

# Workgroup #8 (Dream Team) Draft Report

January 13, 2017

## Overview

The charge of Workgroup 8 is to, “focus on program development that will enhance EIU’s marketability in growing student enrollments at both the undergraduate and graduate levels.” Recommendations will be centered on the following four areas:

1. New or Modified Programs (undergraduate and graduate majors)
2. Completion Programs (for adult learners and community college students)
3. Identifying Signature Programs
4. Micro Degrees

Our preliminary discussions are guided by data from multiple sources. We recognize that there are other institutional forces that will affect the realization of recommendations that may come from our group. However, we are confident that EIU can respond to the changing educational and career needs of potential students to increase the recruiting power of our degree programs at the graduate and undergraduate levels.

In our deliberations, we chose to dream of new or revised programs without regard to financial, personnel, or administrative constraints with the view that “if we build it, they will come.” However, in the process, we came to realize that, in many instances, we already have qualified and passionate faculty who can help forge a pathway for implementation of these programs.

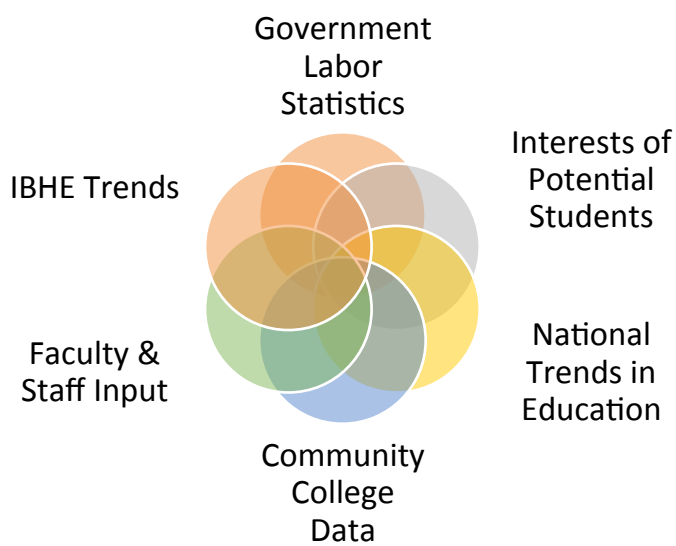
Our forthcoming recommendations for new programs will be targeted at growing enrollment, which we recognize can also be accomplished through means other than simply adding new programs. Greater cooperation between academic departments can facilitate interdisciplinary programs that better meet students’ interests and needs. Growing enrollment in specific programs can boost enrollment in other programs as students are exposed to the breadth of a liberal arts education.

## Data Sources

We gathered data from multiple sources that informed our discussions including those shown in *Figure 1 (right)*.

## Timeline

Our workgroup will be soliciting campus feedback in January and February, after which we will review and prioritize our recommendations by the March 15 deadline.



## Recently Implemented and Forthcoming Programs at EIU

One of the first things we discovered is that there are several new undergraduate majors, minors and graduate programs already in development and at different stages of the curriculum approval process. Our committee fully supports the many individuals and departments who, on their own initiative, are responding to changing markets to enhance student recruitment and preparation for future careers. Presently known recent and developing programs include:

### Undergraduate Programs

#### *Recently Approved Majors and Minors 2014-2016*

- Computer and Information Technology (Major)
- Public Relations (Major)
- Communication & Cultural Diversity (Minor)
- Media Technology (Minor)
- Marketing (Minor)
- Management (Minor)
- Operations & Supply Chain Management (Minor)
- Civic and Nonprofit Leadership (Minor)

#### *New/Revised Undergraduate Majors in Development*

- Criminology and Criminal Justice (Sociology, Political Science)
- Digital Media (School of Technology)
- Neuroscience (Psychology, Biology)
- Computer Science (Mathematics & Computer Science)
- Health Communication (Communication Studies, Health Promotion)
- Pop Culture (English, many others)
- Computer Science (Revised Major)

### Graduate Programs

#### *Recently Approved Graduate Programs*

- Master's in Political Science, Public Administration option (online, Fall 2016)
- Master's in Health Promotion and Leadership (online, Spring 2016)
- Master's in Aging Studies (online, Fall 2015)
- Master's in Business Administration (online Summer, 2016)
- Master's in Music Education (with curriculum revisions), (Fall 2016)
- Master's in Art Education/Community Arts (online Fall 2014)

#### *Forthcoming Graduate Programs*

- Master's in Talent Development (online, awaiting IBHE approval)
- Master's in Cybersecurity (primarily online, awaiting HLC approval)
- English, Teaching of Writing Certificate (course revisions in process for online delivery)
- Master's in History for Teachers (course revisions in process for online delivery)
- Professional Science Master's in Geographic Information Sciences (online proposal forthcoming)
- MS Biochemistry and Biotechnology (Spring 2017)

## Charges #1 and #2:

### New or Revised Degree Programs and Degree-completion programs

Note: The Appendix contains supportive comments, Figures, and Tables.

