INFORMATION ITEM: ACADEMIC/STUDENT AFFAIRS, ENROLLMENT, AND TECHNOLOGY COMMITTEE

Classes start on Monday and we will not have final enrollment numbers until next month, but currently we have enrolled approximately 350 new freshmen which is a 20% decrease from last fall's enrollment, and 750 new transfers, a 15% drop in comparison with Fall 2019. I wanted you to have those figures upfront.

Yet, when thinking of enrollment management and the stabilization of NEIU's overall enrollment, those figures are not as critical or revealing as other more significant enrollment numbers.

We should be very encouraged that we see a very large increase, 13%, in graduate credit hours, an 10% increase in credit hours at the Goodwin College of Education (congratulations Dr. Evans), and our first to second year retention has gone up strongly for the second straight year. That is Dr. Gaytan's area and he will address it shortly. Those are very important metrics that I recommend you consider when evaluating the university's enrollment.

I understand it is appealing to look only at freshmen enrollment. It is what grabs the headlines, but as most educators will tell you, it is easy to admit new students; much harder to keep them. So, despite all the challenges we face, NEIU seems to be doing a better job of keeping students.

Yet, the most important metric to consider is total credit hours. That is our bottom line in determining revenue. At the advent of COVID-19, the enrollment forecast team projected, as a best-case scenario, a -10% decrease in total credit hours over last year. That was our projection given the rapidly declining demographics among new freshmen and transfers, the Higher Ed Demand Index of our prospective students, our historical trends, and given the social conditions of working during a pandemic. This morning we are tracking at a -8.7% decrease.

The ability to accurately predict or project an institution's enrollment is a key component to modern enrollment management and planning a budget. I am sure you saw the Sun Times article on Monday on the increased deficits facing other institutions, deficits they did not plan for. Our '20 – '21 budget is based on a -10% decrease. We did a very good job of projecting total credit hours and planning a budget.

<u>New Freshmen Enrollment</u>

But let me say another word or two about freshmen enrollment.

Many students, not just prospective NEIU students, have decided to defer their enrollment for a year, take a gap year.

Some surveys say that up to 40% of incoming freshmen may not enroll this fall. As part of our outreach, we very recently contacted by phone nearly 1300 incoming students, and over 5% said they were taking a gap year. That is a very high number.

I also know that many of you have heard other institution's enrollments are increasing, but we will not know how the other state institutions have done until mid-September when the IBHE releases those figures.

<u>Transfer Enrollment</u>

Prior to the pandemic, we knew that transfer enrollment would be very challenging. Statewide community college enrollments have been decreasing for many years with our CCC feeders showing the greatest decline.

Harold Washington -15.8%
Truman, -16.9%
Wright, -10.5%
Kennedy-King, -23.2%

Even our suburban community colleges are facing the same,

College of Dupage, -4.0%
Oakton Community College, -4.4%
Triton, -9.1%

That is the terrain in transfer enrollment. And as with our freshmen, NEIU transfer students come from the poorest communities. Just from a simple demographic perspective, transfer enrollment would be challenging even without COVID.

We will continue to get better with new enrollment, but rather focus primarily on new freshmen enrollment, a group that comprises barely 5% of NEIU's total enrollment, and a group that demographically is shrinking for NEIU, we need to look at where we are growing.

That is why I am very encouraged with the increase in graduate enrollment and in our retention rates for first year students.

Every time I present to a committee or to the Board, I am invariably asked if we recruit in the suburbs. So, let me answer that upfront. The answer is "Yes." We do all the traditional messaging and outreach such as name purchases, email and texting, use of IP targeting; we geo fence our feeder community colleges, we hosted NEIU days at feeder community colleges, and we even sent post cards.

But in 2020, recruiting suburban and out of state students for a regional public institution such as NEIU, is the use of college search engines. Prospective students use Cappex, Naviance, College Express, Green Light, NICHE and other platforms to search for colleges. NEIU is now part of those platforms, which we weren't two years ago. Through these platforms we engage prospective students, so when we receive a student name from one of these platforms, it is a student asking NEIU to contact them. We receive inquiries from many suburban, down state, and out of state students through these platforms. It is effective and efficient.

We have also developed two new programs that merit attention.

<u>Social Justice Leadership Housing Award:</u>

34 new freshmen and transfer students will live in the Nest for free and participate in two term social justice curriculum developed by Dr. Vicki Byard, faculty from the English department. The program was developed to build interest in the Nest, and to help students develop personally, educationally, and socially in the face of the social unrest this summer. It is the type of program that is uniquely NEIU and an explicit example of following our mission.

A second program, called **Return to NEIU**, was conceived by President Gibson and aimed at students who have not returned to NEIU. We developed an initial list of students enrolled between Fall 2013 and Spring 18, who left in good academic standing, and who had a debt of less than $3,000. NEIU has offered to remove that debt. Within a week nearly 55 students joined the program. This pilot program which I hope we can expand speaks directly to our student

population, older, more experienced and eager to return to NEIU and higher education. It is another growth area for NEIU.

It is these type of programs that are as important to building and stabilizing an institution's enrollment.

We will continue to improve our freshman and transfer enrollment, and we were doing well prior to COVID, but significant growth for the next several years will come retention, returning students, older students, graduate students, and hopefully online courses

Finally, I just wanted to add that in addition to the campus police and the maintenance and janitorial staff, the admission processors, those who process all undergraduate and graduate applications have been working on campus throughout the pandemic. Due to some of our challenges we have in our infrastructure, applications cannot be processed entirely remotely. We need people in the office to do that work. And they have been working on campus since the start of April. So, I would like to thank DeMara Campbell, Maggie Ward, Jessica Kim, Juanita Perez, Claudia Huertas, and their director, Mr. Steve Pajak, for their work and commitment.

Respectfully submitted as presented,

John Fraire, Ph.D.
Interim Associate Vice President for Enrollment Services
Thursday, August 20, 2020

Academic/Student Affairs, Enrollment and Technology Committee

Dennis M. Rome, Ph.D.
Provost and Vice President, Academic Affairs
Interim Vice President, Student Affairs
August 20, 2020

UPDATE:
Fall semester academic classes

Student Survey

- *Personnel challenges*
  (balancing home/school when at home all the time, too stressed out to focus on school)
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  (unreliable or slow Wi-Fi, managing the technical side of online coursework)
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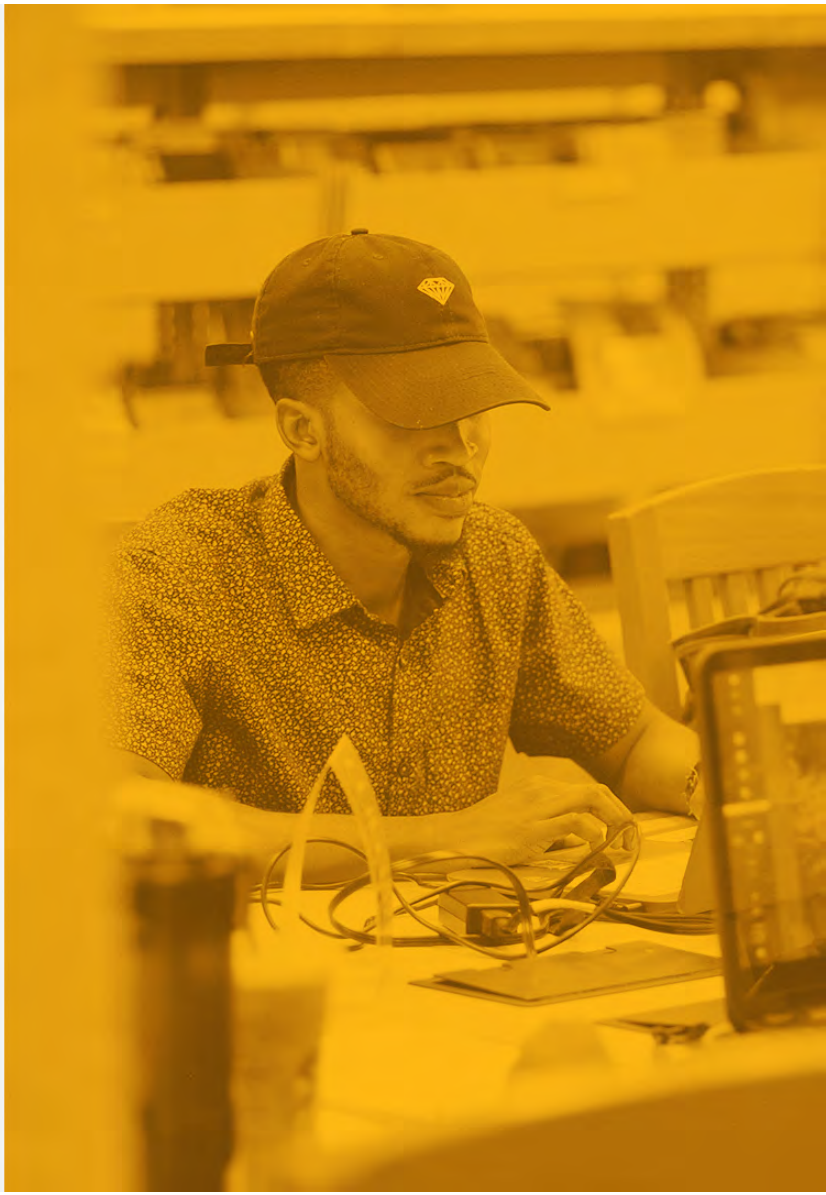


UPDATE: Fall semester academic classes (cont.)

