

# Council on the Status of Latinxs at NEIU

October 17, 2019

**Plantando Semillas**  
The Latina/o Agenda at NEIU



**Que Ondee Sola**

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# Council on the Status of Latinxs at NEIU

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# Agenda

- History/Definition/Landscape of Hispanic-Serving Institutions (HSIs)
- Council on the Status of Latinxs at NEIU
- Seal of Excelencia
- Connections to NEIU's priorities and initiatives
- Questions/Discussion

# History of HSIs

1978 – Hispanic Higher Education Coalition (HHEC) advocates for additional funds for institutions that enroll significant numbers of Latino students

1986 – Hispanic Association of Colleges and Universities (HACU) coins the term “Hispanic-Serving Institution”

1992 – HSIs become an official definition of higher education institutions that reach 25% Latino population

1998 – Developing Hispanic Serving Institutions Program is created, known as Title V, and added to the programs under the Higher Education Act of 1965.

Garcia, G.,( 2019). *Becoming Hispanic Serving Institutions: Opportunities ofr Colleges and Universities*. Maryland: Johns Hopkins University Press.

# What are Hispanic Serving Institutions?

Enrollment of Undergraduate Full-Time Equivalent (FTE) Students that is at least 25% Hispanic

At least 50% of the degree-seeking students receive need-based assistance under Title IV

Substantial percentage of the students receiving Federal Pell Grants

<https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/>

# Developing Hispanic Serving Institutions Programs / Title V

Provides federal grants to assist HSIs "expand educational opportunities for, and improve the attainment of, Hispanic students *and other low-income individuals,*"

<https://www2.ed.gov/programs/dueshsi/index.html>

Institutional capacity building grants intended to have long-term impact by:

Expanding and improving *academic programs*

Improving *institutional management*

Improving institutional *fiscal stability*

Equity in access, enrollment and educational outcomes continues to be a mission-critical goal.

# Hispanic-Serving Institutions (HSIs)

2017-2018

Fast Facts

**523**

Number of HSIs

**27**

States +PR & DC  
with HSIs

**66%**

of Latinos attend  
an HSI

## Growth:



- **98%** increase in HSIs over last 10 years
- **17%** of all institutions meet HSI definition

## Enrollment:



- **46%** of students at HSIs are Latinos
- **62%** of HSIs enroll under 5,000 students

## GEOGRAPHY:



- **69%** of HSIs are located in California, Texas, Puerto Rico, and New York

## sector:



- **42%** are public 2-year
- **28%** are private 4-year
- **25%** are public 4-year

Notes: HSIs are accredited and degree-granting, public or private not-for-profit institutions of higher education with 25% or more undergraduate Hispanic full-time equivalent (FTE) enrollment.  
-Enrollment data represent full-time equivalent

Source: *Excelencia* in Education analysis using U.S. Department of Education, NCES, IPEDS, 2017-18



Excelencia



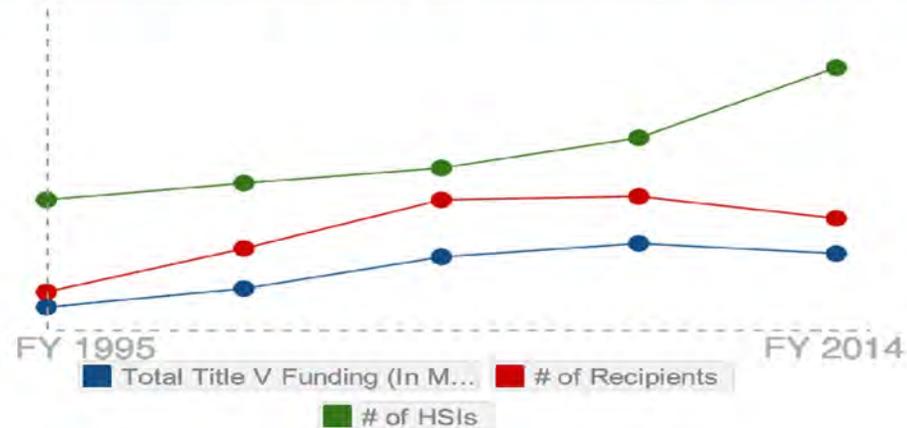
EdExcelencia

[www.EdExcelencia.org](http://www.EdExcelencia.org)

**northeastern**  
ILLINOIS UNIVERSITY

# Hispanic-Serving Institutions [ HSIs ]

## Title V - Developing HSIs Funding



Year	Total Title V Funding (In Millions)	Total Title V Recipients	# of HSIs
FY 1995	12	37	189
FY 2000	42	108	216
FY 2005	95	189	242
FY 2010	117	195	293
FY 2014	99	160	409

- Total funding for Title V increased by \$87 million (725%).
- The number of HSIs increased by 220 institutions (116%).
- In FY 1995, 20% of HSIs received funding, compared to 39% of HSIs in FY 2014.



\*Defined by Title V in the Higher Education Act, as amended in 2008.

Sources: Villarreal R.C. & Santiago, D.A. (2012). From Capacity to Success: Hispanic-Serving Institutions (HSIs) and Latino Student Success Through Title V. Washington, DC: *Excelencia in Education* (updated 2014).  
[www.edexcelencia.org/hispanic-serving-institutions-hsis](http://www.edexcelencia.org/hispanic-serving-institutions-hsis) & Department of Education, Developing Hispanic-Serving Institutions Program-Title V-Funding Status.

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# NEIU's HSI Status

## 1997

Grant Period	Funding Program	Projects Funded	Award Amount
2001-2005	Title V Individual Development	Center for Teaching & Learning	\$1,727,509
2007-2012	Title V Individual Development	Center for Academic Writing	\$2,855,333
2008-2010	CCRAA (2 Year HSI STEM)	Student Center for Science Engagement	\$2,374,304
2009-2014	Title V Cooperative	Transfer Center	\$2,565,158
2009-2014	PPOHA (Graduate Program)	Expansion and Enhancement of Graduate Business Programs	\$3,487,048
2011-2016	HSI STEM & Articulation	Enhancing Biomedical and Health Sciences	\$4,345,618
2016-2021	Title V Individual Development		\$2,625,000
2016-2021	HSI STEM & Articulation		\$5,629,663
2018-2023	Title V Cooperative		\$3,750,000
<b>Total funds received by NEIU since 2000</b>			<b>\$29,359,633</b>

# Seal of Excelencia: Accelerating Latinx Student Success

The Seal of *Excelencia* framework provides a platform where institutions with committed leaders and positive student outcomes will be recognized for their efforts to effectively serve Latino students. Our commitment is to work in partnership with higher education and to operate within an optimistic framework recognizing the accomplishments of many institutions that are SERVING Latino students well.

Further, we recognize that developing the ability to serve Latino students enhance the capacities of institutions to serve all students.

**Data:** Institutions demonstrate they have accurate data and show positive movement among six key data metrics:

1. **Enrollment** of Latino students;
2. **Retention** of Latino students;
3. **Transfer in and out** of Latino students;
4. **Financial support** for students through Pell grants, institutional aid, employment, and work study;
5. **Representation** of Latinos in administration, faculty, and staff to further model success; and,
6. **Degree completion** of Latino students.

**Practice:** Institutions that intentionally implement and advance evidence-based programs and policies in six key practice areas to achieve desired results for Latino students include:

1. **Enrollment** of Latino students;
2. **Retention** of Latino students;
3. **Transfer in and out** of Latino students
4. **Financial support** for students through Pell grants, institutional aid, employment, and work study;
5. **Representation** of Latinos in administration, faculty, and staff to further model success; and,
6. **Degree completion** of Latino students

**Leadership:** Institutions demonstrate leadership impact, including the intentional execution of a strategic plan and/or guidance by the president and the board to build, implement and evaluate how the institution aligns data and practice to improve Latino student success according to the following 5 leadership principles:

1. **Mission and strategy** – where aspects of the institution’s mission and vision are articulated and implemented to intentionally include Latino students’ success.
2. **Data and practice** – how disaggregated data (by race and ethnicity) and practices are aligned to inform initiatives that accelerate Latino college completion.
3. **Human resources** – how recruitment, onboarding, and professional development (especially for faculty) prioritize serving Latino students and the community in the institution.
4. **Communications** – where internal and external communications are leveraged to share information to make the intentionality to serve Latino students clear and keep momentum building toward goals set by the college and across the institution and community.
5. **Institutional culture** – articulate what is authentic and interesting about the institution, how it is communicated and cultivated, and inclusive of intentionally serving Latino students.

# Council on the Status of Latinxs (CSL) at NEIU

**Mission:** The Council on the Status of Latinas/os (CSL) is committed to representing and advocating on behalf of Latinas/os to ensure the the academic, professional, social and cultural needs of Latinas/os are met. The CLS advises, monitors and initiates actions that support and promote the status of Latinas/os at NEIU, paying special attention to issues of climate, representation, policies, practices.