In addition to new programs already in development, our committee has discussed the following areas of potential growth (in no particular order):

- Establish new programs in health-related fields including:
  - Undergraduate degree in Health Sciences (Allied Health) for pre-professional students
  - Masters in Occupational Therapy, Cytotechnology/Histology, Nursing Education, Healthcare Administration, and Physician Assistant
  - Doctorate of Physical Therapy residential bridge program (PT or PTA to DPT)
  - Certificate programs in Health Informatics, Health Management, Occupational Safety and Health, and Diagnostic Genetic Sciences
  - Health Physics (Radiation)
  - Doctorate of Nursing Practice (DNP) in Education and DNP in Leadership. Certification exams in nursing education (CNE) and clinical nurse leaders (CNL)
- Revise/Establish undergraduate degree programs in the following possible areas:
  - Business-related fields
  - Engineering
  - Computer Science
  - Environment & Sustainability
- Increase the number of select online degree programs
  - Online graduate degree programs that meet demands of those who need further education for the workforce (see Appendix)
  - Online undergraduate degree completion programs for adult, nontraditional and place-bound students (In addition to increasing support for online degree completion programs in BGS, OPD, NUR, and PSY)
  - Online general education 'Bridge' programs that fill gaps in general education courses of transfer students
- Add a small number of doctoral level programs to enhance the prestige of the university
  - PhD program(s)
  - Doctorate of Physical Therapy (as noted above)
  - Education Doctorate (EdD)
- Consider partnering with regional community colleges to create more 2+2 agreements in high-interest majors (both face-to-face and online)
  - Agriculture business or Agriculture economics. (Lakeland has approximately 2,000 students enrolled in their agriculture programs.)
  - Engineering

Center for Excellence (See Appendix)

- The University of Wisconsin-Eau Claire Center offers students several programs that fund collaborative work with faculty. These programs include: (1) Student-Faculty Research Collaboration; (2) Summer Research Experiences for Undergraduates; (3) Diversity Mentoring

Program; (4) Graduate Student Research and Scholarly and Creative Activity; and (5) Student Travel for the Presentation of Research Results.

### Charge #3: Signature Programs

At present, we have not chosen to identify specific signature programs. However, we have established a definition and discussed some possible criteria to establish a framework for identifying specific signature programs in the future.

#### Definition

A signature program at EIU is a degree program, or collection of degree programs, that “epitomize your institution’s mission and define its distinctiveness in the marketplace” (Kelly, 2008). Signature programs are used as part of a marketing strategy to increase enrollment in high-interest majors.

#### Possible Signature Program Criteria

Our committee is favoring criteria that overlap with the graduate school’s [First Choice criteria](#), as well as criteria established a few years ago by Western Illinois University for their undergraduate programs ([http://www.wiu.edu/provost/pdfs\\_and\\_docs/SelectionCriteriaForSignaturePrograms.doc](http://www.wiu.edu/provost/pdfs_and_docs/SelectionCriteriaForSignaturePrograms.doc))

Criteria include considerations related to: *attaining high enrollment goals, uniqueness, external prestige, accreditation, graduate success (job placement/admission to graduate school), community outreach, participation in university honors, and others.*

Alternatively, each college could establish its own criteria within the context of the broader, more generic criteria.

#### Process of Identifying Signature Programs

Each college should be able to identify a few signature programs or collection of programs through an established process. One possibility is for programs seeking the “signature” designation to submit an application that addresses each of the signature criteria to the Dean of the college. All Deans, in consultation with the president and Provost, would select several signature programs from each college that would become part of a portfolio of signature programs to strengthen our marketing campaign. Programs with signature status should be required to renew such status on a regular cycle, such as every five years.

### Charge #4: Micro Degrees

Our committee has not yet devoted sufficient attention to exploring micro-degrees, which are defined by President Glassman as, “subject matter expertise certificates or badges that can be obtained from the university without satisfying a major program or other university curricular requirements (such as a 9-hour subject matter expert degree/certificate in C++ computer programming or 12-hour subject matter expert degree/certificate in mediation communication).”

We initially thought that a leadership option might be an opportunity to attract students, although it quickly meshed with opportunities for a new minor (see Appendix) that could overlap or be served by the new civic engagement and leadership minor in Political Science. Still, there may be possibilities for an “Emerging Leaders Center” such as those offered at other institutions. We also discussed briefly second-language certifications.

## Appendix (Data Sources)

### Growth in Job Markets

Linda Moore, Career Services

*Table 1: Top bachelor's degrees in demand, by broad category*

Broad Category	# of respondents that will hire	% of respondents that will hire
<b>Business</b>	125	69.4%
<b>Engineering</b>	120	66.7%
<b>Computer &amp; Information Sciences</b>	104	57.8%
<b>Math &amp; Sciences</b>	50	27.8%
<b>Communications</b>	40	22.2%

Source: *Job Outlook 2016*, National Association of Colleges and Employer

*Table 2: Top bachelor's degrees in demand, by major \**

Major	# of respondents that will hire	% of respondents that will hire
<b>Accounting</b>	98	54.4%
<b>Computer Science</b>	97	53.9%
<b>Finance</b>	91	50.6%
<b>Business Administration/Management</b>	86	47.8%
<b>Mechanical Engineering</b>	83	46.1%
<b>Information Sciences and Systems</b>	75	41.7%
<b>Management Information Systems</b>	73	40.6%
<b>Electrical Engineering</b>	71	39.4%
<b>Logistics/Supply Chain</b>	67	37.2%
<b>Economics</b>	64	35.6%
<b>Marketing</b>	64	35.6%

Source: *Job Outlook 2016*, National Association of Colleges and Employers

These top bachelor degrees have been on the *top 10* recruiting list **for a decade** and they simply move around the chart in terms of which is more popular. The two majors that typically follow these top fields include communications and then psychology. This national trend has existed for some time and EIU mirrors the national trend.