Assessing Academic Programs

- One major indicator of success is post-graduation placement of our students. To achieve this, we must first look at how we are best serving our students. For example, are our departments and programs adequately aligned?
- We have 45 Bachelors Degree Programs and 38 Masters Degree Programs

Assessing Academic Programs

Those programs that miss the thresholds for **BOTH** completions and enrollments will be flagged by IBHE.

- ***Bachelor's level programs:***

  Enrollment: Fewer than 40 majors

  Graduation: Fewer than 9 degrees conferred

- ***Master's level programs:***

  Enrollment: Fewer than 10 majors

  Graduation: Fewer than 5 degrees conferred

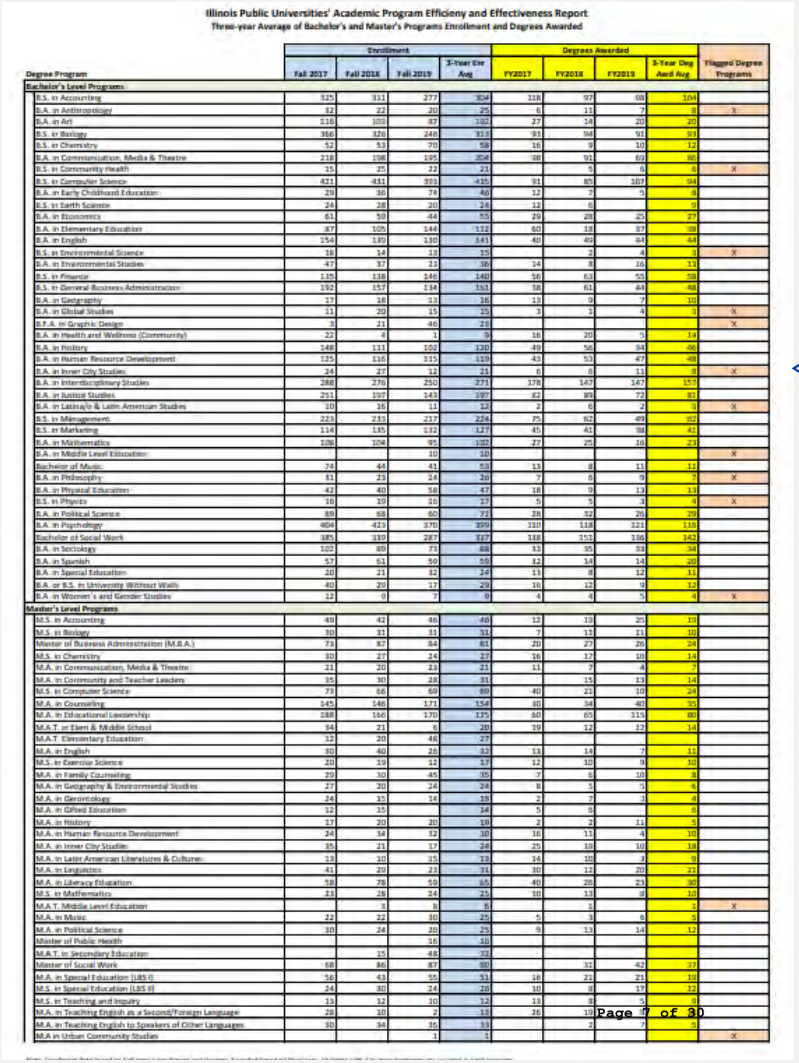
Assessing Academic Programs (cont.)

Review Status Options:

1. **Sunset -** A teach-out period is established and no new or transfer students admitted;
2. **Consolidation**;
3. **Redesign -** Further redesign and program changes will be applied to remediate performance; the program will be reviewed in _____ years;
4. **Justification** - Good Standing/Review in _____ Years;
   Strong Institutional Justification and No Further Action; and,
5. **Continued Review -** The program is placed under continued review to best determine the appropriate status. One of the outcomes (listed above) will be identified after the review is completed.

Assessing Academic Programs: Programs Flagged by IBHE

Three year Average of Bachelor's and Master's Programs Enrollment and Degrees Awarded



Illinois Public Universities' Academic Program Efficiency and Effectiveness Report
Three-year Average of Bachelor's and Master's Programs Enrollment and Degrees Awarded

Degree Program	Enrollment				Degrees Awarded				Flagged Degree Programs
	Fall 2017	Fall 2018	Fall 2019	3-Year Enr Avg	FY2017	FY2018	FY2019	3-Year Deg Awrd Avg	
Bachelor's Level Programs									
B.S. in Accounting	325	311	277	304	118	97	68	104	
B.A. in Anthropology	12	22	20	25	6	11	7	8	X
B.A. in Art	116	103	87	102	27	14	20	20	
B.S. in Biology	366	326	248	313	93	94	91	93	
B.S. in Chemistry	52	53	70	58	16	9	10	12	
B.A. in Communication, Media & Theatre	218	198	195	204	98	91	69	86	
B.S. in Community Health	15	25	23	21		5	6	6	X
B.S. in Computer Science	421	431	391	435	91	85	107	94	
B.A. in Early Childhood Education	29	38	74	46	12	7	5	8	
B.S. in Earth Science	24	28	20	24	12	6		6	
B.A. in Economics	61	59	44	55	29	28	25	27	
B.A. in Elementary Education	87	105	144	112	60	18	37	38	
B.A. in English	154	135	130	141	40	40	64	48	
B.S. in Environmental Science	18	14	13	15		2	4	3	X
B.A. in Environmental Studies	47	37	23	36	14	8	16	13	
B.S. in Finance	135	138	146	140	56	63	55	58	
B.S. in General Business Administration	192	157	134	161	58	61	44	48	
B.A. in Geography	17	18	13	16	13	9	7	10	
B.A. in Global Studies	11	20	15	15	3	3	4	3	X
B.F.A. in Graphic Design	3	21	46	23					X
B.A. in Health and Wellness (Community)	22	6	1	9	18	20	5	14	
B.A. in History	148	111	102	120	49	56	34	46	
B.A. in Human Resource Development	125	116	115	119	43	53	47	48	
B.A. in Inner City Studies	24	27	12	21	6	6	11	8	X
B.A. in Interdisciplinary Studies	288	276	250	271	178	147	147	157	
B.A. in Justice Studies	251	197	143	197	82	89	72	81	
B.A. in Latina/o & Latin American Studies	10	16	11	12	2	6	2	3	X
B.S. in Management	223	233	217	224	75	62	49	62	
B.S. in Marketing	114	135	132	127	45	41	38	41	
B.A. in Mathematics	108	104	95	102	27	25	16	23	
B.A. in Middle Level Education			10	10					X
Bachelor of Music	74	44	43	53	13	6	11	11	
B.A. in Philosophy	31	23	24	26	7	5	9	7	X
B.A. in Physical Education	42	40	58	47	18	9	13	13	
B.S. in Physics	16	19	16	17	5	5	3	4	X
B.A. in Political Science	89	68	60	72	28	32	26	29	
B.A. in Psychology	404	423	370	399	110	118	121	116	
Bachelor of Social Work	185	139	287	137	148	151	186	162	
B.A. in Sociology	102	89	73	88	33	35	33	34	
B.A. in Spanish	57	63	59	59	12	14	14	13	
B.A. in Special Education	20	21	31	24	13	9	12	11	
B.A. or B.S. in University Without Walls	40	20	17	29	16	12	9	12	
B.A. in Women's and Gender Studies	12	0	7	6	4	4	5	4	X
Master's Level Programs									
M.S. in Accounting	49	42	46	46	12	13	25	17	
M.S. in Biology	30	31	33	31		13	21	10	
Master of Business Administration (M.B.A.)	73	87	84	81	20	27	26	24	
M.S. in Chemistry	30	27	24	27	16	12	10	13	
M.A. in Communication, Media & Theatre	21	20	23	21	11	7	4	7	
M.A. in Community and Teacher Leaders	35	30	28	31		15	13	14	
M.S. in Computer Science	73	66	69	69	40	21	10	24	
M.A. in Counseling	145	146	171	154	30	34	40	35	
M.A. in Educational Leadership	188	166	170	175	60	65	115	80	
M.A.T. in Elem & Middle School	34	21	8	20	19	12	12	14	
M.A.T. Elementary Education	12	20	48	27					
M.A. in English	30	40	28	32	13	14	7	11	
M.S. in Exercise Science	20	19	12	17	12	10	9	10	
M.A. in Family Counseling	29	30	45	35	7	6	10	8	
M.A. in Geography & Environmental Studies	27	20	24	24	8	5	5	6	
M.A. in Gerontology	24	15	14	18	2	2	3	2	
M.A. in Gifted Education	12	15		14	5	6		6	
M.A. in History	17	20	20	19	2	2	11	5	
M.A. in Human Resource Development	24	34	12	30	16	11	4	10	
M.A. in Inner City Studies	35	21	17	24	25	10	10	15	
M.A. in Latin American Literatures & Cultures	13	10	15	13	14	10	3	9	
M.A. in Linguistics	41	29	23	31	30	12	20	21	
M.A. in Literacy Education	58	78	93	76	40	28	23	30	
M.S. in Mathematics	23	28	24	25	30	13	8	17	
M.A.T. Middle Level Education		8	8	8		1		1	X
M.A. in Music	22	22	30	25	5	3	6	5	
M.A. in Political Science	30	24	28	25	9	13	14	12	
Master of Public Health			16	16					
M.A.T. in Secondary Education			48	72					
Master of Social Work	68	86	87	80		31	42	37	
M.A. in Special Education (LBS I)	56	43	55	51	18	22	21	20	
M.S. in Special Education (LBS II	24	30	24	26	10	8	17	12	
M.S. in Teaching and Inquiry	13	12	10	12	13	8	5	9	
M.A. in Teaching English as a Second/Foreign Language	28	30	2	13	26	19	8	18	
M.A. in Teaching English to Speakers of Other Languages	30	36	35	33		3	7	5	
M.A in Urban Community Studies			1	1					X