## **Objectives:**

- Coordinate with units across the University to ensure collaboration serving Latinxs students
- Monitor progress on grants awarded to NEIU as they pertain to Latinx performance, progress and equity
- Ensure equitable Latinx staff and faculty representation across the University proportional to the Latinx student body population.
- Track recruitment, retention and graduation of Latinx students

# CSL Work

## Fall 2018 - Present

Established CSL and bylaws

Attended 3 institutes with Excelencia in Education

Data

High Impact Practices

Diversifying faculty hires

Culturally relevant teaching practices survey / Gina Garcia

ILEA

Climate Study

Outreach to students / Student research

Outreach to university wide community

# CSL Work 2019-2020

- Seal of Excelencia - 5-Year Plan
- Culturally relevant teaching practices
- Diversifying faculty representation
- Latinx student voice & research
- Building community among Latinx students, faculty and staff

Activity	Year 1
Establish baseline data and data routines for institutional capacity building and program improvement	Disaggregated data: enrollment, persistence and transfer in/out (includes NSC tracking); Align routines with IR
Establish baseline for programs and practices; catalog and establish data and uses	Preliminary catalog programs/practices for: Bridge programs; programs that support persistence; Transfer in/out; degree completion; diversity programs; Financial support. Use surveys for initial information collection.
Develop institutional strategies and metrics for student outcomes	Begin to develop strategies for enrollment, persistence and transfer in/out.
Leadership strategies	Catalog, analyze and discuss outreach and marketing strategies for underrepresented communities (Univ/Dept/Program)

# Connections to NEIU priorities

Recruitment and Retention

Strategic Plan

Equity and Inclusion

NEIU's future will be, in large part, determined by our ability to serve the needs of first-generation, working class, students of color.

**Questions?**

**Thank you!**

# CHANGE TAKES LEADERSHIP



**INFORM  
LEAD  
ACCELERATE**

The Seal of *Excelencia* framework provides a platform where institutions with committed leaders and positive student outcomes will be recognized for their efforts to effectively serve Latino students. Our commitment is to work in partnership with higher education and to operate within an optimistic framework recognizing the accomplishments of many institutions that are SERVING Latino students well.

Further, we recognize that developing the ability to serve Latino students enhance the capacities of institutions to serve all students.

**Data:** Institutions demonstrate they have accurate data and show positive movement among six key data metrics:

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## 2020 Seal of *Excelencia* Application

### **Background on Seal of *Excelencia***

*Excelencia* in Education's mission is to accelerate Latino student success in higher education. We are committed to significantly increasing the number of Latino students attaining college degrees by 2030 in partnership with institutions. As part of this commitment, *Excelencia* in Education established the Seal of *Excelencia*, a national certification for institutions that strive to go beyond enrollment to better SERVE Latino students.

To support and reinforce institutional capacity to better serve, *Excelencia* developed a framework that integrates essential components of transformation into a comprehensive institutional strategy for SERVING students. This framework represents learning from over 20 years of working with higher education institutions and is grounded in *Excelencia*'s research, identification of evidence-based practices, and extensive collaboration with a large network of leaders committed to the common cause of Latino student success.

### **Purpose of Seal of *Excelencia***

Latino college completion is improving but is not happening fast enough to close gaps in degree attainment. Purposely, the Seal of *Excelencia* distinguishes institutions SERVING Latino students with intentionality and impact. The Seal of *Excelencia* application aligns with the three core areas of Seal of *Excelencia* framework: data, practice, and leadership.

In 2019, *Excelencia* announced its first cohort of institutions receiving the Seal of *Excelencia* certification. To learn more about 2019 Seal of *Excelencia* certified institutions, [click here](#).

*Excelencia* is committed to working in partnership with institutions to share and learn strategies that align data, practice, and leadership as a community of learners to accelerate Latino student success. Further, we recognize that developing the ability to serve Latino students enhances the capacity of institutions to serve all students.

### **How to Apply for Seal of *Excelencia***

Institutions applying for the Seal of *Excelencia* will share their story of intentionally serving Latino students by providing the following:

- A data snapshot of Latinos being served at the institution;
- Strategies with corresponding practices and/or programs that are aligned to institutional data and show impact on Latino student success; and
- Leadership strategies that overtly demonstrate institutional commitment and intentionality to SERVE Latino students.

### **Key Dates for Seal of *Excelencia***

June 22: Applications are due by 5pm EST

August 28: Finalists for the Seal of *Excelencia* will be informed by August 28.

September: Finalists will be asked to participate in an interview with *Excelencia*.

October 1: Seal of *Excelencia* certified institutions will be publicly announced in Washington, DC.

Certification is acknowledged by *Excelencia* for three years. Institutions certified with the Seal of *Excelencia* will need to reapply for this certification in 2023.

### **For More Information on the Seal of *Excelencia***

If there are questions about the Seal application or to request technical assistance, please contact us at [Seal@EdExcelencia.org](mailto:Seal@EdExcelencia.org).

## SECTION 1: VERIFICATION

### Presidents for Latino Student Success (P4LSS)

Presidents for Latino Student Success (P4LSS) is a diverse group of college and university presidents and chancellors who have committed to making their institutions learning environments where Latino students thrive. They are part of the *Excelencia* in Action network and collaborate with *Excelencia* in Education to leverage collective expertise and resources, foster partnerships, and amplify current efforts at the national level.

#### P4LSS \*

Select your institution's name from the current P4LSS list (dropdown menu).

Note: If your institution is not on the list, please contact our Constituency Engagement team at [Action@EdExcelencia.org](mailto:Action@EdExcelencia.org) for more information about the P4LSS network. If you have any questions about the Seal application, contact the Seal team at [Seal@EdExcelencia.org](mailto:Seal@EdExcelencia.org).

## SECTION 2: CONTACT INFORMATION

### Institution Name \*

### State \*

Select from the dropdown menu (52 options – 50 states, PR, and DC)

### Institution Type \*

- 4-year, public
- 4-year, private
- 2-year, public
- 2-year, private

### HSI Status \*

Is your institution an HSI (Hispanic-Serving Institution)? Institutions federally defined as an HSI have at least 25% Latino full-time equivalent undergraduate enrollment.

- Yes
- No

### Primary Contact \*

### Title \*

### Email Address \*

By entering the president's name and email address below, your institution agrees to an interview session with *Excelencia* if selected as a finalist for the Seal of *Excelencia* credential in 2020.

President Name:

President Email:

### SECTION 3: BACKGROUND

Provide an overview of your institution, including the community and student populations you SERVE. (500 word maximum)

### SECTION 4: ENROLLMENT

Fast fact: In 2018-19, Latinos were the second largest group enrolled in higher education (21%) compared to Whites (54%), African Americans (13%), and Asians (7%).

Enrolling Latino students is needed before an institution can intentionally SERVE Latino students in college. This section provides an opportunity to share your institution's efforts in enrolling Latino students.

#### **Fall Enrollment – Undergraduate \***

Please download the Enrollment table and provide five years of data on your institution's undergraduate enrollment (Fall). Save the completed table to your desktop, then upload this file using the "Choose file" button below.

(TABLE)

<b>Fall Enrollment - Undergraduate*</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>% change 2015 to 2020</b>
All students						
Hispanic students						
% Hispanic						

\* Fall Enrollment data includes the headcount of undergraduate students enrolled in the institution in the fall of the academic year. In IPEDS, enrollment data include total fall enrollment at the undergraduate level and includes Grand Total and Hispanic Total race/ethnicity variables.

#### **Enrollment Strategy**

Describe your institution's strategy for intentionally SERVING Latino students through enrollment. (400 word maximum)

#### **Representation**

Identify up to 3 academic majors where Latinos are underrepresented at your institution. Describe your institution's strategy to intentionally SERVE Latino students by increasing their representation. (400 word maximum)

**Service Area**

Does the Latino undergraduate representation at your institution mirror the Latino representation in your local service area?

- Yes
- No

**Programs and Practices**

Describe up to three specific programs/practices that support your institution's progress on Latino student enrollment (aligned to your data provided). Include how many students (Latino and all) are served in each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

Practice 1  
(250 word maximum)

Practice 2  
(250 word maximum)

Practice 3  
(250 word maximum)

**SECTION 5: RETENTION**

Fast fact: For the latest student cohort (Fall 2017), Latino students' first-year retention rate is 71% (60% at first institution and 11% at different institution).

Once enrolled, institutions intentionally SERVING Latino students are invested in retaining them and providing support for students to persist in their educational program. This section provides an opportunity to share your institution's efforts in retaining Latino students.

