

**Northeastern Illinois University
Chicago, Illinois**

**Progress Report
January 12, 2010**

A report in response to the comprehensive evaluation visit January 22-24, 2007 from the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools.

Table of Contents

Section I: Introduction	Page 2
Section II: The Planning Process	Page 2
Section III: The NEIU Strategic Plan	Page 4
Section IV: Strategic Planning Implementation	Page 7
Section V: Assessment and Strategic Planning	Page 13
Section VI: Conclusion	Page 15
Appendices:	
Appendix A: Strategic Planning Steering Committee and Planning Team list of participants	Page 16
Appendix B: Annual Work Plan Results Fiscal Year 2009	Page 20
Appendix C: Annual Work Plan Fiscal Year 2010	Page 28
Appendix D: Linking NSSE results to NEIU's Baccalaureate Goals	Page 32
Appendix E: Linking Specific Program Assessment Results to Strategic Goals	Page 34

Section I: Introduction

Northeastern Illinois University welcomed the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, for a comprehensive evaluation visit January 22nd through the 24th, 2007. The purpose of the Commission's visit was the evaluation of NEIU's application for continued accreditation as a comprehensive University. Following their visit, the Higher Learning Commission requested a progress report covering the University's development and implementation of a strategic plan and its integration of strategic planning with other University processes and priorities. This progress report follows, detailing our accomplishments in strategic planning and integration.

In recent years, the public discourse in America has focused on the idea of change. Many leaders have called for change, though there are many conflicting notions of what changes are needed in our country. It is clear, however, that comprehensive urban universities are being called upon to provide higher education to a large and increasingly diverse population of students.

As the needs of students in our region change, Northeastern Illinois University must respond by rethinking our curriculum, our programs, and even our institutional culture. We need to deliver educational services to students with new goals and new professional paths. To do this, we need to plan to use our intellectual and material resources creatively and effectively. The NEIU Strategic Plan, presented in Section III, outlines goals and actions that define our efforts to make these changes. The process for developing this plan, outlined in Section II, included all internal constituencies (faculty, staff, students, and administration on the main campus as well as those at the Centers) in comprehensive strategic planning.

As the Strategic Plan integrates the university's main goals into a single document, it also functions as a tool for integrating planning for academic programs (including assessment); the use, maintenance, and construction of physical facilities; and the human resources, student support services, and the financial resources needed to implement and sustain the Strategic Plan. Section IV outlines how we have successfully integrated these areas by means of the Strategic Plan. In Section V, we discuss our progress on University-wide assessments and outcomes assessments and their connections to strategic planning.

Section II: The Planning Process

In October 2007, the University publicly advertised for consulting expertise to assist in our strategic planning process. After a review of the submitted proposals, two firms were brought to campus for a series of discussions with the University community on how they could best assist us with our strategic planning process. In February 2008, Pappas Consulting Group Inc. was selected and worked with the University community over several months to assist us in the strategic planning process and the development of appropriate Strategic Goals and Action Steps.

A major tenet of our strategic planning process was to be inclusive and open. This was done by having several public forums and numerous focus groups, and using technology to communicate to and get input from all areas of the University community. Public sessions and focus groups were held at all University locations. The University formed a Steering Committee of twenty-one faculty, staff and students, representing all campus locations, to provide overall leadership and communication. In addition, a Planning Team was formed that included eighty-two individuals, representing the Board of Trustees, the Foundation Board, and all University areas, departments, employee categories, students, and University locations.

The following table describes the distribution of participation by the University community in the strategic planning process. Participants are listed by name in Appendix A.

Faculty and Chairs:	28
Students:	6
Administrators and staff from Finance and Administration:	9
Administrators and staff from Student Affairs:	8
Administrators and staff from Institutional Advancement:	3
Administrators and staff from special programs:	5
Deans and Associate Deans:	10
Administrators and Staff from Academic Affairs:	7
Administrators and Staff from the Centers- El Centro, Carruthers' Center for Inner City Studies (CCICS), Chicago Teachers' Center (CTC):	7
Board of Trustees, Foundation Board, President's Office:	3

As the process began, Pappas Consulting was provided background data on the University and the region, as well as information about the Illinois Higher Education Public Agenda and the NEIU Presidential Task Force on the Millennium Student. Pappas conducted a series of focus groups and interviews to learn about the goals and aspirations of the various areas of the University and to get an understanding of our strengths, weaknesses, opportunities, threats, challenges, and values. From these focus groups, interviews and initial meetings with the Steering Committee, Pappas provided a planning framework, data compendium and analysis, and themes, and developed a draft for a revised mission statement, a new vision statement, and strategic goals and related action steps. The initial Pappas drafts were reviewed, discussed, and edited by more than 600 members of the University community. Numerous revisions were made to each document. The revised Mission Statement has been approved by the NEIU Board of Trustees. The Board has, as well, endorsed the entire Strategic Plan.

Section III: The NEIU Strategic Plan

Strategic plans are founded on an institution's guiding statements—*Mission, Vision and Values*. These guiding statements are intended to provide direction for a fairly long time. By contrast, the activities—*Strategic Goals* and *Action Steps* as we have named them—are meant to provide direction only into the near future, perhaps five to seven years. They are more fluid and more specific, lending themselves to revision or completion as the University moves forward. The University has identified six Strategic Goals as the most critical objectives in meeting our Mission and achieving our Vision. These Goals, and the Action Steps accompanying each Goal, are being used to establish our work and budget priorities each year and will serve as the framework to determine the success of the University.

Strategic Goal One: 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.

Action Steps

- 1.1: Develop, implement, and invest resources in a comprehensive enrollment management plan that engages the University community.
- 1.2: Build well-defined articulation agreements and foster strong relationships with community colleges and other colleges and universities to ensure clear transition pathways for transfer students.
- 1.3: Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups, to specific University benchmarks and goals.
- 1.4: Create a system that provides intentional academic advising for all students across the University.
- 1.5: Improve coordination among student and academic support programs and services with a focus on quality, customer service, and intentional integration with the curriculum.

Strategic Goal Two: 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.

Action Steps

- 2.1: Develop a Statement of Objectives for the Baccalaureate Degree and a Statement of Objectives for the Masters Degree at NEIU.
- 2.2: Review and revise general education based on national best practices and successful innovations at peer institutions.
- 2.3: Review and revise discipline specific curricula based on national best practices and workforce needs.
- 2.4: Support professional development opportunities for students through internships, international study, research, service learning, and career services.

2.5: Support and create interdisciplinary courses and programs based on best practices and institutional strengths.

2.6: Strengthen and integrate the University's academic offerings at CCICS, El Centro, and the University Center of Lake County through traditional and non-traditional means of program delivery.

2.7: Utilize diversity as a curricular/pedagogical dimension integrated with global and cultural studies and throughout the curriculum.

2.8: Establish technology-enriched curricula to include hybrid and online courses.

2.9: Focus on academic programs linked to regional economic development and workforce demands for the global society.

Strategic Goal Three: *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.

Action Steps

3.1: Improve preparation for higher education by working with K-12 schools.

3.2: Review and integrate the University's outreach and community service functions, with special emphasis on the unique programs provided by CTC, CCICS, and El Centro, to strengthen our community partnerships.

3.3: Encourage and support research projects that focus on such contemporary urban issues as education reform, immigration, economic development, and the environment.

3.4: Strive to make NEIU, as a designated Hispanic Serving Institution, an institution of choice for Latino students.

3.5: Develop a brand for NEIU that expresses pride and conveys the University's special attributes.

3.6: Implement a marketing and public relations plan to communicate the University brand to external and internal audiences.

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

Action Steps

4.1: Build a culture of mutual respect and collegiality across the University and its multiple locations throughout Chicago.

4.2: Utilize innovative approaches to recruit and retain faculty and staff committed to student success.

4.3: Provide support systems and programs (including customer service training) that foster a positive work environment for all.

4.4: Increase collaboration and accountability across all units of the University.

4.5: Create a climate in which support for scholarship, professional development, and training is provided to faculty and staff based on best practices.

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

Action Steps

- 5.1: Streamline and redesign operational workflows and processes with the intent of improving service quality and productivity.
- 5.2: Add a residential life component consistent with the mission of the University.
- 5.3: Identify locations and develop facility plans for future student service centers, such as a cultural center and a "One Stop Shop."
- 5.4: Invest in technology infrastructure to support academic and operational goals.
- 5.5: Ensure that all classroom, laboratory, office, student, and support spaces are appropriate to accommodate current needs and long-term growth.
- 5.6: Establish environmental sustainability as a key element of NEIU's identity.
- 5.7: Ensure that the University community is safe and secure; that facilities and infrastructure, including technology and critical data, are protected; and that plans are in place to continuously monitor and enhance campus security and emergency preparedness.

Strategic Goal Six: 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.