Flagged B.A. level Degree Programs:

B.A. in Anthropology
B.S. in Community Health
B.S. in Environmental Science
B.A. in Global Studies*
B.F.A. in Graphic Design*
B.A. in Inner City Studies
B.A. in Latina/o & Latin American Studies
B.A. in Middle Level Education
B.A. in Philosophy
B.S. in Physics
B.A. in Women's & Gender Studies

Flagged M.A. level Degree Programs:

M.A.T. in Middle Level Education
M.A. in Urban Community Studies*

Fall 2019 Course Data

Discipline (flagged degree programs)	No of Sections	Credit Hours	Credit Hours per section	Students per section
Anthropology	13	617	47.5	15.8
Community Health	-	-	-	-
Environmental Science	3	93	31	10.3
Global Studies*	3	46	15.3	5.1
Graphic Design*	-	-	-	-
Inner City Studies	5	249	49.8	16.6
Latina/o & Latin American Studies	5	249	49.8	16.6
Middle Level Education	7	41	5.85	1.95
Philosophy	23	1,256	54.6	18.2
Physics	16	864	54	18
Women's & Gender Studies	9	354	39.3	13.1
Urban Community Studies*	3	78	26	8.67

Assessing Academic Programs (cont.)

- **Identify programs to grow/gain alignment**
  - Cultural and Ethnic Studies
  - Reinstate Bachelor's degree in Secondary Education
- **New programs**
  - Each College has been charged with developing a completely online degree
  - RN to BSN to MSN
  - Doctorate in Education
  - Proposed programs between Computer Science and the College of Business and Management:
    - Bachelor's and Master's degrees in Data Analytics
    - Forensic Accounting
    - Digital Marketing and Finance
    - Cyber Security

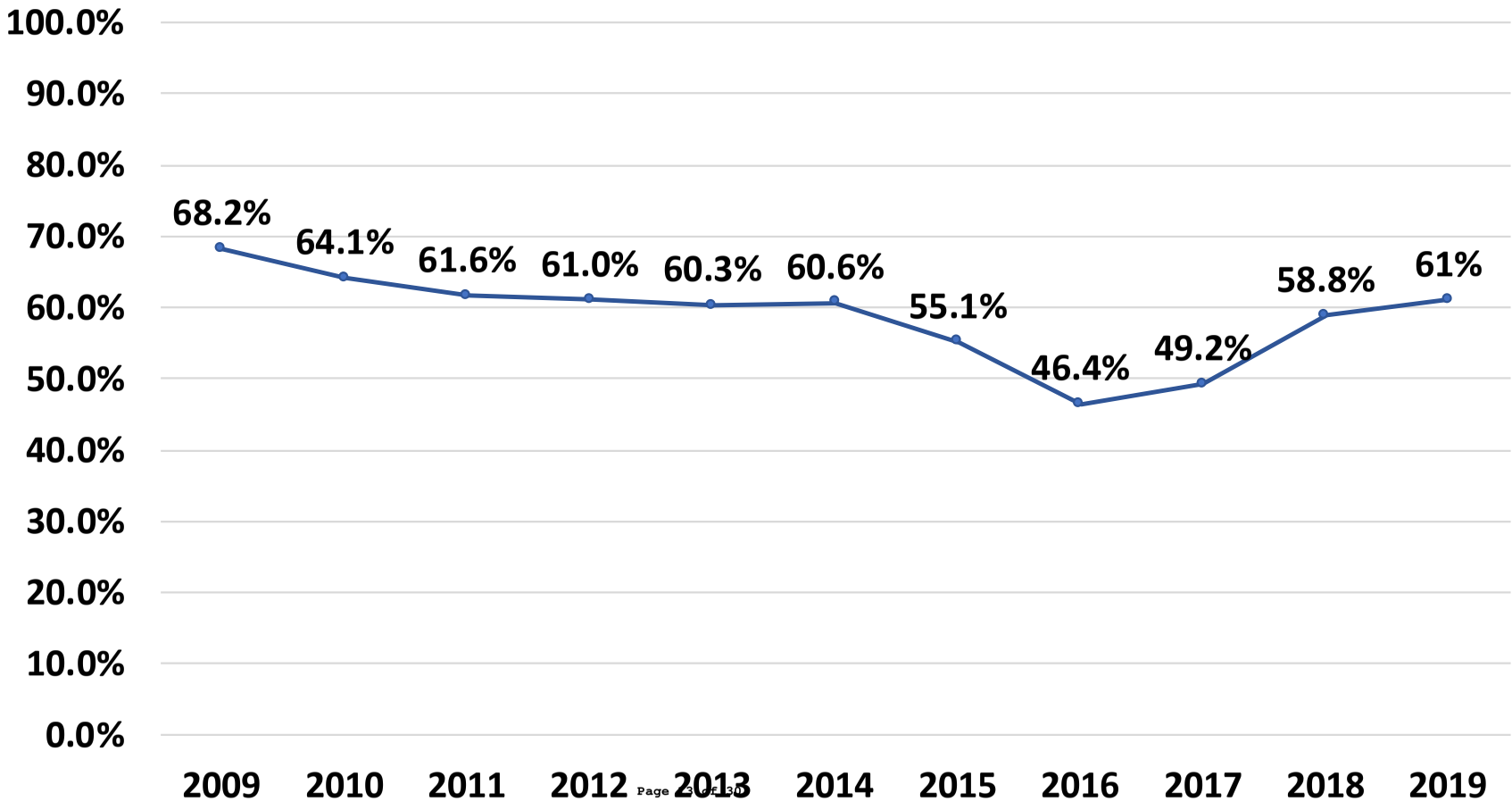
Questions?