**Retention/Persistence Rates \***

Please download the Retention and Persistence table and provide either five years of retention rates (measured from the previous Fall to the current Fall), or student persistence rates (calculated through the National Student Clearinghouse). Save the completed table to your desktop, then upload the file using the "Choose file" button below.

(TABLES)

Retention*	2015-16	2016-17	2017-18	2018-19	2019-20	% change 2015 to 2020
<b>Full-time</b>						
All students						
Hispanic students						
<b>Part-time</b>						
All students						
Hispanic students						

\* Retention rate data measure the rate at which students persist in their educational program. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Retention rate data include full-time and part-time retention rates.

OR

Persistence**	2015 cohort	2016 cohort	2017 cohort	2018 cohort
<b>Full-time</b>				
All students				
Hispanic students				
<b>Part-time</b>				
All students				
Hispanic students				

\*\* Persistence rate is measured by the percentage of an entering fall student cohort who return to college at any institution for their second year.

**Retention/Persistence Strategy**

Describe your institution's strategy for intentionally SERVING Latino students by increasing their retention/persistence (aligned to your data provided). (400 word maximum)

\*Indicates a required field.

**Programs and Practices**

Describe up to three specific programs/practices that support your institution's progress in intentionally SERVING Latino students through retention/persistence (aligned to your data provided). Include how many students (Latino and overall) are served in each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

Practice 1  
(250 word maximum)

Practice 2  
(250 word maximum)

Practice 3  
(250 word maximum)

**First-Year Experience/Learning Communities**

Does your institution offer a 1st year experience program or learning communities?

- Yes
- No

If yes, do participants for either of the programs mirror the student population?

- Yes
- No

## SECTION 6: TRANSFER

Fast fact: Latino students who transferred to another institution (43%) were more likely to transfer to a public two-year institution (Fall 2011 cohort).

Many undergraduate Latino students take courses at multiple institutions. This section provides an opportunity to share your institution's efforts in transferring Latino students (in/out).

### **Transfer** \*

Please download the Transfer table and provide transfer data that includes the total transfer-in/out of degree/certificate-seeking undergraduate students enrolled for credit in the Fall of the academic year (as appropriate). Save the completed table to your desktop, then upload the file using the "Choose file" button below.

(TABLES)

Transfer In*	2015-16	2016-17	2017-18	2018-19	2019-20	% change 2015 to 2020
<b>Full-time</b>						
All students						
Hispanic students						
<b>Part-time</b>						
All students						
Hispanic students						

\* Transfer-in students are those who enter the reporting institution for the first time but are known to have previously attended another postsecondary institution.

Transfer Out**	2015-16	2016-17	2017-18	2018-19	2019-20	% change 2015 to 2020
<b>Full-time</b>						
All students						
Hispanic students						
<b>Part-time</b>						
All students						
Hispanic students						

\*\* Transfer-out students are those who leave the reporting institution to attend another postsecondary institution.

### **Transfer Strategy**

Describe your institution's strategy for intentionally SERVING Latino students who transfer in and/or out (aligned to your data provided). (400 word maximum)

**Institutional Support**

Does your institution provide financial aid targeted for students transferring in, or that could potentially transfer out?

- Yes
- No

If yes, explain how your transfer numbers or pathways have been impacted? (100 word maximum)

**Programs and Practices**

Describe up to three specific programs/practices intentionally SERVING Latino students who transfer in and/or out (aligned to your data provided). Include how many students (Latino and all) are served by each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

Practice 1  
(250 word maximum)

Practice 2  
(250 word maximum)

Practice 3  
(250 word maximum)

## SECTION 7: SUPPORT FINANCIALLY

Fast fact: Latino students are more dependent on federal financial aid than institutional or state aid. In 2015-16, more than half (56%) of Latino students received federal aid compared to state aid (29%) and institutional aid (19%).

Financial aid helps make college affordable for all students--especially Latinos. This section provides an opportunity to share your institution's efforts in supporting students financially.

### **Financial Support \***

Please download the Financial Support table and provide data on the percentage of students receiving Pell grants, federal loans, and other sources of financial aid. Save the completed table to your desktop, then upload the file using the "Choose file" button below.

(TABLE)

Financial Support	2015-16	2016-17	2017-18	2018-19	2019-20	% change 2015 to 2020
Total Student Population						
<b>Federal Pell grant aid<sup>1</sup></b>						
All Students						
Hispanic Students						
% Overall						
% Hispanic						
<b>Other grant aid<sup>2</sup></b>						
All Students						
Hispanic Students						
% Overall						
% Hispanic						
<b>Federal student loans<sup>3</sup></b>						
All Students						
Hispanic Students						
% Overall						
% Hispanic						
<b>Other financial aid<sup>4</sup></b>						
All Students						
Hispanic Students						
% Overall						
% Hispanic						

<sup>1</sup> Federal Pell Grant data measure the percent of undergraduate students awarded Pell Grant aid. The Pell Grant program provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.

<sup>2</sup> Other grant aid includes grant aid awarded from the federal government, a state or local government, the institution, and other sources known by the institution.

<sup>3</sup> Federal loan data measure the percent of undergraduates awarded federal student loans. Loans to students include any monies that must be repaid to the federal government for which the student is the designated borrower. They include all Title IV subsidized and unsubsidized loans and do not include PLUS and other loans made directly to parents or students.

<sup>4</sup> Other financial aid includes work-study, scholarship aid, and other sources known by the institution that have not been reported in prior sections. This does not include PLUS and other loans made directly to parents.

**Financial Support Strategy**

Describe your strategy for intentionally SERVING Latino students by supporting them financially (aligned with your data provided). (400 word maximum)

**Institutional Financial Support**

Does your institution offer institutional financial support (e.g. scholarships, loans, campus employment) specifically to Latino students?

- Yes
- No

If yes, explain if it is public or private funding, and if the aid has grown over time. (100 word maximum)

**Programs and Practices**

Describe up to three specific programs/practices intentionally SERVING Latino students by supporting them financially (aligned with your data provided). Include how many students (Latino and overall) are served by each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

Practice 1  
(250 word maximum)

Practice 2  
(250 word maximum)

Practice 3  
(250 word maximum)

**SECTION 8: REPRESENTATION: Faculty, Administration, and Staff**

Fast fact: In 2017-18, there were over 700,000 faculty teaching at all institutions of higher education. Latinos represented 5% of full-time faculty. At Hispanic-Serving Institutions (HSIs), Latinos represented 17% of full-time faculty.

Increasingly, Latino students are advocating for more faculty, administrators, and staff that represent them and their experiences. This section provides an opportunity to share your institution’s efforts for representing Latinos in faculty, administration, and staff.

**Representation \***

Please download the Representation table and provide data on the representation of faculty, administrators, and staff at your institution. Save the completed table to your desktop, then upload the file using the "Choose file" button below.

(TABLE)

<b>Faculty, Administration, and Staff Representation</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>% change 2015 to 2020</b>
<b>Faculty Full-Time<sup>1</sup></b>						
All faculty full-time						
Hispanic faculty full-time						
% Hispanic						
<b>Faculty Part-Time<sup>2</sup></b>						
All faculty part-time						
Hispanic faculty part-time						
% Hispanic						
<b>Faculty Tenure<sup>3</sup></b>						
All faculty						
Hispanic faculty						
% Hispanic						
<b>Administration<sup>4</sup></b>						
All administrators						
Hispanic administrators						
% Hispanic						
<b>Staff<sup>5</sup></b>						
All staff						
Hispanic staff						
% Hispanic						

<sup>1</sup> The definition of full-time faculty is determined by the institution. Please provide your definition below:

<sup>2</sup> The definition of part-time faculty is determined by the institution. Please provide your definition below:

<sup>3</sup> The definition of tenure is determined by the institution. Please provide your definition below:

<sup>4</sup> The definition of administrators is determined by the institution. Please provide your definition below:

<sup>5</sup> The definition of staff is determined by the institution. Please provide your definition below:

**Representation Strategy**

Describe your institution's strategy for intentionally SERVING Latino students with the representation of Latino faculty, administration, and staff (aligned with your data provided). (400 word maximum)

Have you identified where Latino faculty are concentrated at your institution by academic status and discipline?

- Yes
- No

If yes, what are the top academic status and disciplines where Latino faculty are represented? (100 word maximum)

**Programs and Practices**

Describe up to three specific programs/practices intentionally SERVING Latino students with Latino faculty, administration, and staff (aligned to your data provided). Include how many directly benefit from each practice (Latino and overall), the evidence of effectiveness, and how your institution sustains and/or scales each practice.

Practice 1  
(250 word maximum)

Practice 2  
(250 word maximum)

Practice 3  
(250 word maximum)

## SECTION 9: COMPLETION

Fast fact: Nationally, in 2017-18, the graduation rate for Latino students was 33% at two-year institutions and 51% at four-year institutions.