Action Steps

- 6.1: Support faculty and staff efforts to secure external funding that strengthens curricular, co-curricular and community development.
- 6.2: Strengthen advocacy efforts with federal, state, and local governments to secure new appropriations for the University.
- 6.3: Identify and capitalize on providing extended learning services.
- 6.4: Develop and implement the infrastructure for fundraising programs and alumni relations.
- 6.5: Increase corporate, foundation, and other philanthropic support to the University.
- 6.6: Increase private support from individuals (including faculty, staff, alumni, and others).

Section IV: Strategic Planning Implementation

How does our Strategic Plan integrate planning for academic programs (including assessment); the use, maintenance, and construction of physical facilities; and the human resources, student support services, and the financial resources needed to implement and sustain the Strategic Plan? As outlined in Section III, NEIU's Strategic Plan includes Six Strategic Goals with broad Action Steps for each. As we implement the Plan, we annually select specific activities under Action Steps for each Goal for our University-wide focus, a list we call the *NEIU Annual Work Plan*. To answer the question about integration of planning with each of these areas, we look to our Annual Work Plans to see how the choice of each area's activities was guided by the Strategic Plan. Below are some highlights of the 2009 Work Plan results and the 2010 Work Plan, along with some context for these activities.¹ This section is divided into four areas of discussion: *physical facilities*, *human resources*, *student support services*, and *financial resources*.

How do our physical facilities support our program needs according to our Strategic Plan?

The University's Strategic Plan recognizes the recommendations of the Higher Learning Commission and includes specific action steps to "ensure that all classrooms, laboratory, office, student, and support spaces are appropriate to accommodate current needs and long-term growth." The Higher Learning Commission report also noted that "it appears that the campus has numerous individual facilities-related plans in place but does not have an overall campus facilities master plan." To that end, the University is currently undertaking a comprehensive space inventory and assessment that will form the basis for a long-term facilities master plan, including a utilities infrastructure master plan, which is scheduled for fiscal year 2011.

In addition to the undertaking in the University's Strategic Plan for a facilities master plan, many other facilities-related actions support the program needs identified in the Strategic Plan. Results of assessment and program reviews have suggested the need for additional laboratory and classroom space, as well as appropriate maintenance of such space. This long-term need has been addressed in several ways; most significantly the University has developed several capital funding requests for new buildings.

The University historically placed a high priority on requesting state capital appropriations for maintaining and enhancing current space, usually at the expense of requesting new space. As enrollments increased, the University found itself with the

¹ The entire NEIU Annual Work Plan with Results for Fiscal Year 2009 can be found in Appendix B and the entire NEIU Annual Work Plan for Fiscal Year 2010 can be found in Appendix C. Activities in the Work Plan are numbered to correspond to Action Steps within the Strategic Goals. We have also indicated in the appendix who is responsible for each activity and what resources were needed, including whether they are non-recurring (N) or recurring (R) resources. Whenever possible, the source of funding is indicated. The 2009 results are presented under the "Status/Comment" section.

least amount of non-residential space compared to the other Illinois public universities. As a result, the University set its highest capital priority as securing funding for a new Education Building. Approval for a capital funding project for this building was received this year.

With funding from the United States Department of Education, the University undertook conceptual planning for the Education Building concurrently with the development of a long-term plan for the south side of campus. This planning identified future building sites for four new buildings – the state-appropriated Education Building, a new Science Building, an additional Parking Facility, and a Student Residence Facility. (It should be noted that adding a student residential life component to campus is included in the Strategic Plan). This initial planning for the Education Building and the south side of campus also identified the need for a comprehensive assessment of the utility infrastructure needed to support these planned facilities. The comprehensive facilities master plan will build upon the work completed as part of the planning for the south side of campus.

Consultants hired to help the College of Business and Management move towards AACSB accreditation noted the importance of adequate classroom space as a key factor in the accreditation process. As a result, the Dean of the College and the Provost worked with Finance and Administration to develop and implement plans for the renovation of a building to house the College of Business and Management. Offices to accommodate a growing faculty to meet student need, and the need for meetings spaces, as well as classrooms, were determining factors in changing the original intent of the remodeling from support space to instructional space.

Several assessment and task force reports related to student writing motivated the formation of The Center for Academic Writing. Newly established on the fourth floor of the library, the 1,700 square foot center provides tutoring and mentoring support for students enrolled in writing-intensive courses. The facility has space to hold faculty workshops. A ten week course-design workshop for faculty who will teach writing-intensive courses is offered annually. The Center also houses faculty interest groups on scholarly writing. The Center was made possible through grant and university funds.

Technology improvements are another example of how assessment and program review inform the development of the Strategic Plan and results in action in the area of facilities. For example, the NCATE standards for accreditation of teacher education programs and the Illinois standards for teachers indicate the need for teacher education programs to include instruction in the use of technology. Moreover, the process of program review affirms that a variety of instructional technologies are needed to keep up-to-date with changes in the STEM (Science, Technology, Engineering, and Mathematics) disciplines and to support student learning. As part of program reviews and self-studies, both Art and Music faculty and reviewers noted the need for technologies to support instruction and the need for more “smart classrooms.” Finally, the trend toward greater use of supplemental instructional

programs supported by technologies across the country has been noted through assessment in the Academic Development program. In response to these findings and to further the University's goal of academic excellence and innovation, the University is nearing completion of the installation of appropriate instructional technology in every classroom at each University site.

The University also undertook a competitive hiring process to select an energy services company that is now in the process of completing a comprehensive investment grade energy audit to identify and recommend university-wide energy conservation measures, including those at the Carruthers Center for Inner City Studies. The results of this audit and the implementation of recommended energy conservation measures address the strategic goal of enhanced operations and the specific strategic action step to establish environmental sustainability as a key element of NEIU's identity.

The University secured funding and is taking steps to construct a Multicultural Center, a key component of recruiting and retaining a diverse student body and making NEIU an institution of choice for Latino students. And finally, the University is looking strategically at the use of its limited facilities and implementing schedule changes such as expanded weekend offerings and an adjustment to the activity hour (when classes are not scheduled so that our students can participate in co-curricular activities on campus) that will allow increased course scheduling during times when student demand is greatest and make more efficient and effective use of the facilities.

How do our human resources support our program needs according to our Strategic Plan?

When discussing human resources support for University programs, it should be made clear that our discussion of human resources refers to the totality of our faculty and staff efforts, not simply the efforts put forth by the Office of Human Resources.

In the Strategic Plan's Goal Four, Northeastern identified as one of the University's highest priorities to "invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice." This goal is purposely placed after the first three goals – student success, academic excellence and innovation, and urban education – to demonstrate that the foundation of our first three strategic initiatives can only be accomplished through a dedicated, focused, effective, talented, and supported faculty and staff.

Investing in faculty and staff, as outlined in the Strategic Plan, will be accomplished by addressing the following five action steps:

- Build a culture of mutual respect and collegiality across the University and its multiple locations throughout Chicago
- Utilize innovative approaches to recruit and retain faculty and staff committed to student success

- Provide support systems and programs (including customer service training) that foster a positive work environment for all
- Increase collaboration and accountability across all units on campus
- Create a climate in which support for scholarship, professional development, and training is provided to faculty and staff based on best practices

As a result of the strategic planning, the University has focused and supported faculty and staff efforts in several key areas. First, a University-wide initiative began to improve services to both students and to University colleagues. “Great Service Matters” has become a multi-faceted initiative to encourage all faculty and staff to improve how they interact with and support student learning and success, how they provide better customer service, and how they support the work of their University colleagues. The Great Service Matters committee, made up of a cross-section of University faculty and staff, has helped to institutionalize the initiative so that professional development seminars and programs will be ongoing. The goal is to make sure that all University employees provide the best service, with the first priority being the recruitment and retention of students and improving their opportunities to succeed. In addition, the initiative is improving employee morale, as well as operational efficiency and effectiveness.

Another area where the University’s human resources are supporting program needs according to the Strategic Plan is the creation of the Enrollment Planning Council. This council includes the three vice presidents, the deans of the four colleges (including the Graduate College), the executive director of Enrollment Services, director of Institutional Research, and the directors of the two off-site educational centers. The Council’s goal is to improve student recruitment, retention and success – the highest University priority. The Council members represent all instructional, instructional support, and administrative aspects of the University; implementation of Council initiatives becomes the responsibility of the area executives.

For example, the Council studied tuition waivers and determined that the allocation of waivers was not strategic and did not appropriately support student recruitment and retention initiatives. It was determined, at the Council level, to revise the allocation methodology to create dean and provost scholarship programs for both new freshmen and transfer students to recruit students with higher GPA’s. Because this initiative came from the Council, it was incorporated into the budget process, it was conveyed to the departments that had traditional waiver levels reduced, and it was integrated into the scholarship and financial aid processes to appropriately handle the administrative aspects of the program.