Fields that have decades of strong recruitment include Nursing, CDS-Masters, School Psychology, and School Counseling (Guidance) but are not reflected in NACE charts because of low enrollment size within the higher education population. See previous job placement reports from Career Services (at our office and in the library).

Education majors at EIU have had a strong hiring trend except for 1) the years of school funding crisis 2010-2014 and 2) elementary education – there has been a long period of over-supply within the Midwest but not oversupply nationally. Teacher cert in FCS, Tech Ed, Music tc, Sciences tc, and Math tc have been strong because of low supply of candidates even regionally within the Midwest.

Sciences at EIU have experienced strong placement especially Chemistry, physics and geology however geology has suffered in the past two years from the oil pricing slump and fracking issues. Biological

Sciences has had modest placement over the decade. It has been a consensus in our office that modest placement is not related to a lack of demand for the major, however.

### High growth fields that EIU does not have established programs that meet hiring demands

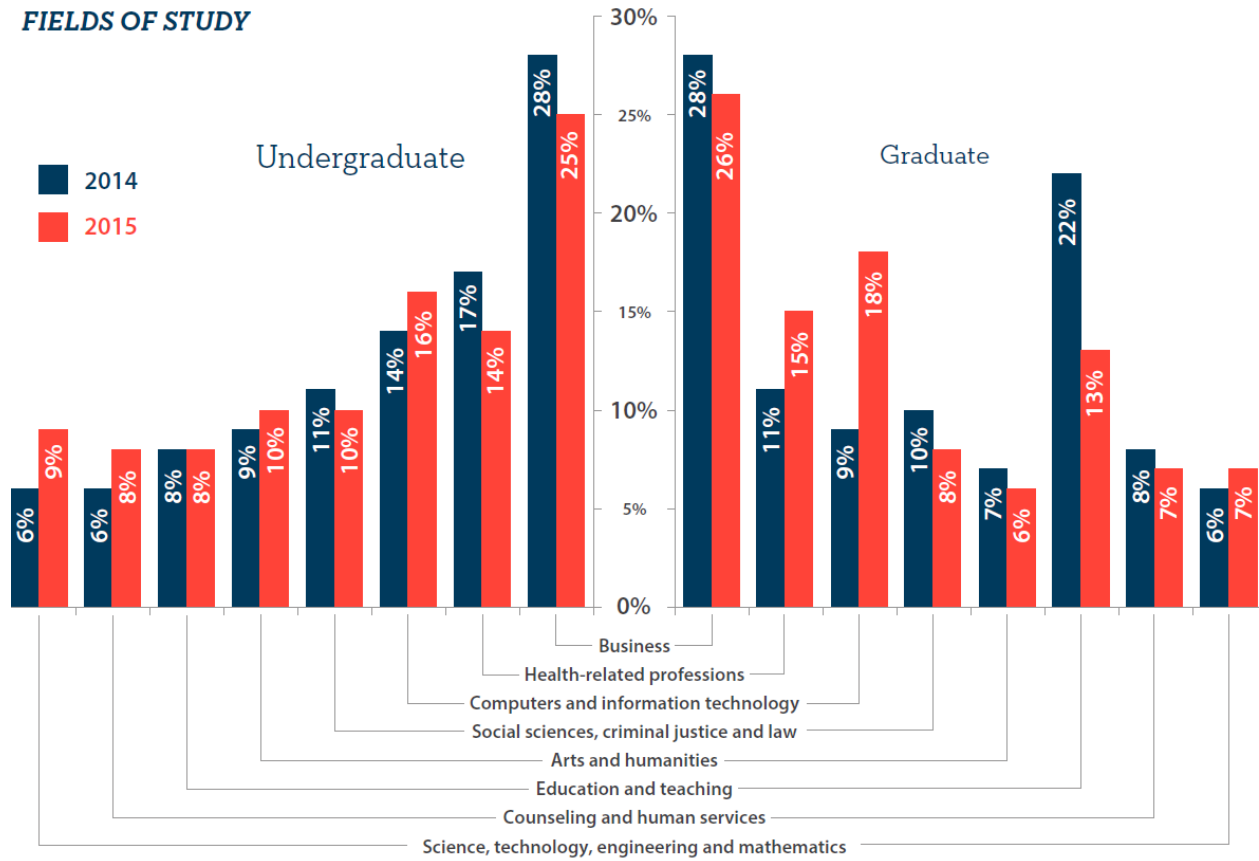
- Engineering and the bio-engineering hybrids
- Applied behavioral analysis (bacb.com) – strong demand in Chicago and modest downstate but this could change since school districts are starting to put ABA therapists on their interdisciplinary teams that work on IEP's.
- Occupational Therapy, physical therapy, physician's assistant (MSOT, and DPT, DPA), optometry
- Health informatics and any form of data cruncher (Actuarial Sciences)

### Growth in Humanities Fields

Nora Pat Small

1. For a look at how graduates of Humanities programs are faring, see the Humanities Indicators at <http://www.humanitiesindicators.org/content/indicatorDoc.aspx?i=10>
2. Liberal Arts Graduates and Employment Summary available here: <http://www.aacu.org/sites/default/files/files/LEAP/nchems.pdf>
3. Full report found here: <http://www.aacu.org/nchems-report>
4. PowerPoints of those reports also found here: <http://www.aacu.org/nchems-report>