Completion data includes undergraduate first major awards/degrees earned by Latinos at the bachelor, associate, and certificate levels. This section provides an opportunity to share your institution's efforts in Latino students' college completion.

### **Degree Completion** \*

Please download the Completion table and provide either five years of completion (including bachelor's, associate, and/or certificate), or student completion rates (calculated through the National Student Clearinghouse). Save the completed table to your desktop, then upload the file using the "Choose file" button below.

(TABLES)

Completion*	2015-16	2016-17	2017-18	2018-19	2019-20	% change 2015 to 2020
<b>Certificate</b>						
All students						
Hispanic students						
<b>Associate's</b>						
All students						
Hispanic students						
<b>Bachelor's</b>						
All students						
Hispanic students						

\* Completions include the number of credentials awarded at the undergraduate level in a specific academic year. In IPEDS, completion data include undergraduate first major awards/degrees conferred by CIP (Classification of Instructional Programs) code 99 (grand total) and Grand Total and Hispanic Total race/ethnicity variables. In IPEDS, awards include certificates less than one academic year, certificates of at least one, but less than two academic years, associate degrees, and bachelor degrees.

OR

Completion Rates**	2011 cohort	2012 cohort	2013 cohort
<b>Full-time</b>			
All students			
Hispanic students			
<b>Part-time</b>			
All students			
Hispanic students			

\*\*The completion rate includes three and six-year outcomes for a cohort of students who began postsecondary education in fall of the selected year (three for community colleges, and six for colleges/universities).

### **Completion Strategy**

Describe your institutional strategy for intentionally **SERVING** Latino students to support completion (aligned with your data provided). (400 word maximum)

Are Latino students completing at the same rate as other students at your institution?

Yes

No

If no, how is your institution addressing this gap? (100 word maximum)

**Programs and Practices**

Describe up to three specific programs/practices intentionally SERVING Latinos to support completion (aligned to your data provided). Include how many students (Latino and overall) are served by each practice, the evidence of effectiveness, and how your institution sustains and/or scales each practice.

Practice 1

(250 word maximum)

Practice 2

(250 word maximum)

Practice 3

(250 word maximum)

## SECTION 10: LEADERSHIP

Fast fact: The institutions in *Excelencia's* P4LSS network enroll and graduate 1 in 5 Latinos in the U.S.

Leadership is defined in many ways. For the Seal, leadership is defined institutionally. Institutional leadership for SERVING Latino and other post-traditional students integrates multiple components (e.g. mission and strategy, data and practice, human resource practices, communications, and institutional culture) of an institution.

### MISSION AND STRATEGY

*Mission and strategy refers to aspects of the institution's mission and strategy that are articulated and implemented to intentionally include Latino students' success.*

#### Institutional Mission

Share your institutional mission and describe how it addresses SERVING Latino students. (250 word maximum)

#### Institutional Strategy

Highlight up to three strategies that describe how your institution is intentionally SERVING Latino students (e.g. strategic plans, initiatives, practices).

Strategy 1  
(250 word maximum)

Strategy 2  
(250 word maximum)

Strategy 3  
(250 word maximum)

### DATA AND PRACTICE

*Data and practice refers to how disaggregated data (by race and ethnicity) and institutional practices are aligned to inform initiatives that improve Latino student success throughout the institution.*

How does your institution use data and practice to inform your decision-making "day to day?" (300 word maximum)

How do your institutional efforts to use data and practice to increase Latino student success improve success for all students? (400 word maximum)

**Data by Race/Ethnicity**

Does your institution submit student race/ethnicity data to the National Student Clearinghouse (NSC)?

- Yes
- No

If yes, how does your institution use this NSC data to inform your institutional practices? (100 word maximum)

**HUMAN RESOURCE (HR) PRACTICES**

*Human resource practices refers to how recruitment, onboarding, and professional development (especially for faculty) prioritize serving Latino students and the institutional community.*

Describe how your institution intentionally incorporates SERVING Latino students in your human resource practices (e.g. recruitment, hiring, and onboarding of faculty, administrators, and staff). (400 word maximum)

Describe how your professional development practices prepare your faculty to more intentionally SERVE Latino students. (400 word maximum)

Does your institution's performance review for faculty, administrators, and staff include elements related to Latino student success?

- Yes
- No

If yes, describe what elements related to Latino student success are included in the performance review? (100 word maximum)

**Recruitment/Hiring**

Are measures to increase Latino representation among faculty, administrators, and/or staff in your recruitment and hiring included in your institution's strategic plan?

- Yes
- No

If yes, what are your benchmarks for progress and what progress has been made in Latino representation? (150 word maximum)

**COMMUNICATIONS**

*Communications* refers to aspects where internal and external communications are leveraged to share information making the intentionality to serve Latino students clear.

Describe how your institution communicates intentionally SERVING Latino students through internal and external communications. (400 word maximum)

**Engagement**

Describe how your institution's leadership engages with Latino/Hispanic faculty to intentionally SERVE Latino students. (150 word maximum)

Describe how your institution's leadership engages with Latino/Hispanic student groups and associations to intentionally SERVE Latino students. (150 word maximum)

**Outreach**

Does your institution outreach to the Latino/Hispanic community?

- Yes
- No

If yes, highlight one or two outreach strategies your institution has implemented and how it intentionally SERVES the Latino community. (100 word maximum)

**INSTITUTIONAL CULTURE**

*Institutional culture refers to how the institution articulates authentically its intentionality in SERVING Latino students, including how it is cultivated and supported.*

Describe how your institution ensures Latino representation in your leadership that mirrors your Latino student population team (e.g. President’s cabinet, Deans, faculty senate, and student government association). (400 word maximum)

Does your institution have an inclusive and supportive campus climate that reinforces intentionally SERVING Latino students?

- Yes
- No

If yes, how do you know your campus climate is intentionally SERVING Latino students? (100 word maximum)

**Workforce**

Describe your institution’s career services that link Latino students to the workforce and success post-graduation. (400 word maximum)

Does your institution stay in touch with your Latino alumni and their progress in the workforce?

- Yes
- No

If yes, how are you keeping in touch and what are some takeaways/findings? (100 word maximum)

**HSI Funding Support**

Does your institution currently have a Hispanic-Serving Institution (HSI) grant from federal agencies like ED, NSF, USDA, or DoD?

- Yes
- No

If yes, what are the areas of focus for the grant? (100 word maximum)

**Honors College**

Does your institution have an Honors College/Program?

Yes

No

If yes, do participants in the Honors College mirror the student population?

Yes

No

**Latino/Chicano Studies**

Does your institution have a Latino/Chicano Studies Program?

Yes

No

**SECTION 11: FINAL COMMENTS**

**Overall Comments for the Review Committee**

Are there any additional details or comments you would like to share with the review committee that we haven't already asked in the application? (200 word maximum)

# Undocumented Students are Welcome at NEIU



**Luvia Moreno**

*(She/Ella)*

**Undocumented Student Resources**

**Board of Trustees - March 18, 2021**

# Goals for Today

- **Learn about NEIU undocumented students**
  - Enrollment Data
  - Retention and Graduation Rates
- **Reflect on NEIU's history of support for undocumented students**
- **Highlight the work of Undocumented Student Resources & its partners**
- **Identify areas of opportunity to better support undocumented students**
- **Steps we are beginning to take across the University**

# Terminology

**Undocumented** - People who are not U.S. citizens or Legal Permanent Residents(LPRs) of the United States, who do not hold a current visa to reside in the U.S., and who have not been approved for legal residency in the U.S.

**DREAMers** - Undocumented youth who were part of the DREAM Act movement introduced in 2001 but never passed. Legislators and some immigrant advocacy groups still use this term when advocating for changes in undocumented youth policies.

**DACA-mented** - Undocumented individuals who have been granted Deferred Action for Childhood Arrivals (DACA). DACA provides individuals with a renewable work permit and protection from deportation for two years.

## **Drop the “I-word!”**

**The term illegal is a racially charged slur that is dehumanizing and is used to discriminate against people of color.**

# Intersection of Laws and Higher Education

## FEDERAL LAWS

**1982 - Supreme Court Case Plyler v Doe** - States cannot constitutionally deny free public education on account of immigration status.

**1974 - FERPA** - Protects the privacy rights regarding the disclosure of information of students' education records.

**2012 - Deferred Action for Childhood Arrivals (DACA)** - Executive Action that protects eligible applicants from deportation and gives them work authorization for a renewal period of 2 years.

## STATE LAWS

**2003 - HB 60: The Acevedo Bill** – Allows eligible Illinois undocumented students to pay in-state tuition while attending public universities in Illinois.

**2011 - SB 2185: IL Dream Act** – The first senate bill in the U.S. to create a private scholarship fund for undocumented youth. This bill also mandates training for high school counselors, as well as a savings plan with the State Treasury.

