Reviews are always asymmetric by saying to increase resources.
 - i. Falkoff said the first and foremost task is to ensure the committee is developing reports the IBHE needs from the university.
 - ii. Ingram said we can manage the compliance piece. However, there must be issues this group wants to discuss at a higher level, such as academic programs on campus.
- n. Thurmaier reiterated this is the Provost's committee. He asked Ingram what she wants to see the committee discuss.
 - i. Ingram thinks it is interesting to consider discussing if we are supporting the right curricular innovation, how do the grants programs work, the balance between online versus in person meeting on campus, and what students do we want to be serving in our online programs.

1. This can be applicable to specific programs, but it also encompasses what the campus looks like, the university's mission, and how we move forward.
- ii. Falkoff said it's about familiarizing yourself with what other programs are doing to help you with your own program.
- iii. Ingram said there are interesting issues facing this campus that the committee could have engaging, helpful discussions about. These also coincide with resource allocation that the EVPP can make decisions on.

5. Other Business

Meeting adjourned at 4:07 p.m.

Respectfully submitted,
Crystal Doyle and Paige Cosgrove

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