Figure 1. Growth in Undergraduate and Graduate Online Education



<b>Top Undergraduate Majors</b>	<b>Percent of Respondents</b>	<b>Top Undergraduate Majors</b>	<b>Percent of Respondents</b>
Business administration	19.8%	Business administration	19.8%
Nursing	5.2	Nursing	5.2
Computer science and engineering	3.9	Computer science and engineering	3.9
Information technology	3.6	Information technology	3.6
Engineering	2.2	Engineering	2.2
Sociology	2.2	Sociology	2.2
Networks, computer networking	2.1	Networks, computer networking	2.1
Elementary education	2.1	Elementary education	2.1
Social work	1.9	Social work	1.9
Criminal justice	1.9	Criminal justice	1.9
Accounting	1.8	Accounting	1.8
Counseling psychology, psychotherapy	1.8	Counseling psychology, psychotherapy	1.8
Early childhood education	1.8	Early childhood education	1.8
Computer security, cybersecurity	1.6	Computer security, cybersecurity	1.6
Psychology	1.6	Psychology	1.6

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## Student Interests

*Table 3. Top 25 Areas of Freshman and Transfer Student Inquiries through MyEIU Portal, 2015-2017*

Freshman	Inquiries
1. Psychology	890
2. Business Administration	871
3. Nursing (RN to BSN Completion Program)	596
4. Elementary Education	540
5. Criminology	504
6. Pre-Nursing	458
7. Biological Sciences	425
8. Early Childhood Education	392
9. Sociology	389
10. Athletic Training	383
11. Management	381
12. Marketing	377
13. Accounting	372
14. Kinesiology and Sports Studies	368
15. Pre-Medicine	368
16. Engineering	317
17. Pre-Physical Therapy	316
18. Communication Studies	304
19. Music (BA or BMus)	251
20. Special Education	240
21. History	238
22. Journalism	234
23. Family and Consumer Sciences	228
24. Health Studies	214
25. English	210

Transfers	Inquiries
1. Psychology	2570
2. Business Administration	2517
3. Nursing (RN to BSN Completion Program)	2084
4. Pre-Medicine	1805
5. Pre-Nursing	1603
6. Criminology	1586
7. Biological Sciences	1525
8. Engineering	1259
9. Elementary Education	1229
10. Accounting	1083
11. Athletic Training	1048
12. Early Childhood Education	989
13. Marketing	958
14. Kinesiology and Sports Studies	902
15. Pre-Physical Therapy	895
16. Sociology	871
17. Pre-Law Studies	849
18. Management	838
19. Music (BA or BMus)	798
20. Communication Studies	726
21. Journalism	724
22. Computer Science	713
23. Art (BA)	568
24. English	550
25. Special Education	547



Table 4. College Interests of High School ACT Test-takers

Area of Interest	# Students	Percent
1. Medicine (Pre-Medicine)	4683	5.66
2. Nursing, Registered (B.S./R.N.)	2552	3.08
3. Business Administration & Management, General	2179	2.63
4. Biology, General	1883	2.28
5. Engineering (Pre-Engineering), General	1612	1.95
6. Accounting	1546	1.87
7. Mechanical Engineering	1426	1.72
8. Computer Science & Programming	1391	1.68
9. Physical Therapy (Pre-Physical Therapy)	1210	1.46
10. Law (Pre-Law)	1054	1.27
11. Biochemistry & Biophysics	1039	1.26
12. Criminology	1013	1.22
13. Psychology, Clinical & Counseling	981	1.19
14. Psychology, General	845	1.02
15. Finance, General	832	1.01
16. Chemical Engineering	827	1.0
17. Biomedical Engineering	814	0.98
18. Aerospace/Aeronautical Engineering	805	0.97
19. Marketing Management & Research	805	0.97
20. Pharmacy (Pre-Pharmacy)	800	0.97
21. Computer Engineering	742	0.9
22. Chemistry	726	0.88
23. Elementary Education	626	0.76
24. Social Sciences, General	621	0.75

*Table 5. Growth in Existing Majors at EIU*

Undergraduate Majors with Growth (Increase of > 10 students) FA2011 – FA 2015

Program	Majors FA11	Majors FA12	Majors FA13	Majors FA14	Majors FA15	% Change over Time	Net Change
Pre-Medicine Studies	44	69	53	103	158	259%	114
Engineering Coop	7	16	42	43	38	443%	31
Athletic Training	40	59	38	58	59	48%	19
Middle Level Education*	0	1	0	2	19	-	19
Nursing	38	44	39	51	56	47%	18
Math & Computer Sci.	20	23	26	28	36	80%	16
Pre-Business	76	72	91	88	92	21%	16
Adult and Community Ed**	0	0	0	6	16	-	16
Organizational & Professional Development	149	159	137	156	163	9%	14

\* Beginning in 2018, the middle grades will be a separate certificate. The state requirements changed and it forced students to declare middle level.

\*\* The ACE major started Fall 2014, but due to budget/staffing issues, the program will be put on hiatus after current majors graduate in Dec 2017.