**2019 - HB 2691: RISE Act** – The Retention of Illinois Students and Equity (RISE) Act went into effect on January 1, 2020, and allows undocumented students to be eligible to apply for State funding like the Monetary Award Program (MAP).

# Challenges & Barriers

→ **98,000** undocumented youth graduate from high school every year; **4%** live in Illinois

◆ **5-10%** pursue higher education

- **Far less** earn a degree

## Education

- Unwelcoming and hostile educational environments
- College admissions process and policies
- Paying for college after the first year
- No access to federal financial aid
- Long commutes to and from school
- Choosing a major

## Emotional and Medical

- Limited access to healthcare
- Anxiety and depression
- Feelings of shame and insecurity about the future

## Societal and Familial

- Feeling the obligation to help the family
- Unrealistic expectations of perfection
- Fear of deportation for themselves and their family

Sources: Migration Policy Institute, United We Dream, Immigrants Rising.

# Our students are **U**ndocumented, **R**esilient & **O**rganized since 2011



# NEIU's History of Support

## 2011 - Undocumented Resilient and Organized (URO)

## 2012 - Innovation grant (\$40,000)

- Undocumented Student Project
  - University-wide committee
  - Resource guide for faculty and staff
  - Website
  - Undocumented student ally training (logo and window decals)
  - Changes to the admissions application
  - Access to talent, merit, and foundation scholarships
    - *Aspire, Undocumented Student Fund, Dr. Daniel Lopez Jr. Undocumented Student Fund, and the Jesus Guadalupe Foundation Endowment, Dr. Daysi Diaz-Strong Scholarship.*
  - Workshops for students, families, and the external community
  - Partnerships with CBOs and legal experts

## 2014 - Institutionalization of Undocumented Student Resources

- Advocacy, information, and resources
- Fundraising
- Outreach to high schools and community colleges
- Sharing best practices nationally
- Partnerships with CBOs and legal experts
- Programming

## 2016 - Partnership with TheDream.US National Scholarship

The Dream.US is the nation's largest college access and success program for undocumented students by providing them with financial support to attend one of their partner colleges. Scholars receive up to \$37,000 for a bachelor's degree at NEIU.

# Undocumented Student Resources (USR) - Director Role & Responsibilities

- ❖ **Outreach**
  - Visits/Presentations to high schools and community colleges
- ❖ **Admissions**
  - Informing students about additional documentation needed to ensure in-state tuition assessed and monitoring progress
- ❖ **Student payments & funding**
  - Informing students about payment plans
  - Advocating on behalf of students who have balances/account holds
  - Informing students about University and external scholarships
- ❖ **Advocacy & information/resource sharing**
- ❖ **Sharing best practices (Chicago Public Schools, other institutions of higher education)**
- ❖ **Fundraising**
- ❖ **Partnerships & collaboration (Community based organizations, legal experts, advocacy groups, legislators)**
- ❖ **Programming**
- ❖ **Liaison with TheDream.US national scholarship**
  - 52 scholars within five (5) cohorts over five (5) years; 25 successfully graduated
  - Promote the scholarship in high schools and community colleges

# Undocumented Student Enrollment - Fall to Fall

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total Percentage Enrollment Drop
Total Undocumented	302	314	295	281	250	17.2%
Total General	7,655	7,113	6,390	5,700	5,220	31.9%

Sources: NEIU Admissions, 2021; IRA.

# Undocumented Student Enrollment - Spring 2021

Total Undocumented Student Enrollment			
	*Undergraduate	Graduate	Total
Total	212	29	241

***\*150 Transfer students***

Undocumented Student Enrollment by *Race/Ethnicity					
	Asian	Black	Latina/o/x	White	Unknown
Total	3	3	202	22	5

