

Strategic Planning Implementation Annual Workplan Results Fiscal Year 2011

Northeastern Illinois University's Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under each Goal for our University-wide focus. We chose the activities described below for FY2011. In addition to these items, other activities have been implemented across all units of our campuses. Activities are numbered to correspond to Action Steps within the Strategic Goals.

Student Success: Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

- 1.1.1 Implement Noel Levitz Student Satisfaction Inventory and Institutional Priorities Survey in order to guide updated retention strategies.

The Noel Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS) were administered between October 18 and November 8th 2010. Results were reviewed and compared to results from Northeastern's last survey in 2005. Students responding to 2010 survey were more satisfied than they were in 2005, and there have been improvements in the ways students have been served in the past 5 years.

- 1.2.1 Revise and strengthen articulation agreements and dual admission agreements with community colleges and streamline course-by-course equivalency process. Extend degree audit beyond general education by writing and implementing articulations for at least five majors.

In September 2010, the NEIU Title V Transfer/Articulation Specialist was hired. The databases for course-to-course articulation have been reconfigured and web content has been formatted into a more transfer-friendly format.

Articulation and dual admission agreements with the College of Lake County are being created for the Psychology, Accounting, and Political Science. These articulation agreements will serve as models for articulation agreements with the City of Colleges of Chicago and other suburban community colleges.

Degree audit training was conducted in April to prepare for the rollout of degree audits later in the summer. After faculty and advising staff have reviewed the audits, the degree audit will go live for students sometime early fall.

- 1.3.1 Review and revise Graduate College admission procedures.

Over the past 9 months, significant changes have been made in graduate admissions review systems, processes and procedures. Areas where significant process improvement have been made include: mail processing, application set-up/data entry, pending applications, missing items tracking, decision process, correspondence, filing systems and reporting.

The use of Banner technology has been leveraged to enhance processing efficiency and effectiveness, improve communications with systems and programs, and develop much needed application and admission reporting systems.

Extensive staff training was delivered and documentation was developed. Further, staff have been cross trained to ensure the on-going effectiveness of graduate application and admission processing. The former Q&A system has been eliminated and all processing is now done via Banner.

A new Banner form to track admission decisions was developed and implemented. Process improvement to support graduate admissions and enrollment transactions will continue.

- 1.3.2 Review undergraduate admissions requirements and the relationship of those requirements to predicting student success.

Deferred to FY2012

- 1.4.1 Establish a University-wide task force to review and develop recommendations to strengthen advising practices across colleges.

Put aside due to the potential reorganization of advising services.

- 1.4.2 Implement Advisor/Trac to improve consistency of advice given to students.

The College of Arts and Sciences Pre-professional Advisor and several faculty advisors have been testing the software since Fall 2010. The Academic Advising and Testing Center began to pilot it in Spring 2011. In summer 2011, formal training will be developed for faculty and professional advisors and will be offered in Fall 2011 to all interested departments/units. Some technical issues still remain with regard to access to Banner student records from AdvisorTrac, and these are being addressed.

- 1.5.1 Continue reorganization of Student Life division to increase student engagement.

An interim Vice President was hired in December 2010 to strengthen the organization's ties with students. Attention was paid to strengthening internal procedures and approaches to decision making. A major accomplishment was the development of a new Student Life Advisory Board which was well received by students and faculty.

Also, job Descriptions for many of the senior level staff were updated

- 1.5.2 Strengthen the work of the Career Services office and increase coordination between Career Services, academic departments, and academic advising.

Staffing has been reorganized in the office. A new Associate Director position has been developed to oversee and better coordinate internships and student employment. Three new Career Development Coordinator positions were approved to strengthen outreach and coordination with colleges. Strong

partnerships have been developed with Academic Advising and the First Year Experience Program.