Table 6. Number of Majors of Students Who Transfer to EIU, FA14-FA16

Major	FA14	FA15	FA16	3 year average
General Studies	315	288	262	289
Business	194	208	257	220
Kinesiology and Sports Studies	181	162	165	169
Communication Studies	112	117	95	108
Psychology	95	116	112	108
Family and Consumer Sciences	120	98	90	103
Organizational and Prof Devel	81	113	92	95
Biological Sciences	94	95	76	89
Sociology	80	70	53	68
Special Education	77	74	49	67
Nursing	30	45	34	36
Art	36	32	41	36
Pre Business	46	59	0	35
History	34	32	27	31
Health Studies	29	31	26	29
Applied Engineering and Tech	19	29	28	25
Math	26	29	20	25
Journalism	20	18	15	18
Political Science	16	14	22	17
Recreation	20	18	14	17
Music	16	15	14	15
Communication Disorders Sci	17	12	15	15
Lakeview College of Nursing	12	10	22	15
Chemistry	10	7	15	11
Clinical Laboratory Science	11	11	9	10
Science Teacher	11	12	8	10

## Transfer Data

Rita Pearson, Transfer Office

Table 7. Number of Illinois Community Colleges that have requested various degree completion programs from EIU.

Program	Count
<b>Education</b>	9
<b>Business</b>	8
<b>Communication</b>	7
<b>Psychology</b>	6
<b>Criminology/Criminal Justice</b>	5
<b>Kinesiology</b>	5
<b>Online Business</b>	5
Biology	4
Information Technology	4
Nursing	4
Agriculture	3
Health Completion for Allied Health	3
Social Work	3
Sports Management	3
Agriculture Business	2
Art	2
Child Development	2
Communication Disorders	2
Computer Science	2
Cybersecurity	2
Economics	2
Engineering	2
Health Sciences	2
Information Systems	2
Music	2
Online Anything	2
Sociology	2
Sustainable Energy	2
Actuary Science	1
Agriculture Engineering Technology	1
Anthropology	1
Applied Computer Science	1
Applied Engineering Technology	1
Athletic Training	1
Audio/Sound Engineering	1

Chemistry	1
Computer Graphics	1
Electrician	1
English as a Second Language	1
Family and Consumer Sciences	1
Forensic Science	1
Health Care Administration	1
Hospitality	1
Interior Design	1
Manufacturing Management	1
Online Hospitality	1
Online Sports Management	1
Physical Education	1
Recreation Administration	1
Social Science Education	1
Theatre Arts	1
Women's Studies	1

### Table 8. National Growth in Interest in Graduate Fields

As shown in the table below, the greatest growth in Graduate Studies at the Master's level is in Mathematics and Computer Sciences, Engineering, and Health Sciences.

**Table C.3: Applications for Admission to Graduate School by Broad Field and Degree Level, 2009 to 2014**

Broad Field	Doctoral		Master's/Other *	
	% Change, 2013 to 2014	Average Annual % Change, 2009 to 2014	% Change, 2013 to 2014	Average Annual % Change, 2009 to 2014
<b>Total</b>	<b>2.6%</b>	<b>3.5%</b>	<b>5.4%</b>	<b>6.2%</b>
Arts and Humanities	-3.9%	-0.9%	-6.2%	0.4%
Biological and Agricultural Sciences	-1.3%	2.6%	4.9%	5.3%
Business	5.0%	-0.2%	5.5%	3.1%
Education	-0.9%	1.2%	-1.4%	-0.6%
Engineering	3.3%	2.8%	14.1%	16.3%
Health Sciences	16.2%	24.1%	6.3%	13.0%
Mathematics and Computer Sciences	3.3%	3.0%	29.7%	31.9%
Physical and Earth Sciences	4.5%	3.7%	0.2%	4.4%
Public Administration and Services	-3.3%	-0.8%	-0.9%	5.1%
Social and Behavioral Sciences	-0.2%	2.6%	-3.0%	0.9%
Other Fields	-4.5%	1.4%	-6.3%	-0.6%

\* Includes applications to graduate-level certificate and education specialist programs.

Notes: See Appendix D for the survey taxonomy. Ten-year trend data are unavailable for applications by level.

Source: CGS/GRE Survey of Graduate Enrollment and Degrees

## Community Data

Angela Griffin, President

Coles Together:

“I’ve been giving this some thought and listening to those in the industry. Below are careers paths that appear to have promise so skills training in any of these areas would be helpful to the local industrial base:”

- Advanced, digital, and CNC manufacturing
- Additive (3D) manufacturing
- Clean energy and renewable energy
- Aviation and aerospace (this may not be reasonable in Central Illinois) but many of the skills needed in CNC manufacturing environments are transferrable to aviation
- The latest innovations in computer science and engineering fields
- Higher level math

## E-mail Communications

### *Health Physics*

“Cecilia Yoakum spoke with me at Lincoln Land Community College (LLCC) today. She asked me to look at your Radiation Physics degree program description in an EIU catalogue. I told her that your program has most of what a person would need for a degree in Health Physics (Radiation Physics slanted toward radiation safety). She thought you might be interested in speaking with me as I am a retired Health Physicist and there has been a large increase in the demand for graduates with degrees in Health Physics (Radiological Health Physics as it used to be called for those outside the field). Your best source for comparison might still be the Purdue University description of its Health Physics undergraduate degree. Employment is primarily at medical centers, nuclear power plants, manufacturers and suppliers of radiopharmaceuticals, Federal and State radiation regulatory programs, and related industrial operations.