***\*Self-reported***

Undocumented Student Enrollment by IL Residency		
	IL	Non-IL
Total	218	23

## Top 5 Feeder Community Colleges

Wright College

Daley College

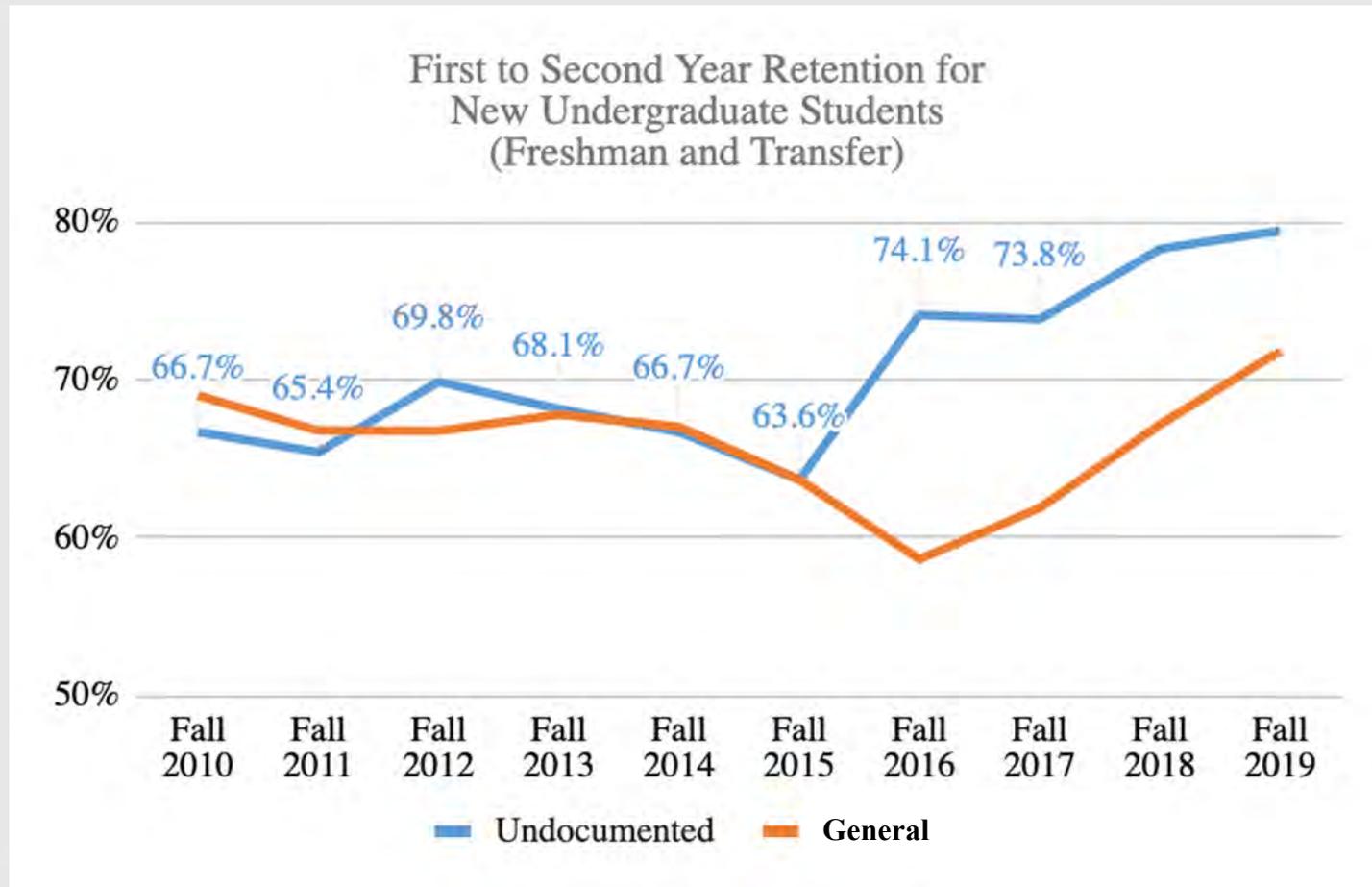
Oakton College

College of Lake County

Truman College

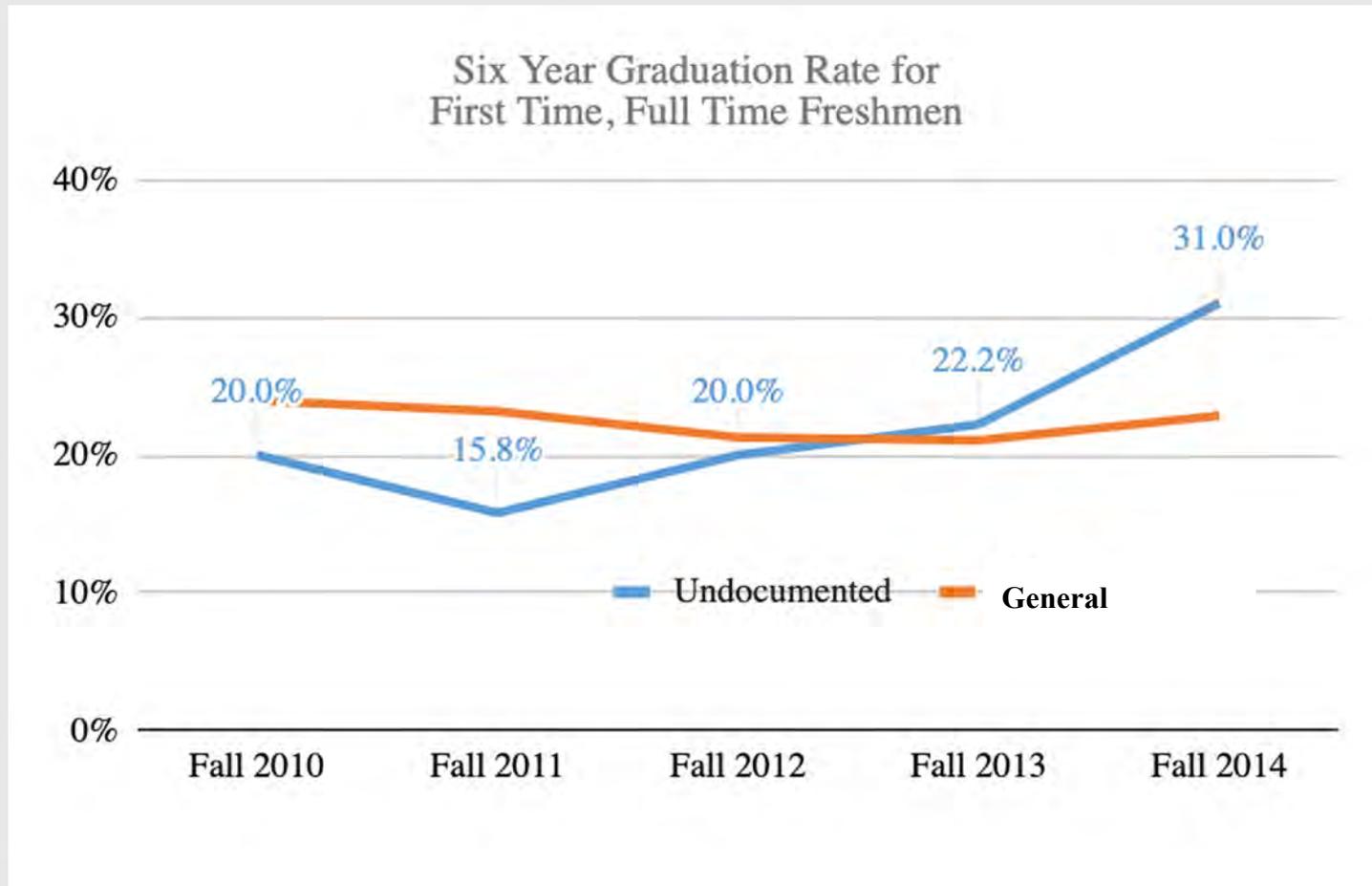
Source: NEIU Admissions, 2021

# Undocumented Student Retention Rates



Source: IRA Enrollment Census, 2021.

# Undocumented Student Graduation Rates



Source: IRA Enrollment Census, 2021.

# What our Undocumented Students Want

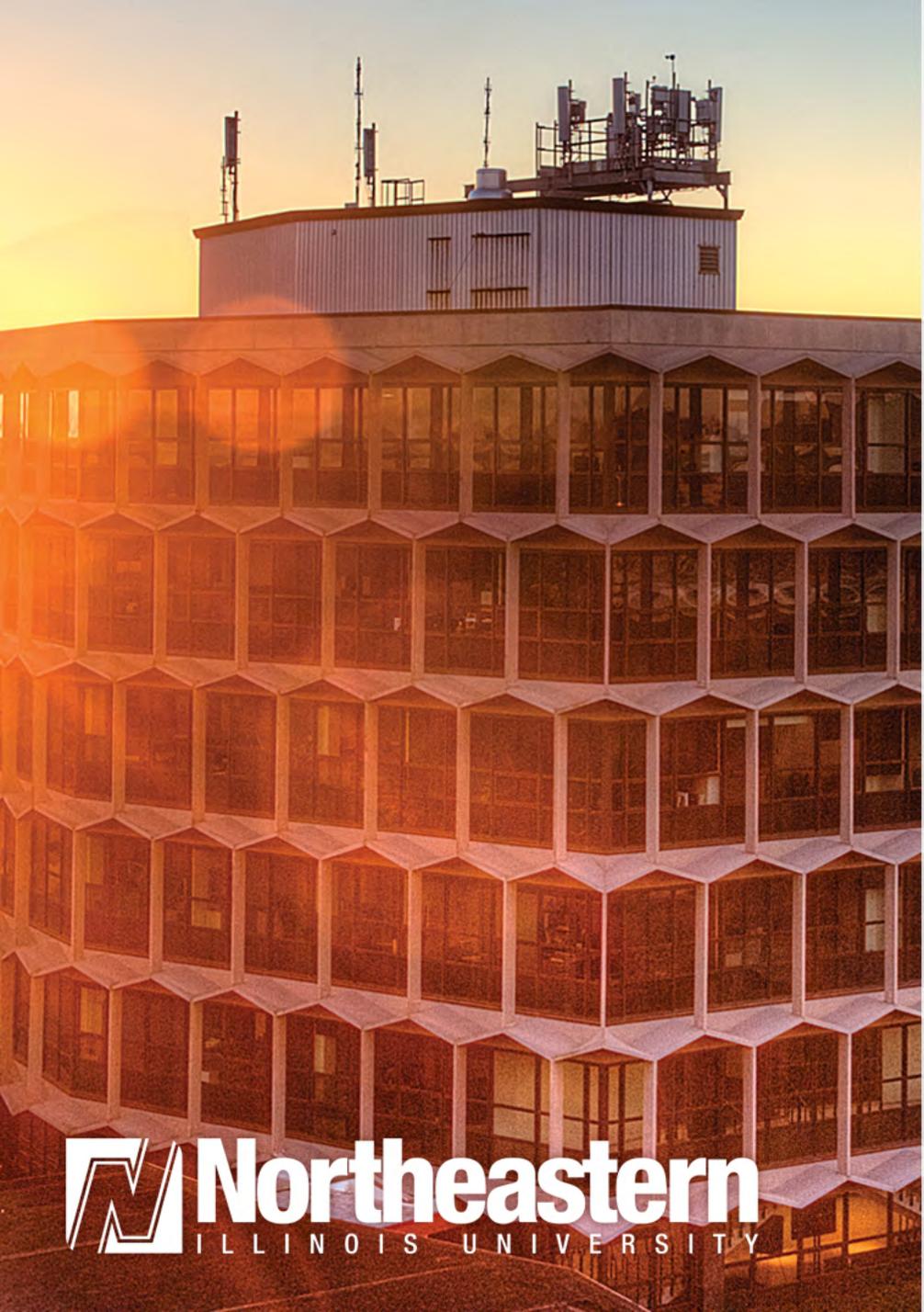
- Improved communication to students while making equitable decisions for all students in consultation with VPSA and Director of USR
- Equitable and transparent funding
- Resources and programming
  - Peer mentorship
  - NEIU staff-to-student coaching and mentoring
  - Career development with an emphasis on those who are not able to be traditionally employed
  - Support for transfer students who oftentimes feel alone in their transition to NEIU
  - Safe space for undocumented students to meet
  - Additional staffing for Undocumented Student Resources
    - Graduate interns/assistants, student aides, coordinators, legal and mental health professionals

# Steps We Are Taking

- New Vice President (VP) of Student Affairs and Dean of Students (DOS) who understands the needs of undocumented students, will be a sounding board for the President and the cabinet when crafting policy and messaging that affects undocumented students.
- Vice President for Institutional Advancement and VP for Student Affairs & DOS partnering with URO and SGA to implement:
  - Creation of landing page for Donors
    - *Student Emergency Fund, the Undocumented Student Fund, the Aspire Scholarship, the Dr. Daniel Lopez Jr. Undocumented Student Fund, and the Jose Guadalupe Foundation Endowment.*
  - Develop messaging in English, Spanish, and other languages.
- Director of Admissions Operations is developing personalized messaging for incoming admitted students on the next steps in their admissions process.
- Inaugural Career Fair for undocumented students in April 2021 through the Career Development office.
- NEIU offers multiple spaces for undocumented students to meet:
  - Pedroso Center, Luvia's office, meeting rooms, classrooms, El Centro, CCICS, and more.