The MyPlan.com programs that were purchased last year have now been augmented by additional technology resources including Optimal Resume, which allows for the online creation and critique of resumes and cover letters and Career Portfolio, which replaces the paper credential file for College of Education students and alumni. Attention will be paid in FY 2012 to improving marketing of these resources to faculty and staff in the academic colleges.

Career Services staff were heavily involved in the team that developed a new Alumni Survey. Feedback from that survey has led to a new partnership with Alumni Affairs, with plans under way for a new Alumni Career Day program in Fall 2011 that will provide opportunities for current students to meet with alumni to learn about career options and internship opportunities.

1.5.3 Expand programs related to participation of families in University life.

A new website specifically designed for family members was developed. Family Programming Committee members collaborated with staff in Enrollment Services to provide informational sessions for family members of prospective students during Financial Aid (FAFSA application) workshops this spring. The Family Orientation Program has been revised and updated. The Family Programming Committee has begun work on a new pilot program, "Take your Family Member to Class Day" in collaboration with faculty teaching in the FYE Program. The program will be piloted on a small scale basis in Fall 2011.

The schedule for Family Orientation Programs for Summer 2011 has been revised and updated to more intentionally focus on information that can help family members better support students on a diverse urban commuter campus. One example of the changes being made is that staff are making more intentional use of the content from a nationally recognized guide for parents of commuter students to provide structure for presentations on how parents can better support the success of their students and to facilitate discussion among family members on the topic.

Academic Excellence and Innovation: Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

2.1.1 Establish a University-wide task force on graduate education to develop the Statement of Objectives for the Masters Degree, determine workforce demand and interest for current and future programs, examine the organizational structure, and explore the feasibility of doctoral degree programs within the College of Education.

The task force organized focus groups that met with more than 100 participants during the month of November 2010. Based on the results of those meetings, a document was drafted. This document was shared with departments during the months of February

and March 2011 in search of comments and suggestions. The final report is expected to be released during the summer 2011.

- 2.2.1 Develop a plan for new requirements in General Education, based on the outcomes of the Task Force on General Education, as well as University-wide discussion, and participation in the summer workshop of the American Association of Colleges and Universities.

The General Education Task Force, formed in April 2010, consists of about 60 members from all areas of the University, with slightly more than half faculty. The Task Force is divided into four working groups: Skills and Rigor, Other Models, Co-Curricular Aspects, and Administration and Maintenance. Revising the General Education program is a three-fold process: research, review, and revision. We have completed the research and review. To wit: in fall semester 2010 and the beginning of spring semester 2011, members of the Task Force Steering Committee visited each department in the College of Arts and Sciences to learn about their experience with General Education. This input helped the larger Task Force identify areas needing attention and recognize challenges that will arise as we develop and implement revisions.

In other areas of review and research, this year the Co-Curricular Aspects group identified non-traditional learning opportunities that would serve NEIU students well. The Skills and Rigor group worked on distilling the Baccalaureate Goals into goals specific to General Education and researched high impact practices that would fit the needs of our students. Finally, the Other Models group compiled best aspects of successful General Education programs from across the country into a possible model for General Education at NEIU. The Administration and Maintenance group started addressing the logistical and administrative challenges that necessarily accompany any university-wide undertaking of this magnitude.

As we complete our process of review and research, we have started on the work of revision itself, developing a proposal for a program that will be distinctive to Northeastern. We will continue this work in the 2011-2012 academic year.

- 2.3.1 Enhance Mathematics Development curriculum based on national best practices and review by Northeastern faculty.

Based on national best practices, conversations with NEIU faculty, and data analysis, all three developmental math courses were renamed, math development placement standards were revised, and a curriculum which includes traditional instruction, online learning, and out of class support is now in place. In addition, math development now offers online strategies to prepare students to take their placement tests. Students also have the opportunity to test out of courses while they are enrolled in math development courses and students now have direct online access for advisement and placement review.

- 2.3.2 Develop joint Bachelor/Masters degree programs enabling students to complete both degrees more quickly than if taking separate degrees.