Steve Collins, M.S.  
Adjunct Instructor, LLCC  
Physical Science and Mathematics”

### *Health Information Administration, Health Informatics*

Angie Campbell, RHIA  
Medical Insurance Manager

“One of the statements made during the State of the University Address really spoke to me, particularly a consideration of a center or school for allied health professions. I would like to take a moment to share some of my thoughts about a potential program. I have a BS in health information administration from Stephens College in addition to the BA in General Studies earned from EIU. I am also a Registered Health Information Administrator (RHIA). One of the requirements to sit for the RHIA exam is that the candidate must graduate from an accredited bachelor’s health information administration program. The health information administration program is closely related to and shares course requirements with some of our current programs (Health Administration, Information Technology, Nursing, and Kinesiology and Sports Studies).

In a recent article published by [Global Knowledge, the RHIA credential was ranked #2 as the certification worth having](#). RHIA certification is awarded by the American Health Information Management Association (AHIMA). At a time when securely handling personal information, especially medical information, is so essential to all organizations, this certification is becoming more popular and more valuable. Health professionals working with patients, healthcare providers, and insurance and pharmaceutical companies will find that the RHIA certification is a must-have if you want to manage patient health information, including medical records, computer information systems and patient personal data. Plus, the RHIA ensures that certified professionals are well aware of the ethical requirements and legal standards related to delivering healthcare services, as well as the importance of patient information privacy (e.g., rules like HIPAA). Career opportunities for RHIAs exist far beyond the healthcare industry. Over the years, the scope of the certification has reached consulting firms, software vendors, state and federal government, and higher-learning institutions.

According to the Department of Labor, the job outlook for medical record and health information technicians is 15% from 2014 to 2024 (much faster than average for all occupations). The demand for



health services is expected to increase as the population ages. The job outlook for medical and health service managers (bachelor level, RHIA credential) is expected to grow 17% from 2014 to 2024.

I volunteer at the national, state, and regional level on Career Awareness committees on behalf of the American Health Information Management Association (AHIMA), the state component ILHIMA, and the regional component CIHIMA. The committee has a presence at high school job/career fairs and other events. Students are interested in this field. Many schools have wait lists, particularly for the bachelor programs. The most common thing we learn from job fairs is that students that have earned their associate's degree and RHIT credential want or need to return to school to obtain the RHIA, which requires a bachelor's degree in an accredited health information program. As noted above, this is the credential required for management positions in every healthcare organization.

There are many schools that offer Associate's level programs, which allow students to sit for a Registered Health Information Technician (RHIT) credential. Lakeland College offers this program, however, it is not accredited, and therefore students cannot sit for the credential or transfer to a bachelor's program upon completion of the program. This has been an area of great concern for the local medical community and for those that want to enter the industry. There are not any state schools that offer this type of program (again it is an associate's level program). Danville Area Community College is the closest ground program.

Many bachelor programs operate as a 2+2 program, which allows those that have completed the associate's level to transfer in and obtain the bachelor's degree. This degree allows students to sit for the Registered Health Information Administrator (RHIA) credential. The only state schools that offer a bachelors program are Illinois State University, Chicago State University, and University of Illinois at Chicago. The programs at ISU and CSU are campus-based. The UIC program is offered on campus and online, ISU does offer an online program for RHITs to complete the bachelors program. You can find more information on the ISU program here <http://healthsciences.illinoisstate.edu/info-management/>

Some schools are beginning to offer bachelor's programs in Health Informatics (none in Illinois). Another option for this type of program is a master's degree in Health Informatics. There are currently only 6 of these accredited programs in the US, UIUC is one of them. Again, we do have some core courses that would apply to both types of programs. You can see more about the accredited programs on the CAHIIM website <http://www.cahiim.org/directoryofaccredpgms/programdirectory.aspx>

In addition to my work at EIU, I am also a faculty member in an accredited associate's program. I sit on advisory boards and have gone through the accreditation process with two institutions. I have written curriculum for all of the core courses at the associate's level. This curriculum was also recognized as the freshman and sophomore level work for a bachelors program. I worked on a proposal for a bachelor's program (health information administration) that was recently approved by the IBHE. I can attest to the demand. The courses I teach are always at capacity. Enrollment in the programs have continued to grow year after year. Schools are eager to very obtain instructors just to meet the demand. Experienced educators are heavily recruited.

This is an area of great growth and demand. I would love to see this program offered at Eastern Illinois University and would gladly share all I know to help in any way. There is a demand for health information programs both in and out of state and online.

Finally, I will share that many years ago, I believe in the 1970's, Eastern Illinois University had a health information program. Ironically, when I did my internship, I worked with a graduate of this program. She obtained her degree at EIU which allowed her to sit for a credential. That credential was later developed into the RHIT. She was the Health Information/Medical Records Director at Paris Community Hospital.

Thank you again and please do let me know if there is any additional information I can provide, I am very happy to do so."

### *General Education "Bridge Programs"*

Renee Kidd-Marshall (NUR)

"Community college level programs have a predetermined amount of program hours that do not include the required general education courses for the transfer student into the university major. A variety of general education courses covering all of the areas required under the Illinois articulation initiative offered online or at the local community college level taught by EIU faculty/adjuncts would facilitate the requirements for baccalaureate completion for transfer students.