Great Service Matters and the Enrollment Planning Council are two significant examples of how the University is strategically focusing and allocating human resources to address program needs. Additional examples of supporting human resources to meet program needs are the University’s resource allocation decisions to increase the number of funded tenure track faculty positions (even with the current budget challenges); adopting the goal to bring all faculty and staff salaries to the

median salary of peers; assuring that all new faculty and staff have appropriate technology on their first day of work; and implementing employee self-service so that employees on-line can change personal and paycheck deposit information. All of these human resources initiatives were the result of the Strategic Plan action steps.

How do student support services support program needs according to the Strategic Plan?

Our top Strategic Goal is to 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. To this end, we have taken on a variety of activities to integrate student support services with program needs.

For example, we have improved and streamlined Financial Aid operations to reduce paperwork and better utilize technology; to reduce processing time for applications and generally improve customer service; and to better utilize financial aid as a recruitment and retention mechanism. We used the outside expertise of a consultant from Financial Aid Services, who assessed our financial aid services and helped us to develop an action plan to improve the financial aid awarding process, the work flow, and the handling of student files. Changes in this area included the elimination of requirements that were more stringent than federal regulations, such as the practice of reviewing 100% of all FAFSA results. This change results in verification of only the 40% selected by the government for verification, freeing financial aid advisers to provide better service to students. A second major change was the elimination of the NEIU Financial Aid application, which mostly duplicated the FAFSA. This implementation was made possible by upgrading to a newer version of Banner Self-Service Financial Aid. There were several other improvements in the efficiency of the financial aid office: we identified and eliminated the printing of documents that are available online; we send more frequent letters to students reminding them to complete financial aid applications; and we created a new IT support position within Financial Aid dedicated to supporting the Banner system (replacing an Assistant Director who retired). Formal assessment is underway, but the bi-annual lines down the hall outside of the Financial Aid office are gone, and the number of student complaints about financial aid has dropped.

A more general example of how student support services are supporting program needs via the Strategic Plan is through the integration of two university divisions that are crucial to our students: Academic Affairs and Student Affairs. This direction was chosen in conjunction with Action Step 1.5, improving coordination among student and academic support programs and services with a focus on quality, customer service, and intentional integration with the curriculum. To that end, we are reviewing the organization of our Student Affairs division to strengthen integration with Academic Affairs (in areas such as orientation, first-year programs and service learning) in order to increase student engagement. Again turning to outside expertise, we brought in two consultants who reviewed the structure and operation of Student Affairs and submitted

reports to the President. The President and Provost reviewed reports with the staff of the Student Affairs area. A search is currently underway for a new Vice President for Student Life, who will help us more closely align the work of the division of Student Affairs with the office of Academic Affairs.

How do our finances support our program needs according to our Strategic Plan?

Any discussion of University finances and financial support for our program needs must be prefaced with a few comments about the overall financial environment in which the University operates. The state of Illinois, as recently noted in the national press, is facing severe and structural financial issues. Revenues continue to decline and the pressure to cut financial support for state services, including higher education, increases each year. Illinois public higher education incurred significant budget reductions starting in fiscal year 2002. In recent years, financial support has been more stable, but remains significantly below the fiscal year 2002 funding level. In the current fiscal year 2010, public university funding in Illinois was held level only because of the influx of federal stimulus funding, which will not be available in next fiscal year 2011.

In addition, the University is under increasing pressure to control student costs. While the tuition rates at Northeastern are significantly below the average rates for Illinois public universities, the rate of increase at Northeastern has increased pressure to maintain more moderate rate increases.

Given that background, in the current fiscal year the University allocated its available discretionary funding to its highest priorities. The University increased the number of funded tenure track positions, supported competitive initiatives to enhance its role as a Hispanic Serving Institution, and supported its marketing campaign to increase student recruitment. In addition, the University provided non-recurring salary enhancements to non-negotiated staff and honored all collectively bargained salary agreements.

To fully involve campus constituencies in the planning and budgeting processes, the University reconstituted the University Planning and Budget Council (UPBC) to more fully integrate the various constituent representatives in the planning and budget process. The University President appointed a faculty representative to serve as chair of the UPBC for three years to assist with the changes to the UPBC and to provide continuity and direction to the Council. The UPBC is a fifteen person university-wide council with members from faculty, civil service, students, and administration, with each three-year membership determined by the governing councils of each group. The Council is responsible for advising the President on university planning and budgeting, in consonance with the University mission, vision, values, goals and strategic direction. The University Vice Presidents present to the Council each of their area's proposed Work Plan for the fiscal year under discussion, and the University President provides the Council with copies of state, IBHE, Board of Trustees, and

University planning reports and budget documents. The Council uses these materials to communicate to their constituencies the administrative proposals, deliberates within its membership based on the feedback of each member's constituency, and produces budgetary and planning recommendations for the President.

One of the areas identified in the Strategic Plan as warranting an increased financial commitment is Institutional Advancement. Northeastern had a long history of underutilizing its fundraising capabilities and the Strategic Plan identified that area as one in need of additional investment. That investment has been leveraged into significant increases in giving. For the first time in the University's history, annual giving to the University has exceeded \$1.0 million. These fundraising successes are being translated into increased scholarship opportunities for NEIU students, additional cultural activities on campus, and expanded facility improvements.

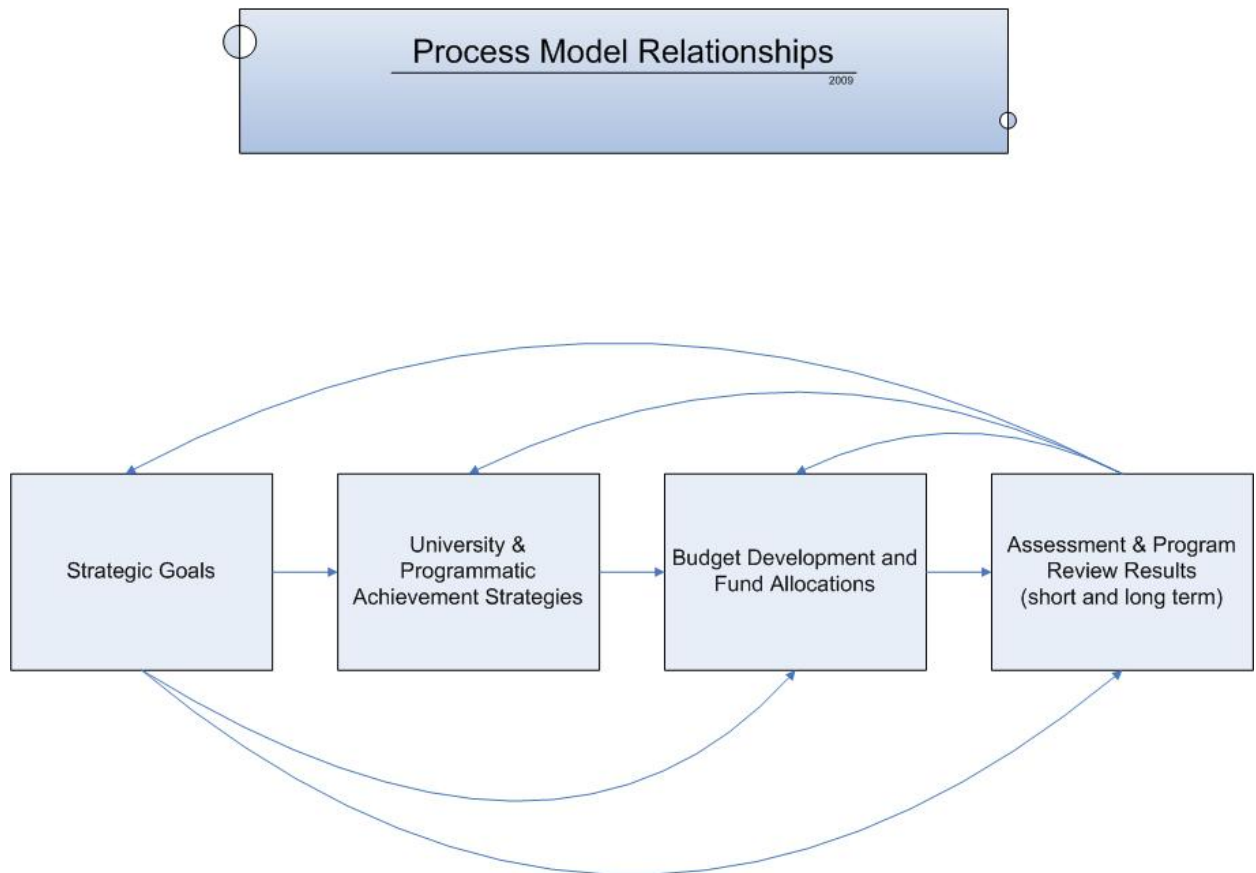
The Higher Learning Commission report also asked the University to review the reported high institutional support costs at the University. The University examined costs assigned to the institutional support function and, per discussions during the reaccreditation visit, reclassified the costs previously aggregated into institutional support that more appropriately should have been allocated to multiple functional categories. These costs included technology and health insurance costs. As a result of these adjustments, the University's institutional support costs are now in a more normal range.