Under review by the Task Force on Graduate Education.

- 2.5.1 Complete review process for majors in Environmental Science, Global Studies, and Latino and Latin American Studies.

The proposal for Latino and Latin American Studies has been written and approved at the campus level and by the Board of Trustees. It has been submitted to the Illinois Board of Higher Education for final approval. The proposal in Global Studies has been written by a faculty task force and approved by the Faculty Council on Academic Affairs. It awaits reconsideration by the Board of Trustees. The proposal in Environmental Science is being developed by a faculty committee.

- 2.6.1 Develop three degree completion programs at the University Center of Lake County.

The BS in Accounting and the BA in Political Science have been approved by the governing bodies of the University Center. The first courses in Accounting will be offered in the fall semester 2011 and the Political Science major will begin in the spring 2012 term. A third major in the College of Education is under consideration.

- 2.6.2 Consider options for an intercampus shuttle service in order to increase student access to programs across campuses.

A proposal for shuttle service operating between CCICS and the Main Campus operating Monday through Friday has been developed and is under review.

- 2.8.1 Implement recommendations of On-Line Learning Task Force in order to promote new on-line courses, to maintain standards of excellence in courses, and to develop a readiness module for on-line students.

The Center for Teaching and Learning has trained 115 faculty through a four-week online certification course. A nine-week follow-up summer training program (Online Teaching II) is planned to take 10-15 of these faculty to the next level. Each participant will develop a new course and also learn about mentoring strategies for helping other online instructors with course design and maintenance.

In addition, the Title V Promoting Post-Baccalaureate Opportunities for Hispanic-Americans (PPOHA) grant provided support and stipends for faculty development in online and hybrid graduate (MBA and MSA) course offerings.

The CTL's Learning Technologies Coordinator has been certified as an evaluator using the Quality Matters rubric of best practices in online education. Some of this year's summer trainees are also expected to go through this certification process.

The CTL will buy a new software tool (Smarter Measure) that allows students to self-evaluate their technical skills as well as their study-style readiness before enrolling in online courses.

- 2.8.2 Implement additional on-line library services and enhance on-line information resources to support faculty, staff and students, especially those not on the main campus.

The Library implemented a new electronic resources management system (ERMS) to improve the usage and management of electronic resources. This includes enhanced linking to online, full-text resources licensed by the Library as well as tens of thousands of open source web resources.

Additional subscriptions for key reference and research serial titles migrated from print to electronic formats to meet demand for anytime/anywhere access to library collections. This included purchase of electronic backfiles of key serials.

The Library added thousands of new e-books to its online catalog to support growing interest and demand for this format. Also enhanced was the functionality provided to faculty, staff and students at CCICS and at El Centro facilities to have printed books from the Library's online catalog delivered directly to these facilities. Book drops were added at CCICS and El Centro to facilitate book returns to the main campus library.

- 2.8.3 Complete audio/visual installation in the classrooms in CCICS, Fine Arts, and the Science Building, thereby completing the audio/visual installations in all classrooms on all University campuses.

Completed Fall 2010.

- 2.9.1 Request colleges to identify curricular innovations to address areas of high work force needs.

In progress. Three faculty positions have been allocated to the College of Arts and Sciences for this purpose.

Urban Leadership: Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

- 3.1.1 Establish professional development school partnerships to augment K-12 student preparation for higher education and to offer new development opportunities to in-service teachers.

The College of Education (COE) is a partner on a \$16.3 million, five-year Teacher Quality Partnership grant that provides funding to establish partnerships with five Chicago Public Schools (four elementary and one middle school). As part of this grant, NEIU COE and College of Arts and Sciences (CAS) faculty are working to revamp the general education and professional preparation of teachers, especially in the areas of mathematics, science, and literacy.

- 3.2.1 Expand non-credit ESL offerings to community members at El Centro.