These offerings would facilitate seamless transfer into the program major at the university. In addition, these same courses could be offered for dual enrolment to the qualified high school student. Establishing these collaborative relationships/partnerships would support the students' involvement and interest in continuing an established relationship with EIU. If these courses were offered at a reduced rate, the number of enrollees may compensate for the reduced course cost. The program major hours would be the same as the regular university cost of credit hour. Qualified adjuncts approved by EIU could teach the courses and come from the local community or the EIU community. This would reinforce the partnership and emphasize the need of the professional degree and continued education."

### *RN to BSN Expansion, DNP's in Education and Leadership*

Renee Kidd-Marshall (NUR)

Continued support with the resources needed to further establish and promote the current RN to BS in Nursing program would help by decreasing the confusion of EIU's nursing program with that of Lakeview's College of Nursing through extensive marketing. The emphasis on seamless transfer with provisional agreements would lead the effort in the promotion of the RN to BS in nursing completion degree with community college partnerships.

The development of graduate programs in nursing in the areas of education and leadership would promote the much needed areas in the gaps in academia and administration. The driving force behind these two areas is the retirement of educators (57%) in the next 2 years and the requirement of graduate-level prepared nurses in leadership in healthcare. The Magnet status that hospitals seek have specific qualifications that staff be BSN-prepared and leadership be at the minimum of the graduate level. The development of Doctorate of Nursing Practice in these two areas would lead a trend that is occurring across the nation. Certification exams in nursing education (CNE) and clinical nurse leaders (CNL) is often recommended for academia and management in health care. These tracts would provide the foundation for this type of specialized certification.

### *MS in Geriatrics and Vulnerable Populations*

Renee Kidd-Marshall (NUR)

An interdisciplinary graduate degree that was structured around geriatrics and vulnerable populations would be centered on a community/public health forum that would provide a graduate that meets the need of healthcare navigator. This type of position is central to coordinating and organizing the delivery of care in a community by integrating acute care with community care and long-term care to meet the needs of community members. The collaboration of nursing, health studies and family consumer science would benefit from this degree. Rural health and issues would be a strong component in the design.

### *Traditional Nursing Program*

Renee Kidd-Marshall (NUR)

The traditional nursing program centered in a specialized learning community would be an ideal undertaking. The vision is centered on remodeling a dorm with a clinical learning lab, computer lab, and support class rooms that housed students. This learning environment would be at the students' fingertips. Arrangements to meet clinical hour expectations would be a challenge. The emphasis on critical thinking and evidenced based practice would be the curricular strength. If one could develop this as well as an accelerated program format of nursing, that was completed in one year of continuous study (Barnes and Jewish) it would be appealing to those students that complete a baccalaureate degree in biology, chemistry, or psychology. Challenge would be instructors, cost, and the organizational approvals needed from multiple accrediting/approving bodies. The benefit would be a constant feed of students into EIU.

### *Leadership Minor*

Kimberly Kuspa & Sami Boomgarden

**Minor Description:** This Leadership minor is designed to help students connect their leadership roles outside of the classroom to tangible theories and ideas surrounding leadership. This interdisciplinary program allows students in any major to engage in leadership opportunities both inside and outside of the classroom.

Credit hours toward a major or other minor will not count toward the Leadership Minor.

#### **Tentative Course Option:**

##### **Core Courses (3 hours)**

Intro to Student Leadership (1 credit hour)

Theories of Leadership (2 credit hours)

##### **Elective Courses (12 hours)**

BUS 3010 Management and Organizational Behavior.

CMN 2650 Introduction to Organizational Communication

CMN 3470 Small Group Communication

CMN 2040 Argumentation and Critical Thinking

CMN 3220 Rhetoric of Race

##### **JOU 3970 Race, Gender, and the Media**

PLS 2703 Introduction to Public Policy

PLS 4793 Civic and Nonprofit Leadership

PSY 3530 Industrial/Organizational Psychology

PSY 3760 The Psychology of Judgment and Decision Making

REC 1320 Leadership in Recreation

SOC 2750G Social Problems in Contemporary Society

##### **WST 2309G Women, Men, and Culture**

**Field Experience (3 hours)**

The field experience will be overseen by a faculty member of the student's choice and will allow the student to use the skills that they have used in the classroom and apply it to their already established leadership roles on or off campus.

**Capstone (1 hour)**

After completion of the field experience, the student will need to complete the capstone course. This would be a small class where students would discuss their field experiences with other students and it would culminate in a final project showcasing what the students have learned through their coursework and field experience.

*Teacher Education*

Amy Rosenstein

Several departments within CEPS currently offer degrees that result in teacher certification, including dual certification across departments. These departments have nationally accredited programs and have historically had high enrollments. As certification requirements have changed in recent years, so too have enrollment numbers in teacher education programs across the state. This has only intensified the shortage of teachers in some areas and subsequent need for highly qualified teachers. As the teacher shortage has intensified in many of those areas of certification, certifications currently offered by EIU CEPS departments, so too have the state and federal incentives in the form of tuition waivers, scholarships, and loan forgiveness programs. In order to take advantage of these incentives, students must be enrolled as majors in approved programs, which we have at EIU. This should be better advertised. Undergraduate, post-baccalaureate, and graduate programs already exist but need additional supports to reach, educate, and supervise field experiences (required by ISBE) for prospective students who cannot attend locally. It should also be noted that CEPS departments have been exploring new program options but are confined to some degree by Illinois State Board of Education (ISBE) certification requirements. Still, ideas are forthcoming. While new programming may not be needed, some form of infrastructure to support both undergraduate and graduate level distance learning to encourage enrollment for students who cannot attend locally should be considered. As this workgroup moves forward, areas of concentration at the undergraduate level and micro-degrees for practicing teachers may be considered under the advisement of CEPS departments.