Retention Update
August 20, 2020

2019 Freshmen Registration by Success Program for Fall 2020

Success Program	Fall 2019 Cohort	Total Registered as of August 10	PCT Registered	PCT 2018 Registered at this date last year Cohort
Wentworth	69	39	56.5%	55.1%
General Admit	168	99	58.9%	57.6%
CCICS	11	7	63.6%	60.0%
Project Success	56	30	53.6%	39.5%
Proyecto Pa'lante	89	57	64.0%	64.4%
El Centro	57	37	64.9%	50.0%

FT/FT Freshman Retention Since 2009



Active Students from Past Five Freshmen Cohorts

Year	Active Students (enrolled in one of previous 3 terms or enrolled for fall)	Total Cohort (First-Time, Full-Time)	% of Cohort Active	Declared	Declared % of those Active
Fall 2015	88	708	12.4%	79	89.80%
Fall 2016	161	767	21.0%	132	82.00%
Fall 2017	252	792	31.8%	171	67.90%
Fall 2018	274	425	64.5%	111	40.50%
Fall 2019	393	432	91.0%	61	15.50%
Total	1168				

Transfer student Retention

Year	Number of Students	Percent Retained
Fall 2014	1280	71.6%
Fall 2015	1272	69.5%
Fall 2016	1273	67.9%
Fall 2017	1201	72.2%
Fall 2018	1039	72.1%

Retention in the Colleges (Declared Students)

Fall 2018 students retained in fall of 2019

- Arts and Sciences, 82%
- Goodwin College of Education, 90%
- College of Business and Management 91.6%

Coronavirus Aid, Relief, and Economic Security (CARES) Funding

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CARES Funds

Higher Education Emergency Relief Funds (HEERF)

- HEERF - Student Aid: $3,035,000
  - To provide emergency financial aid grants directly to students for expenses related to the disruption of campus operations due to the coronavirus
- HEERF - Institutional Portion: $3,035,000
  - To be used for qualified expenses to cover costs associated with significant changes to the delivery of instruction due to the coronavirus
- HEERF – Minority Serving Institutions (MSI): $445,000
  - To be used to support expenses or lost revenues

Governor's Emergency Education Relief (GEER) funds

- To support efforts to recruit and retain students of color, first-generation, and high-need students who are disproportionately impacted by the pandemic and to address digital equity gaps. The allocation to each university is based on the percentage and number of Pell students.
- Awarded to Northeastern: $2,915,146

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CARES Student Aid: $3,035,000

- Allocated to students, to date: $2,800,000
  - $42 per credit hour for all students enrolled in Spring 2020
  - $15 additional per credit hour for Pell-eligible students

- Remaining: $235,000
  - Renewing Nest students who do not have Social Justice Housing Award will receive the balance of the student funds
  - This will close the grant

Northeastern ILLINOIS UNIVERSITY

CARES Institutional Portion: $3,035,000

- Refunds to students: $530,000
  - Student fees, parking, The Nest
- PPE and Facilities: $280,000
  - Safety-related expenditures related to COVID-19
- Instructional Technology: $1,480,000
  - UTS-related expenditures
    - Software (D2L, TK20, Banner)
    - Classroom upgrades
- Faculty Support: $360,000
  - CTL, TQM training
- Remaining to allocate: $385,000

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CARES MSI Funds: $445,000

- Supplement for lost revenue: $445,000
  - Revenue shortfalls include parking, auxiliaries, child care, food services, bookstore in addition to enrollment

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GEER Funds: $2,915,000

- These monies are designed to support your efforts to recruit and retain students of color, first-generation, and high-need students who are disproportionately impacted by the pandemic and to address digital equity gaps
- The allocation to each university is based on the percentage and number of Pell students
- NEIU received second-largest amount
- GEER funds gives us one-time unique opportunity to spend on enrollment and retention in the way we have not been able to before

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University Technology Services

August 2020

Northeastern ILLINOIS UNIVERSITY

Recent challenges

Among the challenges in the past few months:

- COVID-19 pandemic
- Organizationally lean
- Work-from-home assignments

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When NEIU shifted to remote working and learning, UTS quickly moved to accommodate the new demands.

- Help Desk was set up to work remotely
- UTS staff rotated creating tickets and returning calls
- Worked with Google to enable extended features made available during COVID-19, including online meetings supporting 250 people and a livestream feature used for University forums and Board meetings
- Worked with NEIU staff to enable remote access from home

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For faculty, staff, and students

- Work is starting on implementing a new CRM to improve the recruitment process.
- Forms were digitized to eliminate paper-based processes for HR and Payroll
- Paper forms for faculty assignments and compensation being converted to online workflows integrated with Banner
- 255 laptops purchased for faculty
- 239 Chromebooks purchased for students
- Help Desk working remotely to assist faculty, staff, and students working and learning remotely

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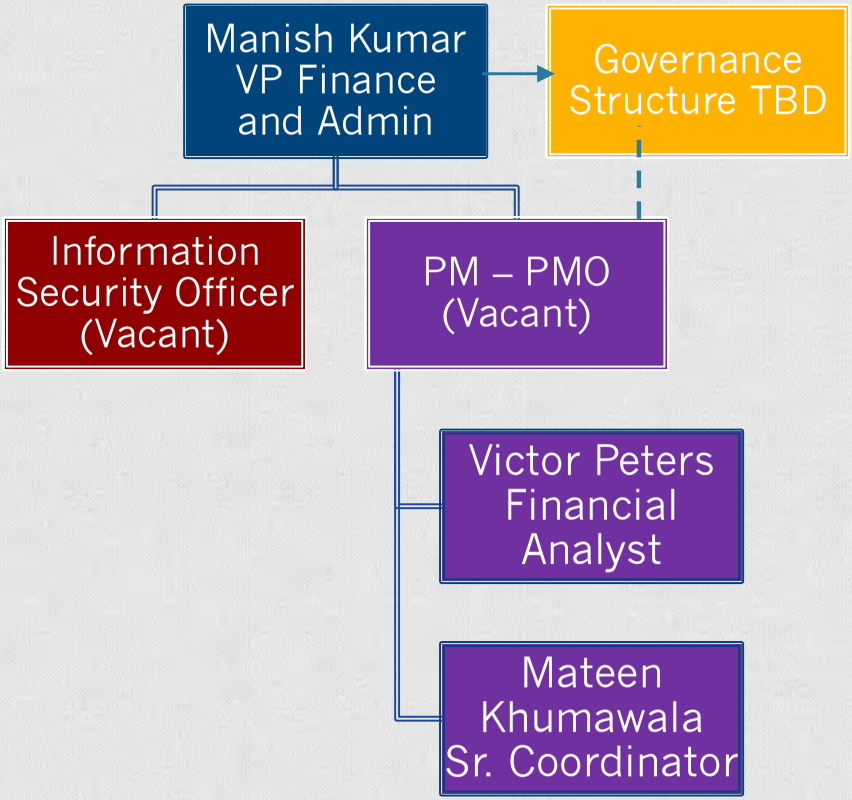
Moving forward



- Creating a Project Management Office (PMO)
- Adding an Information Security Officer responsible for implementing security policies, procedures and training.