In cooperation with the English Language Program, El Centro campus has expanded its non-credit ESL offerings for non-English speaking adults primarily from Latino backgrounds. Recruitment began in late fall 2010 with over 120 interested individuals of which 80 were given a placement in reading and grammar as well as an interview. In the spring 2011 semester, 70 participants enrolled in the workshops (35 in level I and 35

in level II). Of these, 49 participants completed the spring workshops. Workshops were held in the evening on weekdays and on Saturdays to accommodate the participants' busy schedule. Participants also took part in many of the El Centro's community programs. Some of the program participants are expected to enroll at Dorothy Stang High School to complete their high school diploma later this fall. So far there are 86 new individuals on a wait list for fall 2011. These workshops have been provided as a public service; no tuition is charged.

- 3.2.2 Develop initiatives to enhance corporate and community outreach in the College of Business and Management.

A faculty assignment, Executive Director for Development and Community Outreach for the College of Business and Management, was created, in part, to enhance corporate and community outreach in the college. As a result, the COBM initiated a new all-day campus corporate outreach activity, NETT (NEIU Empowerment through Technology) Day (October 2010), and participated in Chicago's weeklong Money Smart Week (April 2011), offering sessions on topics such as finance and entrepreneurship.

- 3.2.3 Explore opportunities for additional off-site degree completion programs.

Discussions have been held with the Instituto de Progreso Latino concerning offering evening courses at the site of their new high school at 26th and Western. These would be limited offerings initially, not full degree completion curricula.

- 3.3.1 Seek support to establish a Research Program on Immigration.

Deferred pending the identification of appropriate grant funds.

Exemplary Faculty and Staff: Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

- 4.1.1 Explore models for conflict resolution among faculty and staff.

At the request of the University President and the President of the Faculty Senate, Dr. Kenneth Andersen, Professor Emeritus at the University of Illinois and an associate of the AAUP, visited campus in the spring term to consider the state of shared governance at NEIU. His report recommends several actions, among them the establishment of an ombuds function and a new grievance procedure for issues that fall outside the UPI contract. These recommendations are under review.

- 4.2.1 Develop a set of studies that identifies the median salary for selected comparison groups for all pay classifications at the University.

The University joined the College and University Personnel Association (CUPA) to gain access to salary surveys and developed an RFP for a consultant to complete salary study examining University salaries compared to peers. The study should be completed in early FY2012.

- 4.3.1 Establish professional development programs for faculty and staff in areas of high need, such as grant writing, applied learning, on-line education, advising, and career services.

The Applied Learning and Engaged Scholarship (A.L.E.S.) Committee sponsored one well attended workshop in March on methods to weave applied learning experiences into courses. Additional workshops will be held in 2011-12.

The Student Life Professional Development Committee continued to refine its programs to support the Professional Development of those involved in advising students – this included two programs open to all faculty and staff on campus on working with Veteran Students and Understanding the Generational Differences of our Students. There was such a positive response to the second workshop that it was decided to include a session on working across generational line to the summer FYE Workshop in June.

The Title V Promoting Post-baccalaureate Opportunities for Hispanic-Americans grant (PPOHA) provided support and stipends for both chair development and faculty development (in assessment, teaching excellence, and online training) in the College of Business and Management. See also 2.8.1

- 4.5.1 Establish a Faculty Research Symposium, based on the model of the Student Research Symposium.

The NEIU First Annual Faculty Research Symposium was held on November 12, 2010, presenting over 50 abstracts. This event provided a opportunity to bring together colleagues from the Colleges (Arts and Sciences, Business and Management, and Education) to share their research conducted individually or through multidisciplinary and/or collaborative work. It provided an opportunity for the University community to become more aware of the research conducted by the faculty, and an opportunity for dialogue on themes presented. The Symposium was sponsored by Academic Affairs and the College of Arts and Sciences. The preparations for the NEIU Second Annual Faculty Research Symposium are underway. The symposium will be held on October 28, 2011 and is sponsored by Academic Affairs and the College of Business and Management.