### *Center of Excellence (Student Research)*

Bob Chesnut

I recommend that we seriously consider driving enrollment with an approach that would distinguish Eastern among state universities in Illinois: we could position research and creative activity as recruiting assets. How? By adapting an approach has been demonstrated successfully in Wisconsin.

#### A Successful Model

The University of Wisconsin-Eau Claire (UWEC) is approximately a peer of EIU; their enrollment is 9,900. Since 1998, UWEC has operated the Center of Excellence for Faculty and Undergraduate Student Research Collaboration. The Center was created by approval of the Board of Regents of the University of Wisconsin System. Each student at UWEC pays differential tuition of \$900/year. A portion of this amount supports the Center; the rest supports a broad commitment to a “high impact” experience for every student.

The UWEC Center offers students several programs that fund collaborative work with faculty. These programs include: (1) Student-Faculty Research Collaboration; (2) Summer Research Experiences for Undergraduates; (3) Diversity Mentoring Program; (4) Graduate Student Research and Scholarly and Creative Activity; and (5) Student Travel for the Presentation of Research Results.

Last month, UWEC announced that it has received an Award for Undergraduate Research Accomplishment from the Council on Undergraduate Research (CUR). The notice mentions some pertinent statistics about the Center’s recent accomplishments:

- A total of 809 projects received funding in 2015-16.
- At UWEC’s annual student research conference there were 313 projects presented by 595 students assisted by 172 mentors in 2016.
- Overall funding for projects in all center programs was \$935,915 for 2015-16.

Since they pay the extra tuition, students are given the responsibility of deciding how the Center’s money is allocated among its programs. Here is a standout feature: budgeting for research and creative activity is treated as a matter of student governance.

This fall (2016), UWEC enrolled its largest freshman class since 1988. Enrollment has increased at a time of slightly decreasing enrollments across the UW system. Causes for the growth may include forces that will not apply to Eastern, e.g., proximity to a large metropolitan area. But even a tuition differential as high as \$900/year clearly has not caused a decline in enrollment.

#### Where Research and Creative Activity Currently Stand At Eastern

Since we are not the University of Illinois, it is alright that not everyone engages in research and creative activity. An institution with Eastern’s mission is appropriately a mosaic of activity: intense in some spots, light in others. At the same time, research and creative activity are not optional for the university as a whole. Our mission statement says as much.

In a broad sense, the engaged students and faculty contribute to Eastern’s reputation and therefore benefit everyone. In a more specific sense, some of our students will be at a disadvantage in the job market and in applications to graduate schools if they have not participated in undergraduate research. Our recruitment of these students depends on offering them what they need.

Eastern is home to a continuum of endeavors that count as research and creative activity. Of these endeavors, peer-reviewed publication and creative work with a student co-author has the maximum impact on our reputation with potential students. Perhaps the single best documentation of our record is the listing in the program booklet that is prepared every year from the “Celebration of Publications, Creative Works, and Grants.” The more student collaborators listed in this output, the better our recruitment case will be.

Presently we do not offer all types of programs that UWEC operates, but we have a good start. For example, the Office of Research and Sponsored Programs pays Eastern’s annual dues for membership in CUR. The Honors College administers URSCA awards to students and pays to take students to the CUR annual meeting. The Graduate School manages Williams Travel Awards for graduate students. What we lack is a center with the status and funding to unite and expand the present programs.

#### The Financial Picture

Our record of published research and creative activity has been propelled by external funding for some faculty and students. Even more faculty and students have been able to do their work because of small internal grants from sources such as the Council for Faculty Research (CFR), the Undergraduate Research, Scholarship, and Creative Activities grants, and Williams Travel awards.

The most recent comparative audit of all state universities in Illinois found that Eastern is tied for the lowest level of research spending as a percentage of all expenditures. Our current status will not sustain us if we intend to use research and creative activity as a recruiting tool.

#### Recommendations

If we want to create something distinctive among state universities in Illinois, then we can adapt the UWEC model for our own use. Doing so will be a complex multi-year task. A new Center should not be a mere add-on; instead, it should be thoughtfully and broadly integrated across the university. Here are several recommendations that can serve as a starting point for discussions:

1. Secure IBHE approval for a Center of Excellence for Faculty and Student Collaboration; secure student approval and BOT approval for fees
2. Fund the Center of Excellence with a fee of \$80 per semester per student.
3. Use 25% of the revenue to build an endowment. Continue this for several decades.
4. Use 75% of the revenue to fund the Center’s programs.
5. Organize and expand our current programs along the lines of the UWEC center.
6. Give a student governing body the responsibility for allocating the budget, for setting goals, for evaluating academic results and endowment performance, and for promoting the Center. Yes, they will need some structure, some policies, some support, and some guidance from faculty and administration. But let’s challenge our students to create something excellent, then step back and see what they do.