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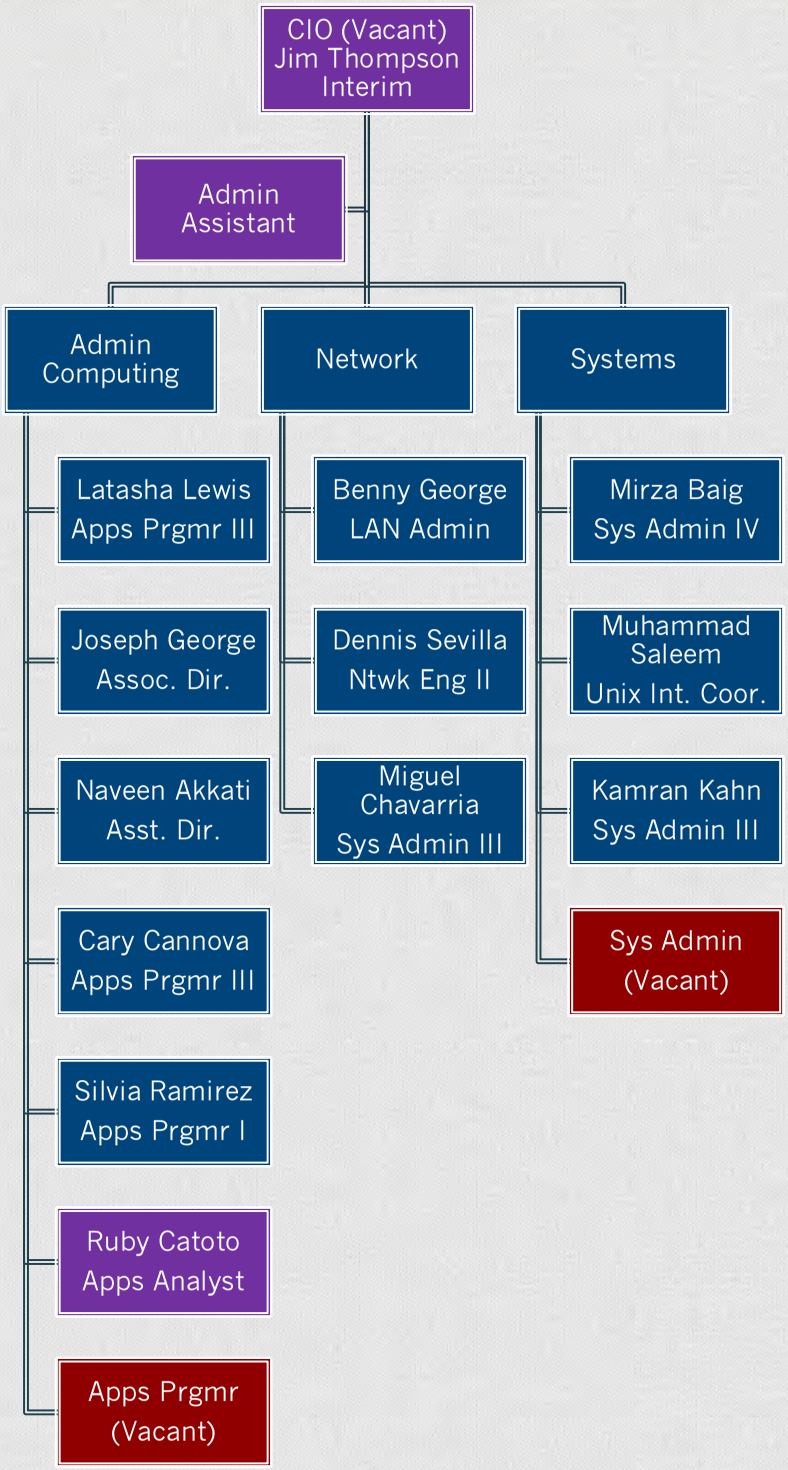

Strategic restructuring

- Elimination of management layers
- Establishing hands-on team leads reporting to CIO
- Adding a programmer position to address growing backlog of automation needs and related maintenance
- Adding a systems administrator to improve system patching, upgrades and maintenance (another audit finding)

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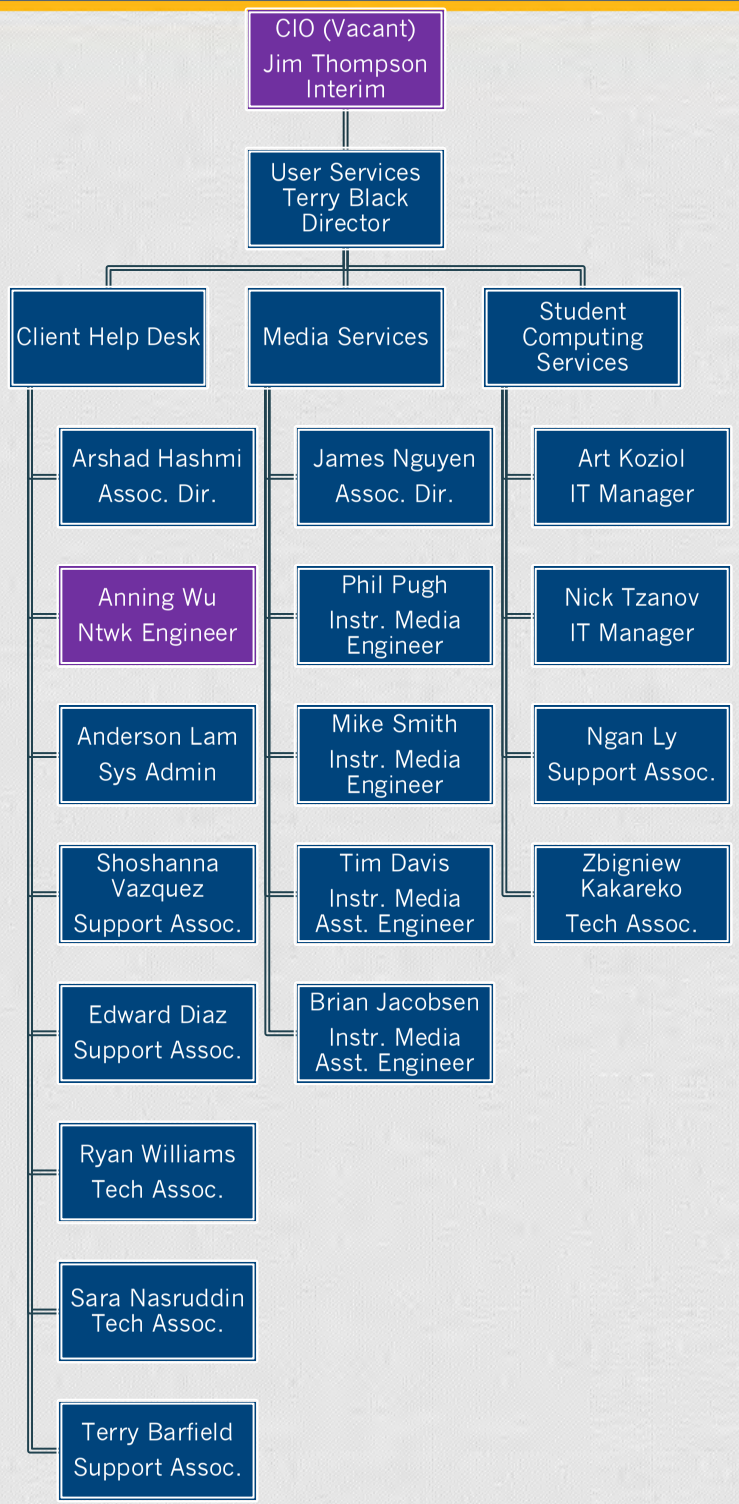

Strategic restructuring

- Adding a network technician position in User Services to improve response time for network-related outages, user moves and adds, and classroom network support

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Looking forward

- We must determine the most cost-effective and efficient path forward for NEIU's server environment.
- Continue to build on NEIU's remote teaching and learning capabilities.
- Continue our progress towards digitization of our business process.

Northeastern ILLINOIS UNIVERSITY

Academic/Student Affairs, Enrollment and Technology Committee

Dennis M. Rome, Ph.D.
Provost and Vice President, Academic Affairs
Interim Vice President, Student Affairs
August 20, 2020