# Q&A

*Thank you for being an ally to undocumented students!*



# Academic/Student Affairs, Enrollment and Technology Committee

**Dennis M. Rome, PhD**

*Provost and Vice President, Academic Affairs*

March 18, 2021

# “Problem Statement”

In Illinois, 28% (324,000) of African Americans over age 25, 16.2% of Latinx (195,000) and 1.2 million white adults have some college and no degree. 42% percent of African Americans over age 25, 64% of Latinx, and 32% of white adults have less than a high school diploma. Adults with higher levels of education earn progressively more over their lifetime than their peers with less education. It is both an equity imperative and an economic imperative that the education system adjusts to the unique needs of adult students to ensure they are not left behind.

**How do we meet the unique needs of a) adult students with some college and no degree and b) adults with less than a high school diploma, and c) English Language Learners to ensure they are not left out of the economy?**

**\*Need to better define:**

- **Who are adult learners? They look different than they looked before.**



# Questions?



# UNIVERSITY TECHNOLOGY SERVICES

## Status Update

- Pandemic Assistance and Relief
- PMO - Projects and Activities
  - Compliance – Audit Findings
  - Strategic Investments

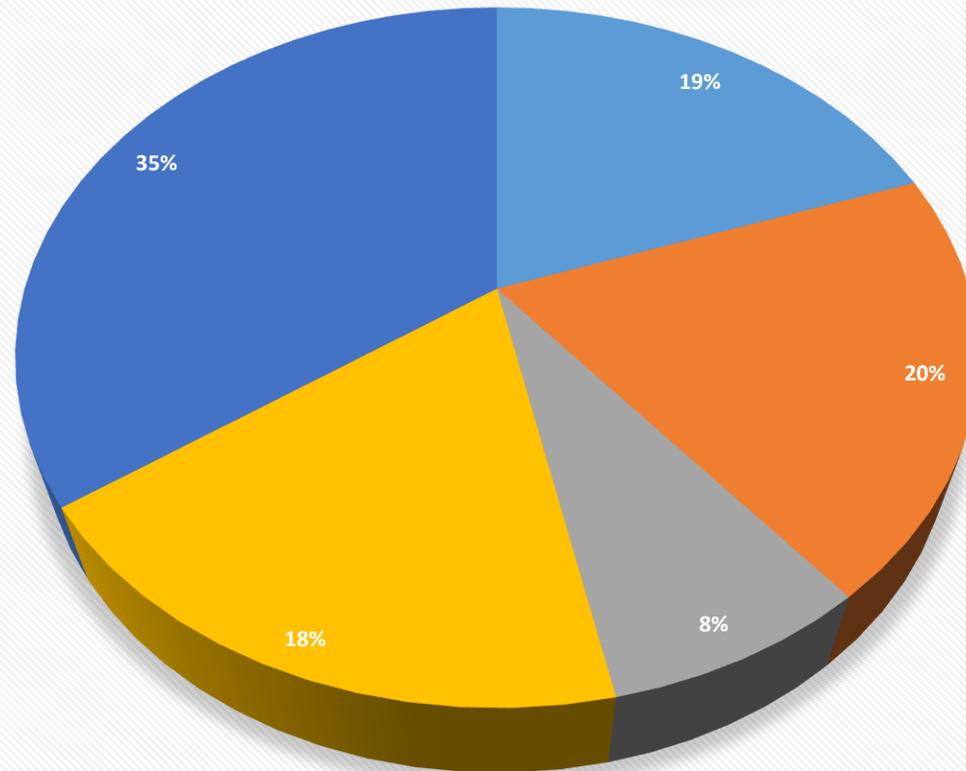
# PANDEMIC RELIEF and SUPPORT

## Investments made:

- Laptops Provided to Faculty and Staff since March 2020
  - 175 new devices deployed
  - 100 repaired / refurbished
- Loaner Laptops for Students
  - 256 Chromebooks
  - 42 Laptops
  - 14 Hot Spots
- Technology Classroom Upgrades
  - BBH325 and LWH 2094 - completed
  - BBH 331 and LWH 3094 – in progress
- Help Desk ~ 200 contacts per/day
  - Tickets (20) + Email (100) + Phone Traffic (80)

# 2021 – Project Distribution (Total Count=92)

NEIU Project Portfolio Distribution



■ Business Applications   ■ Process Improvement   ■ Security   ■ Student Support   ■ Systems and Network

- Includes
- eProcurement (Chrome River)
  - CRM (Slate)
  - Degree Works (SEM Report)
  - Infrastructure Upgrades
  - Service Desk & Asset Management

COMPLIANCE REPORT FINDINGS	FOR YEARS ENDING:						
	2013	2014	2015	2016	2017	2018	2019
Disaster Contingency Plan Deficiencies	X <sup>1</sup>	X	X	X	X	X <sup>2</sup>	X
Noncompliance with Payment Card Industry Standards			X	X	X	X	X
Weaknesses over System Access					X		
Weaknesses over Computer Security					X	X	X
Weaknesses regarding Clearing of Data from Electronic Devices						X	X
Weaknesses in Cybersecurity Programs and Practices							X
Lack of Adequate Controls over Review of Internal Controls over External Service Providers							X
Information Technology Risk Assessment Not Performed							X
1 The University identified El Centro as the main disaster recovery site. Scheduled to be operational in the fall of 2014.							
2 University response: Part of the IT Modernization Project is addressing the plan.							

### UTS - AUDIT FINDINGS

Compliance issues dependent on hardware, software and controls will not be satisfied until those areas are addressed.

As of June 20, 2020, Preliminary Audit Findings (PAF's) identify the continued presence of unacceptable compliance findings.

# STRATEGIC INVESTMENTS – NETWORK INFRASTRUCTURE

The data center on NEIU's main campus houses the majority of the Universities primary network services.

Investments for Calendar Year 2021 Include:

- Servers: High performing computer(s) that deliver numerous resources, data and services to another system or workstation.
- Storage System: Centralized repository of institutional data accessible over a high-speed network.
- Network Switches and Routers: Connects and manages multiple devices and network segments.
- Firewall: Security boundary that blocks unauthorized access and permits approved communication to pass through.
- Uninterruptible Power Supply (UPS): Provides battery backup power when the regular power source fails or drops to an unacceptable level. This allows for the safe, orderly shutdown of the servers and systems.
- Network / System Management Controls and Monitoring Tools

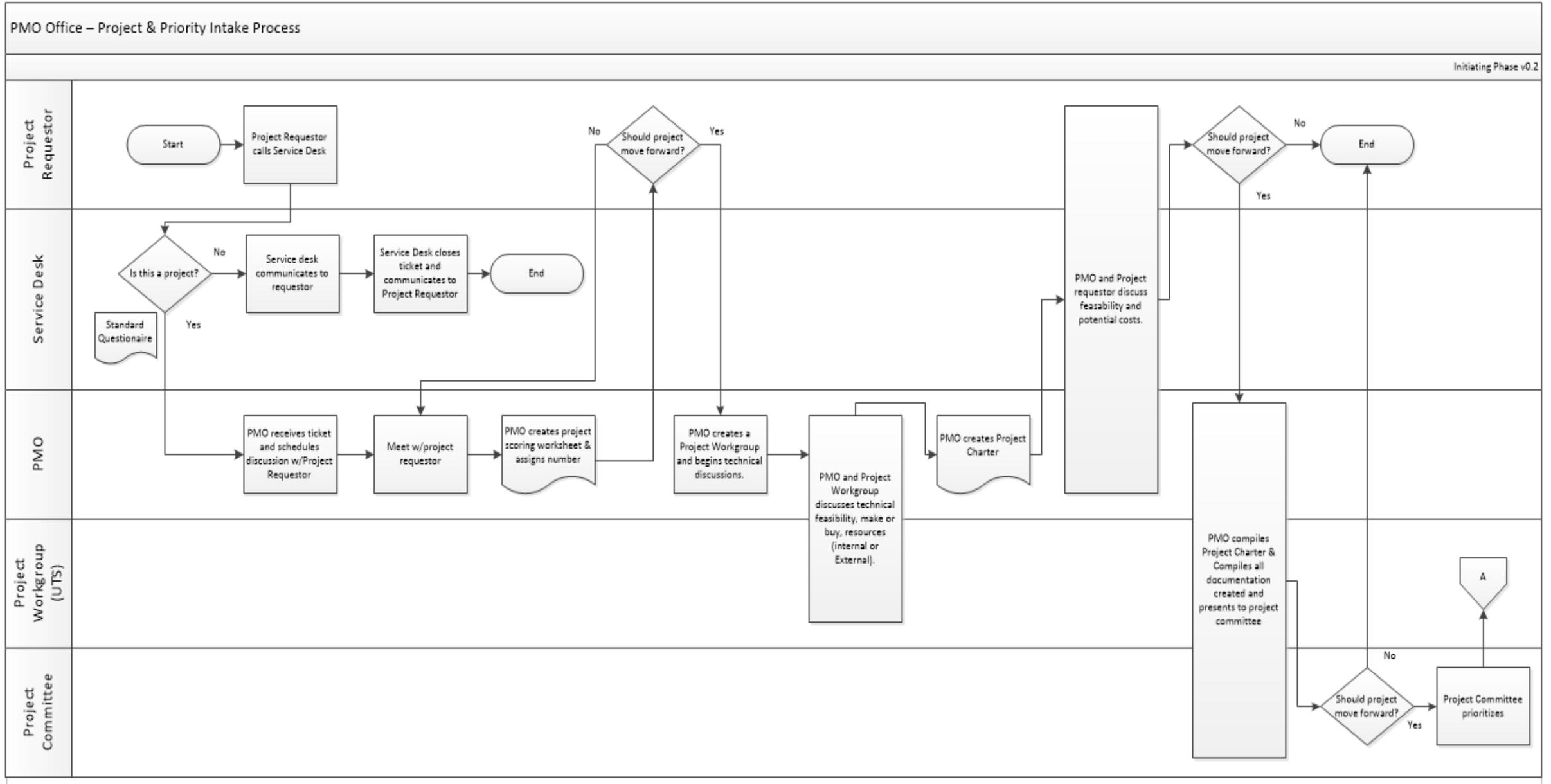
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The above implementations will address current audit finding and establish the foundational infrastructure that enables UTS to focus on strategic projects.