- 4.5.2 Explore new models to recognize the contributions of exemplary faculty, staff, and programs.

An employee excellence program has been developed that will be implemented next year. It parallels similar programs for certain collective bargaining employees.

Enhanced University Operations: Provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure, and environmental sustainability.

- 5.1.1 Implement on-line student account statement delivery and electronic disbursement of student refunds and other student account credits (including financial aid award proceeds, overpayments, etc.)

Electronic student refunds are now fully implemented. Additionally, student account information, including all 1098 tax form data (for 2009 and 2010), is available to students online, both on a term-by-term basis and in aggregate. Work continues on the delivery of student account statements.

- 5.2.1 Complete market research and feasibility studies to explore options for adding a residential life component.

This is on hold pending the hiring and arrival of the new VP for Student Life.

- 5.3.1 Identify options for a one-stop facility for evening and weekend students.

Initial discussions took place in the newly-formed Student Advisory Council.

- 5.4.1 Make all NEIU campuses fully wireless.

All NEIU classrooms have been provisioned with the first phase of technology enhancement (ceiling mounted projector, lectern with ability to connect laptop/netbook, etc.). Substantial progress has been made to cover with WiFi campus spaces frequented by students with a primary focus on classrooms and open areas, with only a few such areas remaining. University Technology Services (UTS) has covered nearly 75% of the areas/locations within the University with wireless networking technology.

- 5.4.2 Develop the framework and implement the process for University-wide technology planning.

UTS developed a server and related networking infrastructure to replace more expensive and end-of-life servers with infrastructure that is current and with lower total cost of operation and seamless migration of applications. This will be coordinated with the Disaster Recovery plan.

UTS also established a project team to evaluate and revise, as needed, the enterprise server and networking infrastructure. Work has started with a detailed inventory of server and applications infrastructure as it operates currently and preliminary sizing of future server architecture and application environment based on more widely adopted industry standard architecture. The expected resulting environment should provide a significant reduction in the total cost of operation over the next several years. The scope for the project has been approved internally and a project team established to develop the migration plan.

UTS has established a specific project team to develop a framework and process for short and long term technology and services planning to address requirements from various stakeholders in the University. In FY2012, a planning process will be developed to gather long-term requirements and ideas to develop technology infrastructure and services for the future using committees and/or other discussions with key stakeholders (faculty, students, and staff).

- 5.4.3 Complete University website redevelopment plan including a Spanish language translation function on the website.

A consultant was hired to work with the University on developing technological and functional needs assessments for website redevelopment. In addition, individuals were appointed to a University task force and work group and began to identify University needs in order to work toward a formal Requests for Proposals for assistance with the web project.

5.4.4 Develop comprehensive campus word mark system.

The Marketing Office developed a new wordmark system that could better incorporate the identity of offices, departments, and colleges with the University identity, and included a more up-to-date design of the Northeastern "N." The Marketing Department began implementation of the wordmark system with Enrollment Services, Graduate College, Pedrosa Center, and the College of Business and Management. We will begin using it for University Web Pages and will integrate it into the University Identity Manual for more widespread University use.

5.4.5 Launch interactive broadcast marketing campaign.

The Marketing Office coordinated and implemented Northeastern's first television commercial in English, which reached an estimated 1.2 million households in Lake County and Chicago. This was an interactive campaign through which nearly 900 requests for information were received as a direct result of the commercial. Comcast subscribers who requested information received University brochures. The University received over 200 referrals to our website from Comcast online advertisements.

5.5.1 Complete construction of Admissions and Transfer Center. Relocate the Advising Center to lower level of Lech Walesa Hall.