Northeastern ILLINOIS UNIVERSITY

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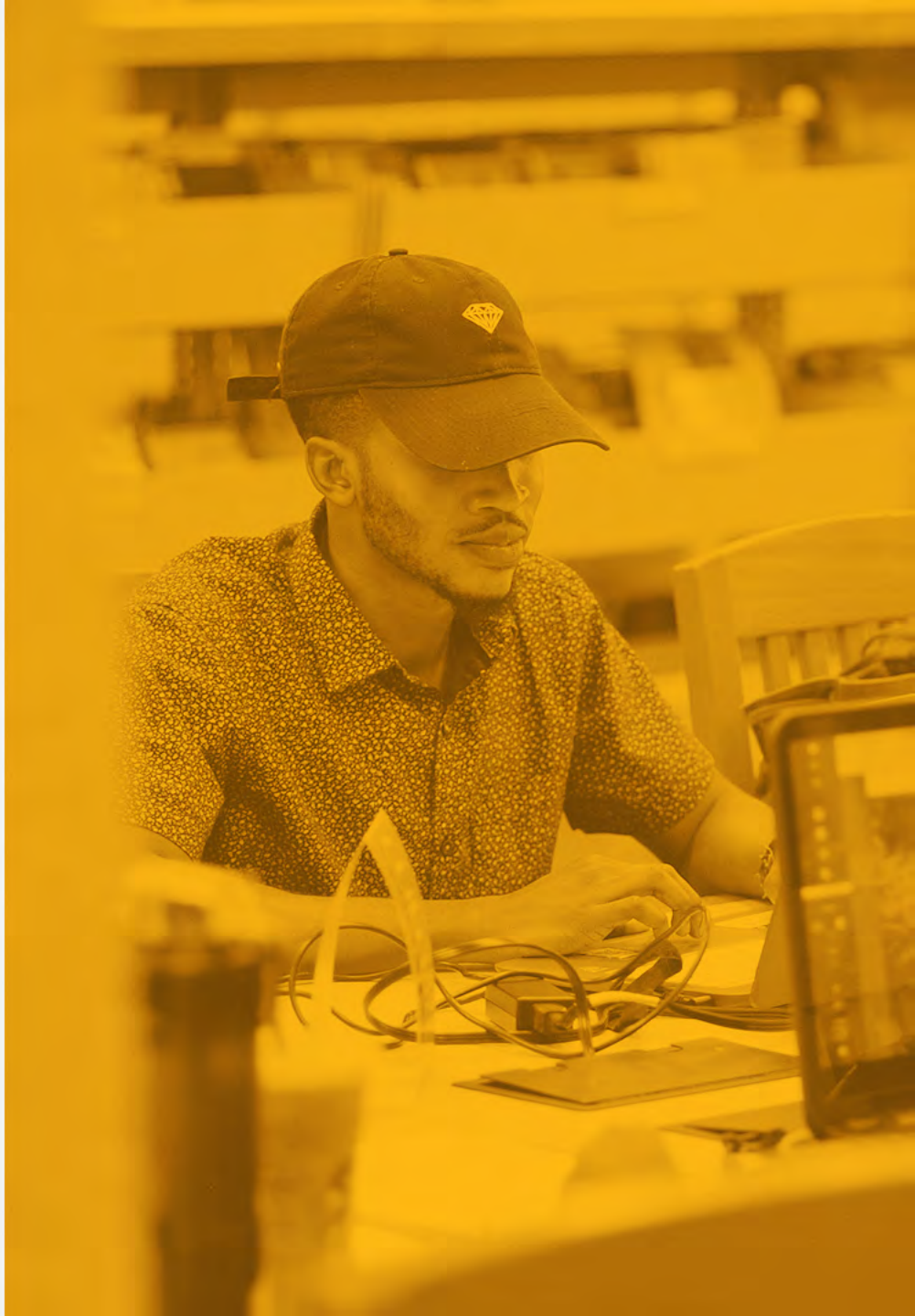

UPDATE: Fall semester academic classes (cont.)

Faculty Training:

- 120 Faculty participated in CTL Summer training
- 200 Faculty participated in Quality Matters training

Class Offerings for the Fall:

- **Total Sections: 1,503**
- **Taught Remotely: 1,316**
  - *Online* = 369, this includes 9 Independent Studies, 8 Thesis Seminars and 5 Tutored Studies
  - *Remote Learning* = 947
- **Face-to-Face Component: 187**
  - this includes 148 Hybrid, 19 Lectures, 1 Thesis Seminar, 3 Tutored Study, 4 Field Experiences, 2 Internships, 9 Practicums and 1 Student Teaching

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  Graduation: Fewer than 5 degrees conferred

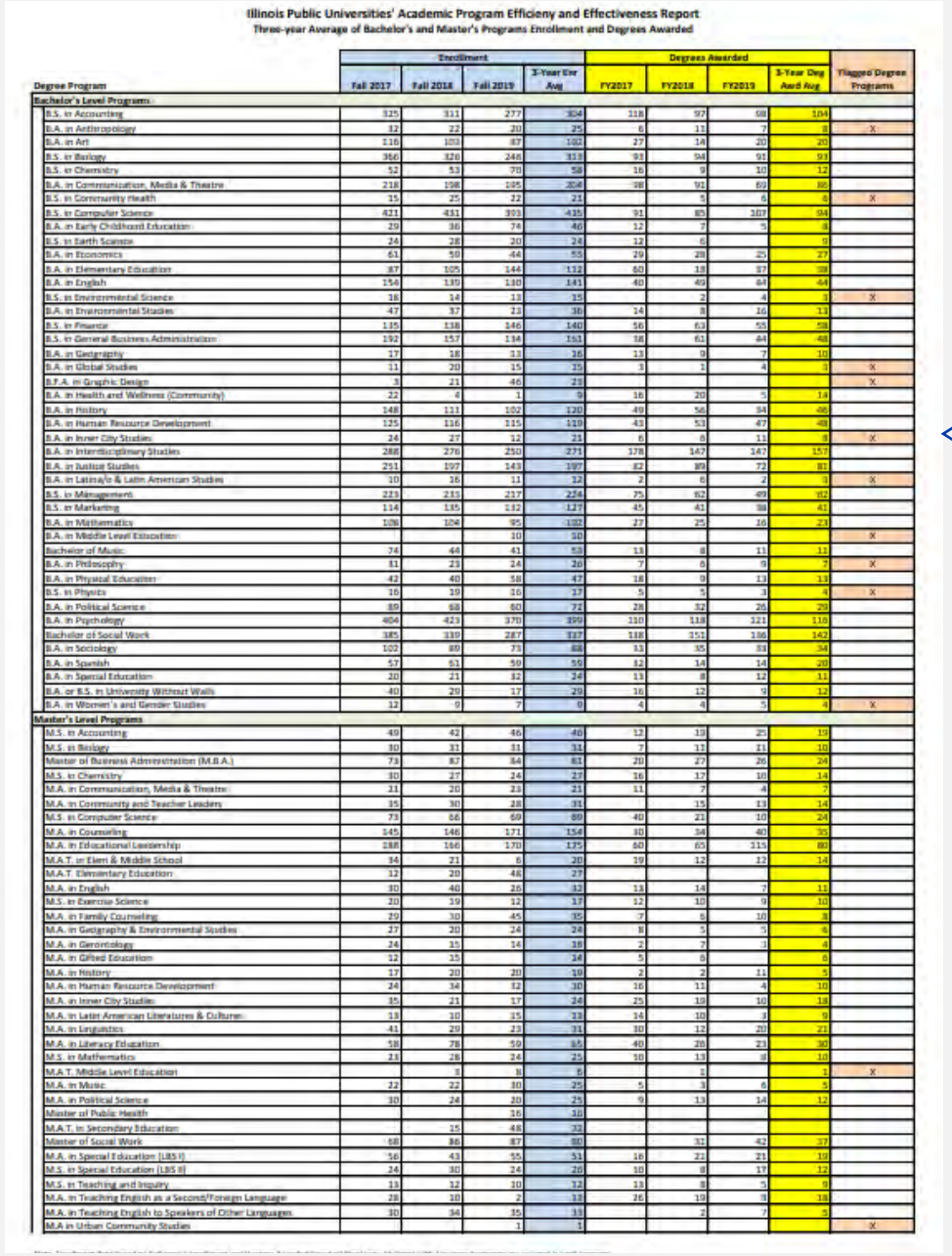
Assessing Academic Programs (cont.)

Review Status Options:

1. **Sunset -** A teach-out period is established and no new or transfer students admitted;
2. **Consolidation**;
3. **Redesign -** Further redesign and program changes will be applied to remediate performance; the program will be reviewed in _____ years;
4. **Justification** - Good Standing/Review in _____ Years;
   Strong Institutional Justification and No Further Action; and,
5. **Continued Review -** The program is placed under continued review to best determine the appropriate status. One of the outcomes (listed above) will be identified after the review is completed.

Assessing Academic Programs: Programs Flagged by IBHE

Three year Average of Bachelor's and Master's Programs Enrollment and Degrees Awarded



Illinois Public Universities' Academic Program Efficieny and Effectiveness Report
Three-year Average of Bachelor's and Master's Programs Enrollment and Degrees Awarded