Section V: Assessment and Strategic Planning

As we implement the Strategic Plan, university-wide assessment practices have informed our priorities. For example, the Office of Institutional Research has linked specific NSSE (National Survey of Student Engagement) data to the recently developed Baccalaureate Goals as benchmarks for assessing our progress on achieving these goals (see Appendix D). Using NSSE generally, the University can see which strategic goals related to student satisfaction and engagement need to be prioritized. We will be administering the NSSE again in the Spring semester. We have also administered two Noel-Levitz instruments for assessing student outcomes: the Student Satisfaction Inventory and the Retention Management System - College Student Inventory. We administered the SSI in the Spring of 2005, and will administer it again this Spring. The RMS-CSI was administered by our Academic Advising office to incoming first-year students in order to identify at-risk students and help the University develop strategies for supporting these students. Based on the results of these assessment tools, in the Fall of 2009 we introduced the ConnectionsNow course for campus employees to improve customer service.

Action Step 1.3, under our first Strategic Goal (Student Success), connects outcomes assessment directly to strategic planning: *Raise undergraduate and graduate student recruitment, retention, and graduation rates, including those for students from historically underrepresented groups, to specific University benchmarks and goals.*

A key strategy of the University's Assessment Plan is the linkage between annual outcomes assessments, comprehensive program reviews, and accreditation activities which occur on a multi-year basis. Consider the figure below. Strategic Goals serve as a cornerstone for the relationships among strategic planning processes, programmatic achievement strategies, budget processes, and assessment. Strategic goals inform the University-wide and programmatic achievement strategies chosen, which are then supported by budget and fund allocations. The extent to which these strategies are effective is determined through assessment. Outcomes assessment results are an important component of academic program review processes. In one case, program review identified one department's unsatisfactory assessment program, leading to University intervention in the form of the appointment of the Director of the Center for Teaching and Learning to work with the faculty in that department to develop a successful assessment program. Program review processes also serve to help the program uncover new opportunities for program development and improved student learning. Taken together, assessment and program review results help inform the development of strategic goals, budget and funding development.



We are further connecting specific best practices in outcomes assessment to strategic planning by identifying exemplary assessment programs and inviting these outstanding departments to make presentations to the President's Council. This year, the President's Council heard presentations on best practices in outcomes

assessment by faculty from the master's program in business administration and faculty from the bachelor's program in political science on their exemplary assessment programs in their departments. Such presentations will be offered to faculty on an annual basis as examples of home-grown best practices. Many other examples of the connections between the implementation of outcomes assessment plans for specific programs and the Strategic Goals can be found in Appendix E.

Section VI: Conclusion

Northeastern Illinois University remains committed to operating with integrity to ensure fulfillment of our mission, through structures and processes that involve the board, administration, faculty, staff, and students. Our allocation of resources and our processes for evaluation and planning demonstrate our capacity to fulfill our mission, improve the quality of our education, and respond to future challenges and opportunities. The work that we have done in the process of developing our Strategic Plan and the work we continue to do to implement all aspects of the Strategic Plan underline our commitment to progress.

Appendix A: Strategic Planning Steering Committee and Team List of participants

- **Sharon Hahs**, President, Committee Chair; Professor, Chemistry

Faculty and Chairs: 28

- **Lesa Davis**, Associate Professor, Coordinator, Anthropology, Honors Faculty, College of Arts and Sciences
- **Christina Gomez**, Associate Professor, Latin American and Caribbean Studies, Sociology, College of Arts and Sciences
- **Nanette Potee**, Associate Professor, Communication, Media and Theater, College of Arts and Sciences
- **Allen Shub**, MBA Coordinator, Professor, Management, College of Business and Management; Chair of the Faculty Senate
- **Steven Dundis**, Chair, Associate Professor, Educational Leadership and Development, College of Education
- **Gregory Anderson**, Chair, Chemistry, Earth Science and Physics, Associate Professor, Physics, College of Arts and Sciences
- **Sangmin Bae**, Assistant Professor, Political Science, College of Arts and Sciences
- **Shelley Bannister**, Professor, Justice Studies and Women's Studies, College of Arts and Sciences
- **Suzanne Benson**, Associate Professor, Educational Leadership and Development; Coordinator, Weekend Institute, College of Education
- **R. Shayne Cofer**, Chair, Professor, Music, Honors Faculty, College of Arts and Science
- **Lidia Filus**, Professor, Mathematics, College of Arts and Sciences
- **Laurie Fuller**, Associate Professor and Coordinator, Women's Studies
- **Lisa Hollis-Sawyer**, Associate Professor, Psychology and Women's Studies, College of Arts and Sciences
- **John Kasmer**, Chair, Associate Professor, Biology, College of Arts and Sciences
- **David Leaman**, Chair, Associate Professor, Political Science, College of Arts and Sciences
- **Timothy Libretti**, Professor, English and Women's Studies, College of Arts and Sciences
- **Nancy Matthews**, Associate Professor, Justice Studies and Women's Studies, College of Arts and Sciences
- **Erica Meiners**, Associate Professor, Educational Leadership, College of Education
- **Mark Melton**, Assistant Professor, Special Education, College of Education
- **Laura Sanders**, Professor, Earth Science, College of Arts and Sciences
- **Sophia Mihic**, Assistant Professor, Political Science, Honors Faculty, College of Arts and Sciences
- **Cynthia Moran**, Associate Professor, Communication, Media and Theatre, College of Arts and Sciences
- **Timothy Scherman**, Associate Professor, English and Women's Studies, College of Arts and Sciences

- **Susan Stall**, Chair, Sociology and African & African American Studies, Latino & Latin American Studies and Women's Studies Programs; Professor, Sociology and Women's Studies
- **Dureen Wheeler**, Assistant Professor, Educational Leadership and Development, College of Education
- **Norman Noerper**, Assistant Professor, Computer Science, College of Arts and Sciences
- **David Green**, Associate University Librarian for Collections and Information Services, Library
- **Henry Owen**, Business Librarian, Library

Students: 6

- **Derrick Tussing**, Graduate Student, College of Education
- **Laura Berry**, Specialist, Office of Program Advisement, College of Business and Management; Graduate Student, College of Education
- **Dasha Djukic**, Graduate Student, College of Business and Management
- **Erik Lopez**, Student, College of Arts and Sciences
- **Sunil Mahadeshwar**, Student Member of the Board of Trustees; Student, College of Business and Management
- **Gerald Chaney**, Student, College of Education

Administrators and Staff from Finance and Administration: 9

- **Mark Wilcockson**, Vice President, Finance and Administration
- **Helen Ang**, Executive Director, University Budgets, Finance and Administration
- **Terrence Black**, Director of Service Delivery, University Computing
- **Sergey Chernov**, Assistant Director of IT Strategic Planning, University Computing Services
- **David Jonaitis**, Associate Vice President, Finance and Administration
- **Anthony Ribaud**, Classification Manager, Human Resources, Finance and Administration
- **Buff Rosen-Boyd**, Grants and Contracts Administrator, Grant Accounting, Finance and Administration
- **Ralph Zia**, Assistant Vice President, Facilities Management
- **Evelyn Hanley**, Administrative Assistant, Finance and Administration

Administrators and Staff from Student Affairs: 8

- **Melvin Terrell**, Vice President, Student Affairs; Professor, Counselor Education
- **Kristine Pierre**, Assistant to the Vice President, Student Affairs
- **Janice Harring-Hendon**, Executive Director, Enrollment Services
- **Maureen Amos**, Assistant Director, Financial Aid Office
- **Shellie Coleman**, Coordinator, Transfer Success Program, Admissions Counseling and Recruitment
- **Eric Hilton**, Assistant Director, Enrollment Services

- **Jaime Mendoza**, Program Associate, Academic Advisement Center, Academic Development
- **Robert Bedford**, Assistant Dean, Dean of Students' Office

Administrators and Staff from Institutional Advancement: 3

- **Carla Knorowski**, Vice President, Institutional Advancement; Executive Director, NEIU Foundation
- **Erika Krehbiel**, Director, Public Relations, Institutional Advancement
- **Julie Wight**, Manager, Publications, Institutional Advancement