The construction of an Admissions and Transfer Center is complete and the Center opened in June 2011. The Center houses the admissions counseling office, veteran services office and transfer center. The transfer center houses three critical transfer functions: articulation and degree audit, transfer peer mentoring and multipurpose center, and assistant director for transfer recruitment and retention. This Center is now prominently placed in a high traffic area to serve thousands of prospective freshman, transfer, and veteran students and their parents.

5.5.2 Complete a facilities master plan to identify the current and long-term growth needs of the University, including energy infrastructure needs.

Identifying current and long term needs will be developed in conjunction with the Education and Science Building planning to take place in FY2012.

5.5.3 Renovate student activities areas in Building E to consolidate functions that are currently dispersed in several locations and provide better space for students.

Planning for new space for student activities is continuing.

5.6.1 Implement a comprehensive package of energy conservation measures to reduce energy use and promote environmental sustainability.

The major component is the Energy Conservation Project that is currently underway and expected to be completed by January 2012.

- 5.7.1 Develop a University-wide security strategy for the effective and efficient integration of building access control and security camera deployment.

The Security Technologies Committee has convened and is currently working on a University-wide security technology needs assessment with a projected completion date of July 30, 2011. At that time, the committee will be able to partner with Purchasing in order to obtain quotes for camera and access control improvements and integration.

Fiscal Strength: Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

- 6.1.1 Develop an inventory of new grant information and opportunities appropriate to Northeastern for the near future; pursue as many as manageable.

Not accomplished due to limited staffing in Institutional Advancement.

- 6.2.1 Strengthen relations with government agencies to increase University grant funding opportunities and resources for economic development.

The Office of Government Relations had on-going communications and collaboration with city, state and federal government agencies and staff. The Office hosted several visits to NEIU by elected officials and arranged for elected officials to participate at NEIU events. Government Relations also provided assistance to place NEIU interns with elected officials during the fall and spring semesters.

- 6.2.2 Advance University construction needs with elected officials.

Discussions have been held with Alderman Margaret Laurino concerning a resident hall in the 39th Ward.

- 6.2.3 Increase earmark requests for University special projects.

Three Appropriation Funding Requests (earmarks) for Fiscal Year 2011 were submitted to Congressman Mike Quigley and one to U.S. Senator Richard Durbin. None of the requests received funding.

- 6.3.1 Develop and standardize business processes and procedures (e.g., revenue collection, use of facilities, expense accounting and payment) for non-credit-bearing programs.

The Controller's Office developed a chargeback template to facilitate the revenue collection process for University Events and implemented the process in April 2011.

- 6.4.1 Recruit fifteen board members for the NEIU Alumni Association board of directors.

The Northeastern Illinois University Alumni Association continues to work on creating a strategic recruitment plan for prospect Board Directors for its Alumni Board. The plan includes Board of Director job function/descriptions, NEIUAA constitution and a Board of Directors Leadership Guide. As of May 2011, there are three founding Board Directors.

- 6.4.2 Establish NEIU Alumni Association Center to engage, cultivate, and steward alumni.

Renovations began in February on the Northeastern Illinois University Alumni Center, Building I. The NEIU Alumni Center will house an alumni library and lounge, computer stations, alumni staff offices, and designated parking for use when alumni visit the Center. The Alumni Center will be located in Building I near Lech Walesa Hall on Bryn Mawr Avenue. An NEIU Alumni Center Ribbon Cutting will take place on Thursday, October 13 as part of the 2011 NEIU Foundation Board Annual Meeting.

- 6.5.1 Develop a corporation and/or foundation prospect pool of at least 24 institutions and submit grant proposals or letters of inquiry as invited.

A grant writer was contracted this fiscal year to generate and submit grant proposals to corporations and foundations. This project was complete as of January 2011. A number of grants were awarded to the NEIU Foundation, which provided scholarships to several NEIU students as well as increasing the University's endowment.

- 6.5.2 Increase philanthropic support by 5%.

Philanthropic support has increased over 7% from FY2010. The Development Office continues to develop grant proposals and solicit individual donations.

8/1/11