Degree Program	Enrollment				Degrees Awarded				Flagged Degree Programs
	Fall 2017	Fall 2018	Fall 2019	3-Year Enr Avg	FY2017	FY2018	FY2019	3-Year Deg Awrd Avg	
Bachelor's Level Programs									
B.S. in Accounting	325	311	277	304	118	97	98	104	
B.A. in Anthropology	12	22	20	25	6	11	7	8	X
B.A. in Art	116	103	87	102	27	14	20	20	
B.S. in Biology	366	326	248	313	93	94	91	93	
B.S. in Chemistry	52	53	70	58	16	9	10	12	
B.A. in Communication, Media & Theatre	218	198	195	204	98	91	89	93	
B.S. in Community Health	15	25	22	21		5	6	6	X
B.S. in Computer Science	421	431	393	435	91	85	107	94	
B.A. in Early Childhood Education	29	36	74	46	12	7	5	8	
B.S. in Earth Science	24	28	20	24	12	6		9	
B.A. in Economics	61	59	44	55	29	28	25	27	
B.A. in Elementary Education	87	105	144	112	60	18	87	88	
B.A. in English	154	139	130	141	40	49	84	44	
B.S. in Environmental Science	18	14	13	15		2	4	3	X
B.A. in Environmental Studies	47	37	23	36	14	8	16	13	
B.S. in Finance	135	138	146	140	56	63	55	58	
B.S. in General Business Administration	192	157	134	161	38	61	84	48	
B.A. in Geography	17	18	13	16	13	9	7	10	
B.A. in Global Studies	11	20	15	15	3	2	4	3	X
B.F.A. in Graphic Design	3	21	46	23					X
B.A. in Health and Wellness (Community)	22	6	1	9	16	20	5	13	
B.A. in History	148	131	102	120	49	56	94	66	
B.A. in Human Resource Development	125	116	115	119	43	53	47	48	
B.A. in Inner City Studies	24	27	12	21	6	6	11	8	X
B.A. in Interdisciplinary Studies	288	276	250	271	178	147	147	157	
B.A. in Justice Studies	251	197	143	197	82	89	72	81	
B.A. in Latina/o & Latin American Studies	10	16	11	12	2	6	2	3	X
B.S. in Management	223	233	217	224	75	82	49	82	
B.S. in Marketing	114	135	132	127	45	41	38	41	
B.A. in Mathematics	108	104	95	103	27	25	16	23	
B.A. in Middle Level Education			10	10					X
Bachelor of Music	74	46	41	53	13	8	11	11	
B.A. in Philosophy	31	23	24	26	7	6	9	7	X
B.A. in Physical Education	42	40	58	47	18	9	13	13	
B.S. in Physics	16	19	16	17	5	5	3	4	X
B.A. in Political Science	89	68	60	72	28	32	26	29	
B.A. in Psychology	404	423	370	399	110	118	121	116	
Bachelor of Social Work	385	339	287	337	118	151	186	142	
B.A. in Sociology	102	89	73	88	33	35	33	34	
B.A. in Spanish	57	61	59	59	12	14	14	20	
B.A. in Special Education	20	21	12	24	13	8	12	11	
B.A. or B.S. in University Without Walls	40	29	17	29	16	12	9	12	
B.A. in Women's and Gender Studies	12	9	7	9	4	4	5	4	X
Master's Level Programs									
M.S. in Accounting	49	42	46	46	12	19	25	19	
M.S. in Biology	30	31	31	31	7	13	11	10	
Master of Business Administration (M.B.A.)	73	87	84	81	20	27	26	24	
M.S. in Chemistry	30	27	24	27	16	12	10	14	
M.A. in Communication, Media & Theatre	21	20	23	21	11	7	4	7	
M.A. in Community and Teacher Leaders	35	30	28	31		15	13	14	
M.S. in Computer Science	73	66	69	69	40	21	10	24	
M.A. in Counseling	145	146	171	154	30	34	40	35	
M.A. in Educational Leadership	188	166	170	175	60	65	115	80	
M.A.T. in Elem & Middle School	34	21	6	20	19	12	12	14	
M.A.T. Elementary Education	12	20	48	27					
M.A. in English	30	46	26	32	13	14	7	11	
M.S. in Exercise Science	20	19	12	17	12	10	9	10	
M.A. in Family Counseling	29	30	45	35	7	5	10	8	
M.A. in Geography & Environmental Studies	27	20	24	24	8	5	5	6	
M.A. in Gerontology	24	35	14	24	2	7	3	4	
M.A. in Gifted Education	12	15		14	5	6		6	
M.A. in History	17	20	20	19	2	2	11	5	
M.A. in Human Resource Development	24	34	12	30	16	11	4	10	
M.A. in Inner City Studies	35	21	17	24	25	10	10	15	
M.A. in Latin American Literatures & Culture	13	10	15	13	14	10	3	9	
M.A. in Linguistics	41	29	23	31	10	12	20	21	
M.A. in Literacy Education	58	78	59	65	40	28	23	30	
M.S. in Mathematics	23	28	24	25	10	13	8	10	
M.A.T. Middle Level Education		3	8	6		1		1	X
M.A. in Music	22	22	30	25	5	3	6	5	
M.A. in Political Science	30	24	20	25	9	13	14	12	
Master of Public Health			16	16					
M.A.T. in Secondary Education		15	48	32					
Master of Social Work	68	86	87	80		31	42	37	
M.A. in Special Education (LBS I)	56	43	55	51	16	21	21	19	
M.S. in Special Education (LBS I)	24	30	24	26	10	8	17	12	
M.S. in Teaching and Inquiry	13	12	10	12	13	8	5	9	
M.A. in Teaching English as a Second/Foreign Language	28	10	2	13	26	19	9	18	
M.A. in Teaching English to Speakers of Other Languages	30	34	35	33		2	7	5	
M.A in Urban Community Studies			1	1					X

Flagged B.A. level Degree Programs:

B.A. in Anthropology
B.S. in Community Health
B.S. in Environmental Science
B.A. in Global Studies*
B.F.A. in Graphic Design*
B.A. in Inner City Studies
B.A. in Latina/o & Latin American Studies
B.A. in Middle Level Education
B.A. in Philosophy
B.S. in Physics
B.A. in Women's & Gender Studies

Flagged M.A. level Degree Programs:

M.A.T. in Middle Level Education
M.A. in Urban Community Studies*

Fall 2019 Course Data

Discipline (flagged degree programs)	No of Sections	Credit Hours	Credit Hours per section	Students per section
Anthropology	13	617	47.5	15.8
Community Health	-	-	-	-
Environmental Science	3	93	31	10.3
Global Studies*	3	46	15.3	5.1
Graphic Design*	-	-	-	-
Inner City Studies	5	249	49.8	16.6
Latina/o & Latin American Studies	5	249	49.8	16.6
Middle Level Education	7	41	5.85	1.95
Philosophy	23	1,256	54.6	18.2
Physics	16	864	54	18
Women's & Gender Studies	9	354	39.3	13.1
Urban Community Studies*	3	78	26	8.67

Assessing Academic Programs (cont.)

- **Identify programs to grow/gain alignment**
  - Cultural and Ethnic Studies
  - Reinstate Bachelor's degree in Secondary Education
- **New programs**
  - Each College has been charged with developing a completely online degree
  - RN to BSN to MSN
  - Doctorate in Education
  - Proposed programs between Computer Science and the College of Business and Management:
    - Bachelor's and Master's degrees in Data Analytics
    - Forensic Accounting
    - Digital Marketing and Finance
    - Cyber Security

Questions?

Coronavirus Aid, Relief, and Economic Security (CARES) Funding

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CARES Funds

Higher Education Emergency Relief Funds (HEERF)

- HEERF - Student Aid: $3,035,000
  - To provide emergency financial aid grants directly to students for expenses related to the disruption of campus operations due to the coronavirus
- HEERF - Institutional Portion: $3,035,000
  - To be used for qualified expenses to cover costs associated with significant changes to the delivery of instruction due to the coronavirus
- HEERF – Minority Serving Institutions (MSI): $445,000
  - To be used to support expenses or lost revenues

Governor's Emergency Education Relief (GEER) funds

- To support efforts to recruit and retain students of color, first-generation, and high-need students who are disproportionately impacted by the pandemic and to address digital equity gaps. The allocation to each university is based on the percentage and number of Pell students.
- Awarded to Northeastern: $2,915,146

Northeastern Illinois University

CARES Student Aid: $3,035,000

- Allocated to students, to date: $2,800,000
  - $42 per credit hour for all students enrolled in Spring 2020
  - $15 additional per credit hour for Pell-eligible students

- Remaining: $235,000
  - Renewing Nest students who do not have Social Justice Housing Award will receive the balance of the student funds
  - This will close the grant

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CARES Institutional Portion: $3,035,000

- Refunds to students: $530,000
  - Student fees, parking, The Nest
- PPE and Facilities: $280,000
  - Safety-related expenditures related to COVID-19
- Instructional Technology: $1,480,000
  - UTS-related expenditures
    - Software (D2L, TK20, Banner)
    - Classroom upgrades
- Faculty Support: $360,000
  - CTL, TQM training
- Remaining to allocate: $385,000

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CARES MSI Funds: $445,000

- Supplement for lost revenue: $445,000
  - Revenue shortfalls include parking, auxiliaries, child care, food services, bookstore in addition to enrollment

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GEER Funds: $2,915,000

- These monies are designed to support your efforts to recruit and retain students of color, first-generation, and high-need students who are disproportionately impacted by the pandemic and to address digital equity gaps
- The allocation to each university is based on the percentage and number of Pell students
- NEIU received second-largest amount
- GEER funds gives us one-time unique opportunity to spend on enrollment and retention in the way we have not been able to before