Administrators and staff from special programs: 5

- **James Blair**, Project Coordinator, College of Arts and Sciences Education Program (CASEP), College of Arts and Sciences
- **Teresita Diaz**, Director, Proyecto Pa'Lante and Project Success
- **Katherine Gleiss-Monar**, Coordinator, Learning Center
- **Edmund Hansen**, Director, Center for Teaching and Learning; Interim Coordinator, Honors Program
- **Kimberly Sanborn**, Director, McNair Scholars Program, Graduate College

Deans/Associate Deans: 10

- **Varkey Titus**, Dean, Professor, Finance, College of Business and Management
- **Murrell Duster**, Dean, Academic Development; Assistant Professor, Teacher Education
- **Kate Forhan**, Dean, College of Arts and Sciences; Professor, Political Science
- **Amy Hietapelto**, Acting Dean, College of Business and Management, Co-Chair; Associate Professor, Management
- **Bradley Baker**, Dean, Associate Professor, Library and Learning Resources
- **Maureen Gillette**, Dean, Professor, Teacher Education, College of Education
- **David Rutschman**, Associate Dean, Professor, Mathematics, College of Arts and Sciences
- **D.S. Sundaram**, Acting Associate Dean, Associate Professor, Marketing, College of Business and Management
- **Janet Fredericks**, Dean, Graduate College; Professor, Educational Leadership and Development
- **Michael Kelly**, Dean, Dean of Students

Administrators and Staff from Academic Affairs: 7

- **Lawrence Frank**, Provost and Vice President, Academic Affairs; Professor, Political Science
- **Wamucii Njogu**, Associate Provost, Academic Affairs; Associate Professor, Sociology, College of Arts and Sciences
- **Victoria Roman-Lagunas**, Associate Provost, Academic Affairs, Vice-Chair; Associate Professor, Foreign Languages and Literatures (Spanish) and Women's Studies
- **Jonathan Teuber**, Associate Director, Sponsored Programs, Academic Affairs

- **Mary Hay Verne**, Administrative Assistant, College of Arts & Sciences
- **C. Ellen Reeve**, Academic Program Specialist, College of Business and Management
- **Maria Zepeda**, Assistant Director, Institutional Studies and Planning

Administrators and Staff from the Centers (El Centro, Carruthers' Center for Inner City Studies, Chicago Teachers' Center): 7

- **Daniel Lopez**, Associate Dean, Academic Development; Director, El Centro
- **Maria Luna Duarte**, Assistant Director, El Centro
- **Conrad Worrill**, Director, Carruthers' Center for Inner City Studies, Professor, Program Coordinator, Inner City Studies Education
- **Rosetta Cash**, Administrative Assistant I and Adjunct Faculty, Inner City Studies Education, Carruthers' Center for Inner City Studies
- **Lance Williams**, Assistant Director, Carruthers' Center for Inner City Studies; Associate Professor, Inner City Studies Education
- **Henry Ricks**, Senior Program Manager, Chicago Teachers' Center
- **Wendy Stack**, Director, Chicago Teachers' Center

Board of Trustees, Foundation Board, President's Office: 3

- **Omar Duque**, Board of Trustees
- **Andrea Davey**, Foundation Board
- **Santos Rivera**, Senior Executive Director, Affirmative Action and Outreach Programs

Appendix B: Strategic Planning Implementation: Annual Work Plan Results Fiscal Year 2009

As discussed in the body of the report, NEIU'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 FY09. 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. We have also indicated who is responsible for each activity and what resources were needed, including whether they are non-recurring (N) or recurring (R) resources. Whenever possible, the source of funding is indicated. The Results are presented under the "Status/Comment" section.

2009 Results for Strategic Goal 1: Student Success

1.1.1 Improve and streamline Financial Aid operations to reduce paperwork and better utilize technology; to reduce processing time for applications and generally improve customer service; and to better utilize financial aid as a recruitment and retention mechanism.

Responsibility: L. Frank

Resources: Staff Time

\$13,000 (N) Financial Aid Services consultant [Enrollment Services]

\$27,000 (N) Follow-up implementation [Strategic Planning Fund and Curricular Planning Fund]

Status/Comment: Consultant from Financial Aid Services developed action plan to improve financial aid awarding process, work flow and handling of student files. Implementation began December 2008. Changes included the elimination of requirements that are more stringent than federal regulations, such as practice of reviewing 100% of all FAFSA results. This change results in verification of only the 40% selected by the government for verification, freeing financial aid advisers to provide better service to students. A second major change is the elimination of the Northeastern Financial Aid application, which in large part duplicated the FAFSA. This implementation was made possible by upgrading to a newer version of Banner Self-Service Financial Aid. Other changes: we identified and eliminated the printing of documents that are available on line; we send more frequent letters to students reminding them to complete financial aid applications; we created a new IT support position within Financial Aid dedicated to supporting the Banner system (replacing an Assistant Director who retired).

1.3.1 Create a retention work group including faculty from the colleges to provide data for the University Retention Team regarding the reasons students do not continue their studies.

Responsibility: L. Frank

Resources: Staff Time

Status/Comment: Rescheduled to FY 10, expanding the membership of work group.

1.4.1 Provide training (including Banner training) to professional and faculty advisers to improve knowledge and coordination. Develop job description for faculty advisers.

Responsibility: L. Frank

Resources: Staff Time

Status/Comment: The Director of Advising conducted workshops reviewing usage of NEUport and Banner and analysis of student records to professional advisers in the Advisement Center, Special Programs, El Centro, the College of Education and the College of Business and Management. Workshops were repeated for thirty-one faculty advisers in the College of Arts and Sciences. The College of Arts and Sciences developed a draft statement of responsibilities of advisers, to be discussed with the University Professionals of Illinois in FY 10.

1.5.1 Review organization of Student Affairs division to strengthen integration with Academic Affairs (in areas such as orientation, first-year programs and service learning) to increase student engagement.

Responsibility: S. Hahs, L. Frank

Resources: Staff Time

\$8,100 (N) consultants [Strategic Planning Fund and HSI Fund]

Status/Comment: Two consultants (Margaret Barr, former Vice President for Student Affairs at Northwestern University and Ben Corpus, Vice President for Student Affairs at Baruch College, CUNY) reviewed the structure and operation of Students Affairs and submitted reports to the President. President and Provost reviewed reports with Student Affairs staff. New position of Vice President for Student Life outlined with search to occur in FY 10.

2009 Results for Strategic Goal 2: Academic Excellence and Innovation

2.1.1 Initiate discussion throughout the University via department meetings on developing a Statement of Objectives for the Baccalaureate Degree; develop the process; use University Day to support the process.

Responsibility: L. Frank

Resources: Staff Time

\$5,000 University Day speaker/event [Curricular Planning Fund]

Status/Comment: Provost held meetings with most academic departments, focusing discussion on The Essential Learning Outcomes study, developed by the Association of American Colleges and Universities. Discussions culminated in University Day presentation and break out sessions, discussing objectives of Baccalaureate Degree. Faculty committee reviewing materials from these discussions, with goal of presenting a draft statement of objectives in Fall, 2009.

2.4.1 Conduct a campus-wide assessment of the number and variety of internships available through the Office of Career Services and the Colleges; inventory service learning opportunities across the campuses.

Responsibility: L. Frank, M. Kelly

Resources: Staff Time

Status/Comment: Final report and spreadsheet was completed in July 2009.

2.6.1 Complete an appropriate evaluation of the support services at CCICS and El Centro to bring those service levels in line with those at the Bryn Mawr campus.

Responsibility: M. Wilcockson

Resources: Staff Time

Status/Comment: The VP Council for Finance and Administration met with Dr. Worrill at CCICS to discuss his needs for the Center. University Computing technical staff and Facilities staff have assessed the needs of El Centro with Dr. Lopez.

CCICS: In February, restroom lighting was enhanced and many of the restroom walls and stalls were patched and painted. Also in February, the signage naming the Auditorium was installed. Seven new instructor desk/lectern combinations were installed. The Green Fee Committee is considering funding the installation of restroom light sensors at CCICS. The rehab of the kitchen in the lower level is in progress as well as façade work on the west side of the building. Computers in one lab have been replaced and wireless capability is being installed. Assessments are continuing regarding other technology upgrades.

El Centro: New furniture is on order for a new Resource Center and Study Room and installation should be completed in July 2009. Computers have been replaced in one lab and wireless capability is being installed. Planning has started for new exterior signage. Furniture and equipment for a new computer laboratory and an electronic podium for the multipurpose room have been ordered.

2.6.2 Extend the delivery of Educational Leadership coursework to the El Centro Campus by Fall 2009.

Responsibility: L. Frank, M. Gillette

Resources: FY09 \$1,000 (N) search expenses [HSI Fund]

FY10 \$60,000 (R) faculty position [HSI Fund or reallocation]

Status/Comment: New faculty position established to staff this project. Search resulted in hiring of Dr. Gabriel Cortez, effective August 2009. Cohorts in Educational Leadership and in

Reading programs to begin at El Centro in Fall 2009.