**Thank You**

# EXHIBIT #1

# PROJECT PRIORITIZATION DRAFT WORKFLOW



# Fall 2021 Enrollment Update

## **New Undergraduate Students**

- Freshmen student applications and acceptances trending notably downward
- New transfer students applications and acceptances trending downward
- Readmit student applications and acceptances equal to last year and expected to increase
- Several recruitment initiatives kicking off targeting all undergraduate student populations
- Focused efforts to increase yield

## **New Graduate Students**

- Master's programs applications trending slightly ahead of last year
- Acceptances on track to be ahead of last year



# Student Success and Retention and Hispanic Serving Institution Grants

Board of Trustees  
Northeastern Illinois University

Francisco X. Gaytan  
*Associate Provost*

# Title V: Individual Development Grant

- **Total Grant Amount:** \$2.6 million; Annual Grant budget: \$510,000
  - Support 5 staff: Director, Student Success Coordinator; IR Data Analyst; Starfish Systems Coordinator in addition to 20+ peer mentor/student workers.
- **Timeframe:** Year 5 of 5; 2016-2021
- **Grant Goals:**
  - Increase the fall-to-fall retention rate for first-year students from 60.3% to 72.0%.
  - Increase fall-to-fall retention rate for first-year Hispanic students from 56.6% to 67.0%.
- **Key Progress to Goals:**
  - Fall to Fall retention is at 66.7%-substantial progress toward goal
  - Fall-to-Fall retention for first-year Hispanic students 68.1%-goal achieved

# **Title III: EXITO (Exit On Time in STEM)**

- **Total Grant Amount:** \$5,321,663; Annual Grant budget: \$1.1 million
  - Support 8 staff: Director, Assist. Director, STEM Success Coaches, EnviSci Lab Manager, Office Admin, Data Analyst
  - Peer Leaders/Tutors, SCSE Summer Research, STEM Student Ambassadors, STEM Faculty PD, Student Workshops, Transfer Initiatives (Welcome Events, Transfer Guides), EMERGE, co-requisite Algebra course, EnviSci lab renovation, Success Coaches
- **Timeframe:** Year 5 of 5; 2016-2021
- **Grant Goals:**
  - Increase % of first-year Hispanic students who successfully pass gateway math courses from 25.7 % to 32%
  - Increase fall-to-fall retention for first-year Hispanic students from 56.6% to 67%
- **Key Progress to Goals:**
  - Renovated EnviSci lab
  - Fall-to-Fall retention for first-year Hispanic students 68.1%
  - Math Gateway first-year Hispanic students pass rate 33.3% (students enrolled in co-requisite over life-time of grant have 50% pass rate)

# **Title V: Caminos al Éxito Cooperative**

- **Total Grant Amount:** \$3,750,000; Annual Grant budget: \$750, 000
  - Support 6 staff: Director, Outreach Coordinator, Transfer Coordinator, Student Success and Retention Coordinator, Student Aide, Office Admin
- **Timeframe:** Year 3 of 5; 2018-2023
- **Grant Goals:**
  - 1: Connect high school students and their families from the target communities shared by Wright and NEIU to the local high education system (Amundsen, Foreman, Lane, Lakeview, Mather, North Grand, Prosser, Roosevelt, Schurz, Senn, Steinmitz, Taft, Von Stuben)
  - 2: Enhance the freshman and sophomore experience at Wright
  - 3: Enhance the advising transfer pathway between Wright and NEIU
  - 4: Support degree attainment at NEIU through third- and fourth-year career preparation support
- **Key Progress to Goals:**
  - Building relationships and providing services to the high schools
  - Supporting the transfer process at NEIU (Transfer Student Welcome Event, National Transfer Student week, and texting campaigns)
  - Establishing a transfer pathway from Wright to NEIU

# **Title V: CASA (Creating Access to STEM for All)**

- **Total Grant Amount:** \$3,000,000; **Annual Grant budget:** \$600,000
  - Support 3-4 staff: Director, Principle Investigator, Cohort Advisor, Program Assistant
  - Professional Learning Team, Early Research Experience, Peer Leader training and implementation in gateway math and biology, creation of 2 year STEM cohort with 4 designated general education cohort courses, creation of stretch-calculus course (utilizing co-req algebra course from Title III), development of cohort and course assessments, establish cohort seminar, renovate biology lab
- **Timeframe:** Year 1 of 5; 2020-2025
- **Grant Goals:**
  - Expand and make flexible pathways for students obtaining degrees in STEM
  - Improve the academic program, increasing responsiveness to the needs of Hispanic and low-income students
  - Increase the number of students in STEM majors and who graduate with STEM degrees within 5 years
  - Improve access to up-to-date labs to maximize the experiential learning potential in STEM for all students
- **Key progress to goals:**
  - We will be welcoming our first cohort in Fall 2021
  - Professional Learning Team meets bi-weekly to collaborate and build out pathway (Working Groups: Gen-Ed, STEM, Culturally Relevant, Math)
  - Collaborate with Biology to implement Peer Leaders
  - Pilot Financial Literacy course Spring 2021

# Questions?



**Recommendation for Possible Future Action: Request for Search Firm: Associate Vice President for Enrollment Services**

University policy E1.08.01 "Hiring of External Search Firms" states: in accordance with 10 ILCS 680/25-175, Northeastern Illinois University may employ an external search firm to facilitate the hiring of the President or the hiring of an individual when there is a demonstrated and justifiable need for guidance from a firm or individual with specific expertise in the field of hiring. The President requests that the Board approve the use of a search firm to hire an Associate Vice President of Enrollment Services (AVP/ES) based on the university policy:

**Specialized nature and scope of position**

The AVP/ES functions as the chief enrollment officer. As a senior level administrative position, the AVP reports to the president and is a member of the president's cabinet. The AVP maintains oversight of daily operations in enrollment services and as a critical position it includes: admissions, financial aid/scholarships, advising, recruitment, registration, student activities, and student payment services. In addition, the AVP works closely with the Provost/Vice President for Academic Affairs, Associate Provosts, and the Vice President for Finance & Administration among others. The new AVP will be presented with a significant opportunity to collaboratively work with internal and external constituents to build upon NEIU's institutional strengths to imagine, develop, and execute an ambitious plan for institution-wide enrollment growth.

**Need for hiring an external search firm**

Executive search firms have extensive experience recruiting and pre-qualifying candidates. They know the employment market, understand the needs of the university and know where to look for qualified candidates. A search firm will narrow the candidate pool down to a more manageable number of qualified candidates to be considered by the search committee. Moreover, they routinely reach out to extremely qualified potential candidates who are not seeking employment; they know how to present opportunities and perhaps convince them to apply. The university recently completed a search for AVP without the use of a search firm. The pool of candidates lacked the overall experience and expertise needed. No candidate was selected. The recent *NEIU Enrollment Services Report*, completed by SEM Works, details the in-depth knowledge and specific proficiencies needed for the next AVP.

**The external search firms will ensure diverse applicant pool**

I have communicated the need for a diverse pool of applicants for each senior level search we have conducted. The search firm will be proactive, aggressively seeking the diversity that Northeastern desires. In addition to extensive recruitment, I will emphasize that advertisements must also be placed in the leading publications (*Hispanic Outlook*, *Journal of Blacks in Higher Education*, *Diverse: Issues in Higher Education*). Finally, I will expect the search firm to consistently reach out to and follow up with academic organizations.

**Recommended Action**

In accordance with Board Regulations and University policy, I request the Board approve the hiring of a search firm to conduct an Associate Vice President for Enrollment Services search.