2.8.1 Develop additional on-line courses for Summer 2009.

Responsibility: L. Frank

Resources: Staff Time

Status/Comment: Fully online courses taught in summer 2008: 6. Fully online courses taught in summer 2009: 13 (an increase of 117%). Growth in online instruction was limited by departure of both technology trainers from NEIU's Center for Teaching and Learning in 2008. Searches conducted in Spring 2009 resulted in hiring of two experienced staff.

2009 Results for Strategic Goal 3: Urban Leadership

3.1.1 Complete an appropriate evaluation of the support services at Chicago Teachers' Center to bring those service levels in line with those at the Bryn Mawr campus.

Responsibility: M. Wilcockson

Resources: Staff Time

Status/Comment: University Computing initiated a program of close staff collaboration between all campuses, including regular staff rotations, visits and collaboration on projects.

Director of Service Delivery frequently visits remote sites to better manage and mentor employees at those locations. HR now has open enrollment meetings regarding CMS benefits once a year and will begin supervisor and banner training.

Purchasing Department staff has provided specific written direction and assistance to CTC

Financial Managers and Administrative Specialists in the following areas:

- Competitive bidding processes and procedures
- Minority and Female Business Enterprise goals and development
- Procedures for contracting and Controller's office processes (DPV's, invoicing requirements)

3.4.1 Develop curricular elements for Social Work and Justice Studies with the goal of providing services to Latino communities; conduct searches for appropriate faculty.

Responsibility: L. Frank, K. Forhan

Resources: FY09 \$2,000 (N) Search expenses [HSI Fund]
FY10 \$120,000 (R) [HSI Fund or reallocation]

Status/Comment: The focus in both departments was on issues relating to immigration. Both searches were successful and the new faculty, effective Fall 2009, are Dr. Maria de la Torre in Justice Studies and Dr. Francisco Gaytan in Social Work.

3.4.2 As part of the HSI Initiative, execute peer-mentor activities through LLAS to support retention.

Responsibility: L. Frank, V. Ortiz

Resources: FY09 \$30,000 (N) Mentor program [HSI Fund]
FY09 \$23,000 (N) Advisor [HSI Fund]
FY10 \$45,000 (R) Mentor program [HSI Fund, reallocation or discontinue]
FY10 \$46,000 (R) Advisor [HSI Fund or reallocation]

Status/Comment: LLAS created a pilot program to develop student mentors: the Developing

Academic Leadership through Engagement project (DALE). The team included ten student mentors and was led by an adviser/assistant coordinator of LLAS. DALE projects included: academic workshops, a group leadership series, the Latinos Avanzando Series (a set of guest talks by Latino professionals), special events connecting DALE to the student body at large, and conference participation on and off campus.

3.4.3 Bring the team of Thomas Brown and Mario Rivas to the University to present a panel on pedagogical and cultural strategies to address unrepresented groups. Invite regional HSI's to attend.

Responsibility: S. Hahs, L. Frank

Resources: \$10,000-20,000 (N) [HSI Fund]

Status/ Comments: The event was redefined to fit into a larger focus on immigration (also reflected in the searches under 3.4.1.). In June 2009, LLAS held an all-day conference on Immigration and Education: Latinos in Higher Education Summit. Approximately 150 persons attended, representing local HSIs, community organizations in Chicago and in Mexico, and political representatives of Chicago and Mexican constituencies. Keynote speakers were Marcelo Suarez-Orozco, Co-Director of Immigration Studies at New York University, and Robert Smith, Professor of Sociology and Immigration Studies at Baruch College, CUNY. A smaller follow-up meeting is scheduled.

3.5.1 Create a brand reflecting NEIU.

Responsibility: C. Knorowski, E. Krehbiel

Resources: Staff Time

Status/Comments: Completed. Launched and implemented *Learn in the City, Lead in the World* campaign.

3.5.2 Create and implement a comprehensive marketing campaign.

Responsibility: C. Knorowski, E. Krehbiel

Resources: \$51,000 (N) [Strategic Planning Fund]
\$62,000 (N) Latino-focused projects [HSI Fund]
\$100,000 (N) [Institutional Advancement Funds]

Status/Comments: Completed. Launched and implemented marketing campaign with new brand using markets such as newspapers (city, neighborhood and community college papers), television (created and aired Spanish-language commercial), radio (created and aired radio commercials on a number of Chicago-area stations), billboards and overpasses, street banners, buses, transportation stations, magazines, and festival booths and programs.

3.5.3 Develop a bilingual component to the University website.

Responsibility: C. Knorowski, E. Krehbiel

Resources: Staff Time
\$ 10,000 (N) [HSI Fund]

Status/Comments: Deferred to FY 2010 to accomplish this goal in a more strategic and cost-effective manner.

2009 Results for Strategic Goal 4: Exemplary Faculty and Staff

4.1.1 Develop and publish a University employee handbook.

Responsibility: M. Wilcockson, M. Maso

Resources: Staff Time
\$20,000 est. (N) [source to be determined]

Status/Comment: The first draft of the table of contents was provided to several members of the administrative team and to the Civil Service Council for suggestions. As a result, changes were made to the table of contents and will

be presented for a second review. Based on the initial suggestions, content is now being added for the topics identified in the draft table of contents. The Civil Service council reviewed the table of contents and assigned a member to assist in the process.

- 4.2.1** Begin a set of studies that identify the median salary for identified comparison groups for all pay classifications at the University.

Responsibility: M. Wilcockson, M. Maso

Resources: Staff Time

\$20,000 est. (N) [source to be determined]

Status/Comment: Human Resources is at a very early stage in conceptualizing this task and it has taken a back seat to Banner implementation. The Vice President will discuss with the Provost the availability of using already contracted consultants to assist with this project.

- 4.3.1** Pilot test extensive customer service training for one entire department (Bursar's Office).

Develop plan to extend training to other units.

Responsibility: M. Wilcockson, T. Lambert

Resources: \$4,000 (N) [Strategic Planning Fund]

Status/ Comment: The Director of Bursar Services and the three area supervisors of the department participated in an online Customer Service Seminar in May 2009. The Director is planning to obtain name tags for all employees to promote a more cordial environment, particularly for students – "give a name, get a name." The Director is still exploring the purchase of computer based training for current and new staff

- 4.3.2** Organize a professional development conference for NEIU support staff.

Responsibility: S. Hahs, Y. Lopez, M. Duster, J. Haring-Hendon

Resources: \$ 12,000 (N) [Strategic Planning Fund]

Status/ Comment: NEIU's professional development conference, *Great Service Matters*, took place on March 18-19, 2009. Also, organized continuing professional development workshops for NEIU staff.

- 4.5.1** Launch employee self-service functionality on Banner.

Responsibility: M. Wilcockson, M. Maso

Resources: Staff Time

\$30,000 (N) [ERP Funds]

Status/Comment: The complete implementation of employee self-service is dependent on the installation, configuration and implementation of an address scrubber. The address scrubber has been installed and is currently being tested by HR staff. The anticipated launch date for Employee Self Service is September 2009.

2009 Results for Strategic Goal 5: Enhanced University Operations

- 5.1.1** Complete the revision and compilation of University operating procedures (formerly Administrative Memoranda).

Responsibility: M. Wilcockson, D. Jonaitis, L. Davis

Resources: Staff Time

Status/Comment: While many policies and procedures have been drafted in a new format and a test web site has been established, improved coordination of this effort needs to take place.

5.1.2 Develop and implement a more efficient, effective and open process for developing and compiling the University budgets.

Responsibility: S. Hahs, M. Wilcockson, H. Ang

Resources: Staff Time

Status/Comment: Only initial discussions have taken place. The Budget Office has been in discussion with other public universities to gather information on their budget processes. Further professional development/training in this area needs to take place.

5.2.1 Auxiliaries and student affairs staff will explore options for adding a residential life component, including the possible use of public-private ventures.

Responsibility: M. Wilcockson, M. Kelly

Resources: Staff Time

Status/Comment: Initial discussions have taken place. Consulting services likely will need to be secured.

5.3.1 Develop a facilities plan for the cultural center based on program needs identified by the clients. Complete construction by June 30, 2009.

Responsibility: M. Wilcockson, L. Frank

Resources: \$ (N) [HSI Initiative Fund and Operating Funds]

Status/Comment: A report entitled Center for Intercultural Programs and Services was prepared by the Intercultural Initiative Committee and forwarded to the President on February 2, 2009. Currently, there is no plan to construct a center this fiscal year.

5.4.1 Develop a four-year-plan to bring appropriate classroom technology into every classroom at each University site. The first year of that plan includes three new tech classrooms on the Bryn Mawr campus, one at CCICS and one at El Centro.

Responsibility: M. Wilcockson, D. Jonaitis

Resources: \$ (N) [Technology Fee]

Status/Comment: New projection systems have been installed in the Fine Arts and Science Buildings. Assessments are underway for CCICS and El Centro. The four-year plan has been drafted which calls for the completion of all schedulable rooms on the Foster, El Centro and CCICS campuses by June 2011.

5.6.1 Complete a University-wide energy audit, including all University sites.

Responsibility: M. Wilcockson, R. Zia

Resources: Dependant on audit results and next steps

Status/Comment: A Performance Contract Request for Proposal was issued on January 9, 2009. The Proposal schedule called for an Energy Audit Agreement, which was finalized in May with the Board approving the energy service company and energy audit at the June meeting. The investment grade energy audit will be conducted over the summer, 2009.

5.7.1 Complete the installation of two campus emergency notification systems—one for on-campus emergency broadcasts and one for mass electronic notifications.

Responsibility: M. Wilcockson, J. Lyon

Resources: \$250,000 (N) Equipment and installation [University Services Fee]
\$25,000 (R) [Operating Funds]

Status/Comment: Public address system: Equipment purchased and installation contractor selected. The installation is complete and testing will be completed by mid-June.

Mass broadcast system: have selected a vendor and are working on the technical requirements.

System should be in place by summer. A public relations campaign will follow to secure contact information for students, faculty and staff to make the system effective.

2009 Results for Strategic Goal 6: Fiscal Strength

6.2.1 Develop and execute the concept of a Legislative Breakfast.

Responsibility: S. Hahs, S. Perez

Resources: \$2,000 (N) [Strategic Planning Fund]

Status/Comment: The Government Relations Office developed and executed a Spring Legislative Breakfast, February 23, 2009, for NEIU legislative district and alumni serving as elected officials. The purpose of the breakfast was to brief legislators on NEIU initiatives and to present Fiscal Year 2010 budget requests for their review and support. Over 50 guests were invited to participate

6.2.2 Enhance the Government Relations- Alumni Legislative advocacy programs through the development of a database.

Responsibility: S. Perez, C. Knorowski

Resources: \$3,500 (R?) [Strategic Planning Fund]

Status/Comments: Ongoing. The database will be developed in 2010 based on available funds.

6.4.1 Qualify, identify and begin cultivation of at least 500 major donor prospects.

Responsibility: C. Knorowski, K. Pace

Resources: Staff Time

Status/Comments: Completed/ongoing. Identified more than 500 major donor prospects and began qualification, cultivation and solicitation.

6.4.2 Complete the Department of Education matches (\$385,000 and \$200,000) for the endowment by June 30, 2009.

Responsibility: C. Knorowski, K. Pace

Resources: Staff Time

Status/Comment: 98% completed/ongoing. We have raised approximately \$575,000 in matching monies to-date, toward this goal. It is anticipated that the final two percent will be raised within the first month of FY 2010.

6.4.3 Re-establish the alumni association and expand the Network advocacy group.

Responsibility: C. Knorowski, K. Pace

Resources: Staff Time

Status/Comment: Completed/ongoing. Re-established the NEIU Alumni Association and expanded the Network advocacy group. Hosted an NEIU Network event at the home of

President Hahs. Increased Network membership by almost 50 percent. Activated Network to write their legislators regarding FY 2010 budget.

6.5.1 Identify 100 corporate and foundation major donor prospects and begin cultivation and solicitation.

Responsibility: C. Knorowski, A. Hailey

Resources: Staff Time

Status/Comment: Completed/ongoing. Identified more than 100 major corporate and foundation prospects and have begun cultivation.

6.6.1 Ascertain and record corresponding gift amounts for each deferred gift designated by all 1867 Founders Society members.

Responsibility: C. Knorowski, K. Pace

Resources: Staff Time

Status/Comment: One-third completed/ongoing. Worked with society members to have a clearer understanding of their planned gifts for NEIU. Will complete visits with all the members by the end of FY 2010.

Appendix C: Strategic Planning Implementation: Annual Work Plan Fiscal Year 2010

2010 Activities for Strategic Goal 1: Student Success

- **1.1.1** Develop a new design and campaign for undergraduate and graduate recruitment marketing materials.
- **1.3.1** Reorganize retention efforts and establish an Undergraduate Retention Intervention Team, which includes faculty members from each of the academic colleges and student life. The team will develop, implement and refine strategies to address the needs of at-risk students, progression rates and time-to-degree outcomes. The team will also identify key performance indicators associated with these issues.
- **1.3.2** Develop a plan and schedule for University surveys which will provide useful information and direct/suggest activities for improvement. Begin with the College Student Inventory survey Fall 2009.
- **1.3.3.1** Improve the placement of NEIU websites in search results for major search engines (Google, Yahoo!, Bing, etc.).
- **1.4.1** Create a task force to review and coordinate the various advisement systems that operate at the University in order to strengthen intentional advising.
- **1.5.1** Strengthen programs to engage family members of undergraduates into the University community in order to support student retention and success.

2010 Activities for Strategic Goal 2: Academic Excellence and Innovation

- **2.1.1** Build on the work of the summer work group, by completing the Statement of Objectives for the Baccalaureate Degree; establish a second work

group and initiate discussion to develop a Statement of Objectives for the Masters Degree.

- **2.2.1** Establish a task force to develop proposals for new initiatives in General Education, based on the Statement of Objectives for the Baccalaureate Degree at NEIU, on best practices elsewhere, and on work force needs.
- **2.3.1** Establish task forces to consider development of new curricula and programs in areas of high work force needs at all degree levels.
- **2.3.2** Study why students repeat developmental math courses multiple times and develop interventions to increase their rates of success.
- **2.4.1** Enhance the coordination and delivery of career development services to NEIU students and alumni.
- **2.6.1** Bring support services at CCICS and El Centro in line with those at the Bryn Mawr campus.
- **2.8.1** Establish a task force to develop policy and best practice guidelines for on-line courses and to expand the number of on-line courses.
- **2.8.2** Complete Audio/Visual installation in identified classrooms in LWH, El Centro, CCICS and other University buildings.

2010 Activities for Strategic Goal 3: Urban Leadership

- **3.2.1** Further develop community service programs at El Centro with initial focus on noncredit ESL instruction.
- **3.2.2** Bring support services at CTC to service levels in line with those at the Bryn Mawr campus.
- **3.3.1** Seek funding for summer research grants on urban issues with initial focus on immigration.
- **3.4.1** Continue efforts to develop curricula that are designed to support Latino communities and students.
- **3.4.2** Build a Faculty Media Expert Program specifically for the ethnic media with a focus on the Latino community.
- **3.5.1** Create a Spanish language translation function on the NEIU website.

2010 Activities for Strategic Goal 4: Exemplary Faculty and Staff

- **4.1.1** Develop and publish a University employee handbook.
- **4.2.1** Begin a set of studies that identifies the median salary for selected comparison groups for all pay classifications at the University.
- **4.2.3** Create a step-by-step checklist that informs hiring departments of processes for hiring employees.
- **4.3.1** Develop and present the second year of *Great Service Matters*.
- **4.3.1.1** Organize a professional development conference appropriate for all employees.
- **4.3.1.2** Develop and implement periodic workshops covering specific functional areas (e.g. Procurement Workshop).
- **4.3.1.3** Provide to an initial group of faculty and staff the “Connections Now” on-line training to learn ways to improve our service to students.

- **4.3.2** Implement a new program to provide, on a loaner basis, University teaching instructors with appropriate technology to be able to fully use the technology enhanced classrooms.
- **4.4.1** Implement a schedule that assures that each new employee has appropriate technology and technological support, and appropriate work space on his/her first day of work.
- **4.4.2** Implement a program of employee choice for pay distribution of either payroll direct deposit, the mailing of checks to individuals who choose not to participate in direct deposit, or direct pay to debit card.
- **4.5.1** Start developing an employee incentive plan that rewards employees who attain professional development or training goals.

2010 Activities for Strategic Goal 5: Enhanced University Operations

- **5.1.1** Complete the revision and compilation of University operating policies and procedures.
- **5.1.2** Create a webmaster's group to select a system to standardize the overall web design.
- **5.1.4** Develop a plan for combining services from the current Information Center and Box Office.
- **5.1.5** Complete the "Use of Facilities" Manual.
- **5.1.6** Complete the launch and implementation of R-25 for events.
- **5.2.1** Explore options for adding a residential life component.
- **5.3.1** Develop a plan for a multi-cultural center based on program needs developed by the University.
- **5.3.2** Develop a model for a "one-stop shop" for student services at NEIU.
- **5.4.1** Complete a Technology Strategic Plan and prioritize IT projects across the University.
- **5.5.1** Complete a space inventory to assess all areas and identify areas in need of repair and/or renovation; establish a list, in priority order, of those spaces identified.
- **5.5.2** Begin planning and design for the Education Building.
- **5.6.1** Develop an inventory of NEIU's sustainable initiatives as well as a sustainability theme to be incorporated into NEIU's identity.
- **5.6.2** Implement a fuel efficiency vehicle program that replaces University gas-operated vehicles with hybrid or alternative fuel vehicles.
- **5.7.1** Complete the installation of the second campus emergency notification system for mass electronic notifications (text, e-mail, voice mail).
- **5.7.2** Become fully compliant with the Illinois Campus Safety and Enhancement Act of 2008.

2010 Activities for Strategic Goal 6: Fiscal Strength

- **6.2.1** Enhance the Government Relations- Alumni Legislative advocacy programs through the development of a database.
- **6.2.2** Recruit eleven members for an Alumni Association Board and launch the NEIU Alumni Membership Program.

- **6.2.3** Develop proposals to increase external support for University emergency preparedness.
- **6.2.4** Negotiate the performance contract for an investment grade energy audit and seek proposals for external support for University energy conservation and sustainability efforts.
- **6.3.1** Develop business processes and procedures to operationalize extended learning programs, including revenue collection, use of facilities and payment of expenses.
- **6.4.1** Recruit three new Foundation Board members.
- **6.4.2** Develop a network of Presidential Scholar alumni.
- **6.5.1** Add \$500,000 to the endowment.
- **6.6.1** Ascertain and record corresponding gift amounts for each deferred gift designated by all 1867 Founders Society members.
- **6.6.2** Secure three lead gifts and twenty-five major donors to the College of Business and Management campaign.

**Appendix D:
Strategic Planning Implementation:
Example: Linking NSSE results to NEIU’s Baccalaureate Goals**

One of the results of the 2009 Work Plan (2.1.1), the Provost presented to the University community the Statement of Objectives for the Baccalaureate Degree, developed by a taskforce of faculty and administrators from across all areas of the University. By connecting them to the questions posed on the NSSE, we will get one assessment measure of our progress towards these goals. (In the tables below, “Peers” refer to a group of six institutions resembling ours: Master’s granting, urban setting, commuter student population). Below are Baccalaureate Goals with tables inserted from the most recent NSSE results.

NEIU Baccalaureate Goals

Northeastern Illinois University prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world. This is achieved through pursuit of the following goals:

Baccalaureate Goal 1: Intellectual and Practical Skills

- Inquiry, analysis and evaluation
- Critical and creative thinking
- Written and oral communication proficiency
- Original design and artistic performance
- Quantitative literacy
- Information literacy and research skills
- Technological fluencies
- Teamwork and problem solving

NSSE queries relevant to BA Goal 1	1st Year		Senior	
	NEIU	Peers	NEIU	Peers
Writing clearly and effectively	89%	77%	68%	80%
Speaking clearly and effectively	85%	73%	72%	77%
Thinking critically and analytically	89%	83%	80%	88%
Working effectively with others	79%	77%	77%	82%

Baccalaureate Goal 2: Immersion in Disciplines and Fields of Study

- Knowledge of human cultures and the physical and natural world
- Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study
- Ability to synthesize general and specialized studies both within and across disciplines
- Use of classroom knowledge to identify and engage big questions , as well as the practical issues of everyday life

NSSE queries relevant to BA Goal 2	1st Yr		Senior	
	NEIU	Peers	NEIU	Peers
Worked on a paper or project that required integrating ideas or information from various sources	74%	79%	79%	87%
Put together ideas or concepts from different courses when completing assignments or during class discussions	65%	54%	57%	68%
Coursework emphasizes synthesizing and organizing ideas, information, or experiences	69%	69%	71%	76%
Solving complex real-world problems	76%	62%	59%	64%

Baccalaureate Goal 3: Learning within the Resources of Community and Diversity at NEIU

- Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.
- Engagement at the personal and community level
- Application of local and global civic knowledge
- Understanding and appreciation of the complexities of individual identities
- Intercultural knowledge and competence

NSSE queries relevant to BA Goal 3	1st Yr		Senior	
	NEIU	Peers	NEIU	Peers
Practicum, internship, field experience, or co-op experience	74%	74%	69%	75%
Learning community where groups of students take two or more classes together	52%	51%	29%	43%
Worked on a research project with a faculty w/out being required	47%	41%	19%	35%
Participated in a community-based project as part of a regular course	18%	12%	5%	22%
Tried to better understand someone else's views by imagining how an issue looks to them	55%	61%	53%	63%

Appendix E: Outcomes Assessment and Strategic Planning: Examples: Linking Specific Program Assessment Results to Strategic Goals

Academic programs are asked to relate their program goals and objectives to the Strategic Plan and report on their efforts each year through the Annual Assessment Survey. Generally, there is clear evidence that programs are using assessment findings to improve their programs, and their efforts are in line with the university's Mission and Strategic Plan. Increased outreach efforts in recruitment and retention, improved advising practices, curricular revisions to reflect current disciplinary standards, new program development to respond to new opportunities in the market place are some of the efforts underway. Below is a selected sample of highlights from 2008 and 2009.

Goal 1: 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.

- **Biology:** A faculty retreat led to improvements in advising and assessment. In the annual Undergraduate Research Symposium, 18 students participated.
- **College of Arts and Sciences Education Program:** Approximately 65% of CASEP students complete their studies and graduate from NEIU.
- **Educational Leadership and Development:** 80% of students in the Educational Administration Program report that they were either somewhat or very satisfied with the program's advising this past year.
- **Geography & Environmental Studies:** Developed program handbooks for students and made website more information rich.
- **McNair Scholars Program:** 92% of participants attained a baccalaureate degree within 3 years of joining the program. 66% of participants who attained a baccalaureate degree in 2007-2008 enrolled in graduate study in the 2008-09 academic year.
- **Middle School Teacher Quality Enhancement:** Assessment findings indicate that students' capacity to work collaboratively in teams and problem solve grows throughout the program. Of the community college students who complete the minor, 90% enroll in NEIU's College of Education. Based on the success of the MSTQE program's initial cohorts of pre-service teachers, the program added a second cohort, this time of in-service teachers.
- **Psychology:** Administered the Student Advising Survey to 166 randomly selected Psychology students and found that 76% of the students reported that they saw their advisors at least once a year. The Survey included a comparable question to the NSSE question on advising. The

Goal 2: 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.

- Bachelor of Arts in Interdisciplinary Studies: Developed seven areas of curricular concentrations as a result of student learning assessments and self-studies.
- Biology: Department is participating in the development of a new interdisciplinary major in Environmental Science. Curricular changes impacted graduation rates: 17% more majors between Summer 08 and Spring 09 have graduated.
- Educational Leadership and Development: Modifications to Practicum 434 and 435 implemented to meet NCATE and new state board requirements.
- College of Business and Management: Learning goals and outcomes for Finance 402 and Management 404 were met by 100% of students.
- Gerontology: Responding to student and employer feedback, the program has initiated a new certificate program and a non-thesis alternative for the MA in Gerontology.
- Linguistics: Program revisions and curricular development. Students report high levels of satisfaction with new courses.
- McNair Program: 100% of participants completed research and other scholarly activities.
- Social Work: Developing processes and infusing new CSWE standards into the learning goals and outcomes.
- Special Education-Learning Behavior Specialist 1: Curricular revisions were made in light of assessment findings.
- Women's Studies: Revised assessment methodologies to assess student presentations and research papers.

Goal 3: 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.

- Anthropology: Building relationships with community colleges.
- Biology: An Assistant Professor was interviewed on Chicago Public Radio to discuss the benefits of composting, explain the biological principles and give tips to the audience for creating successful

composting environments. The Department hosted Upward Bound students. Faculty traveled to the Illinois Math and Science Academy in Aurora to provide laboratory activities for middle school students.

- **Special Education:** Created special education major articulation agreement to ease of transfer from community colleges. Ensured representation of special education faculty at all graduate and undergraduate open houses and transfer orientations. Strengthened graduate advising by having mass orientation sessions twice a year; developing advisement handouts, and consolidating all Learning Behavior Specialist 1 advising to one advisor.

Goal 5: Enhanced University Operations. Provide a supportive learning, teaching and working environment by improving operating productivity, physical infrastructure, and environmental sustainability.

- **Biology, Chemistry, and Physics:** Purged obsolete and nonfunctional equipment, disposed of hazardous wastes, cleaned space and acquired 36 new microscopes. Together, these efforts made departments more functional and provided a more attractive space for students to learn. Also relocated the Research Commons to better support faculty-student research.
- **The Center for Academic Writing:** Newly established on the fourth floor of the library, the 1700 square foot center will provide tutoring and mentoring support for students enrolled in writing intensive courses, and in departments that have provided writing intensive peer tutors. A 10-week course design workshop for faculty who will teach writing intensive courses is offered annually. Also hosts the faculty interest group on scholarly writing which meets weekly.