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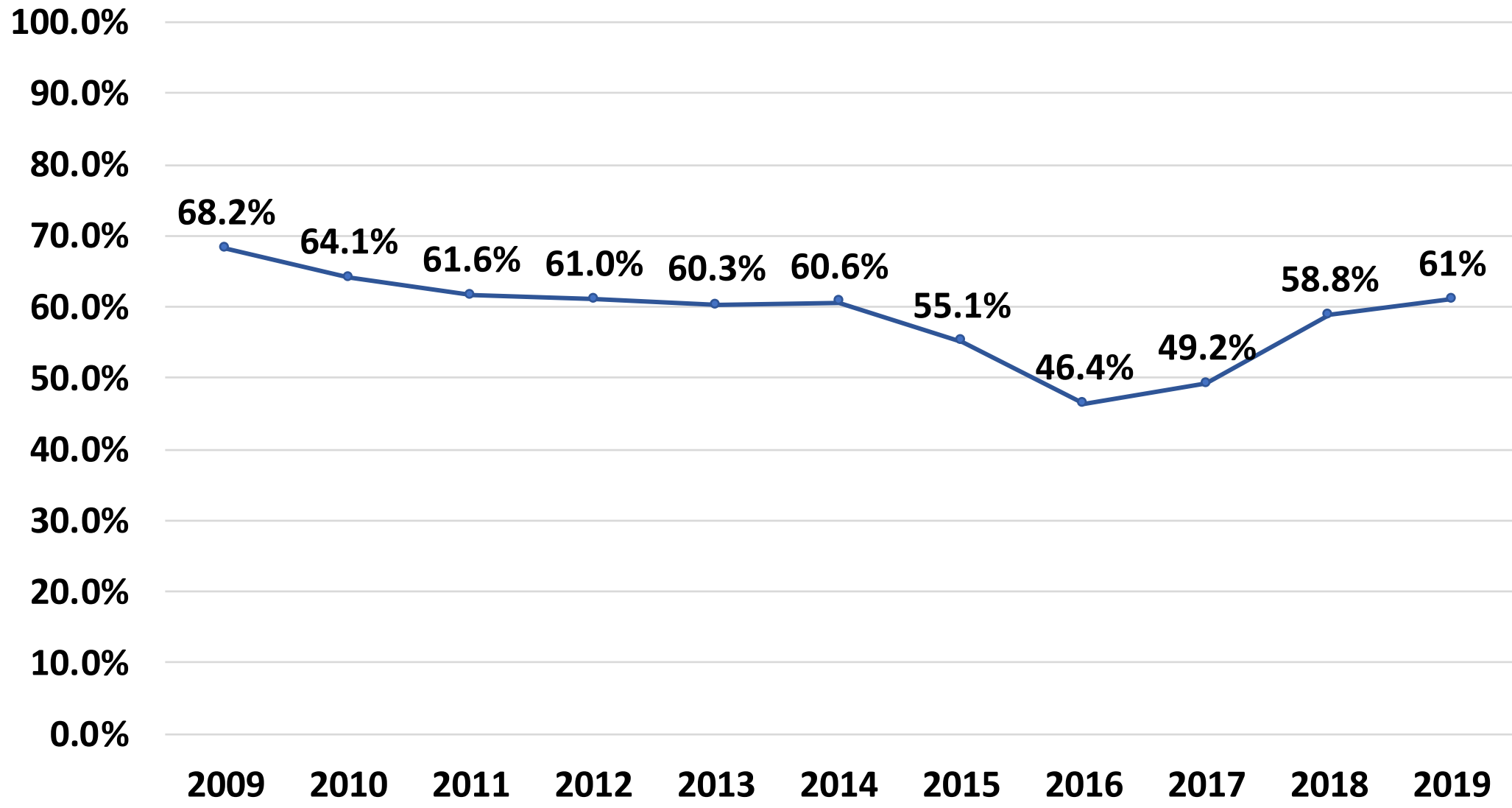
Retention Update
August 20, 2020

2019 Freshmen Registration by Success Program for Fall 2020

Success Program	Fall 2019 Cohort	Total Registered as of August 10	PCT Registered	PCT 2018 Registered at this date last year Cohort
Wentworth	69	39	56.5%	55.1%
General Admit	168	99	58.9%	57.6%
CCICS	11	7	63.6%	60.0%
Project Success	56	30	53.6%	39.5%
Proyecto Pa'lante	89	57	64.0%	64.4%
El Centro	57	37	64.9%	50.0%

FT/FT Freshman Retention Since 2009



Active Students from Past Five Freshmen Cohorts

Year	Active Students (enrolled in one of previous 3 terms or enrolled for fall)	Total Cohort (First-Time, Full-Time)	% of Cohort Active	Declared	Declared % of those Active
Fall 2015	88	708	12.4%	79	89.80%
Fall 2016	161	767	21.0%	132	82.00%
Fall 2017	252	792	31.8%	171	67.90%
Fall 2018	274	425	64.5%	111	40.50%
Fall 2019	393	432	91.0%	61	15.50%
Total	1168				

Transfer student Retention

Year	Number of Students	Percent Retained
Fall 2014	1280	71.6%
Fall 2015	1272	69.5%
Fall 2016	1273	67.9%
Fall 2017	1201	72.2%
Fall 2018	1039	72.1%

Retention in the Colleges (Declared Students)

Fall 2018 students retained in fall of 2019

- Arts and Sciences, 82%
- Goodwin College of Education, 90%
- College of Business and Management 91.6%

University Technology Services

August 2020

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Recent challenges

Among the challenges in the past few months:

- COVID-19 pandemic
- Organizationally lean
- Work-from-home assignments

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When NEIU shifted to remote working and learning, UTS quickly moved to accommodate the new demands.

- Help Desk was set up to work remotely
- UTS staff rotated creating tickets and returning calls
- Worked with Google to enable extended features made available during COVID-19, including online meetings supporting 250 people and a livestream feature used for University forums and Board meetings
- Worked with NEIU staff to enable remote access from home

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For faculty, staff, and students

- Work is starting on implementing a new CRM to improve the recruitment process.
- Forms were digitized to eliminate paper-based processes for HR and Payroll
- Paper forms for faculty assignments and compensation being converted to online workflows integrated with Banner
- 255 laptops purchased for faculty
- 239 Chromebooks purchased for students
- Help Desk working remotely to assist faculty, staff, and students working and learning remotely

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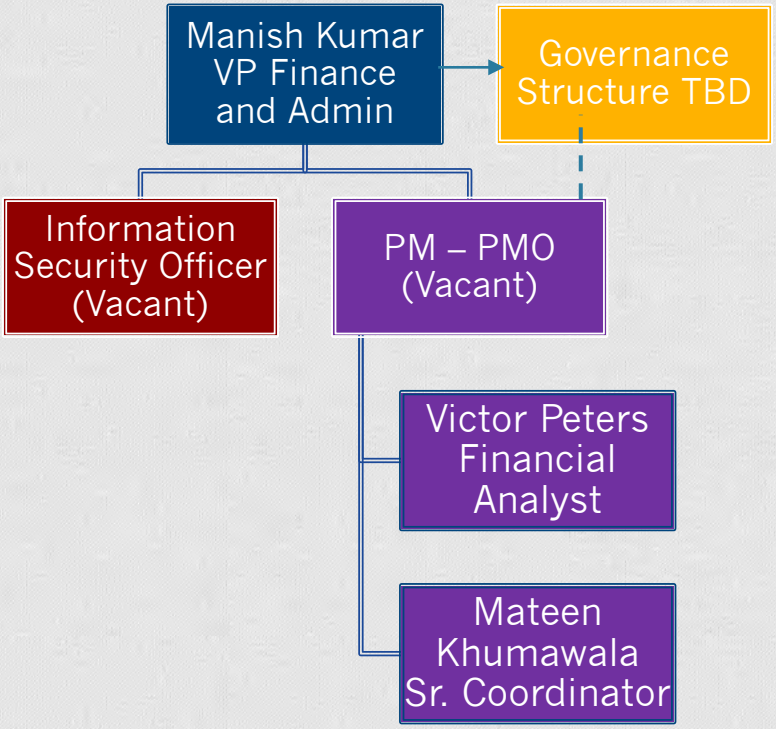
Moving forward



- Creating a Project Management Office (PMO)
- Adding an Information Security Officer responsible for implementing security policies, procedures and training.

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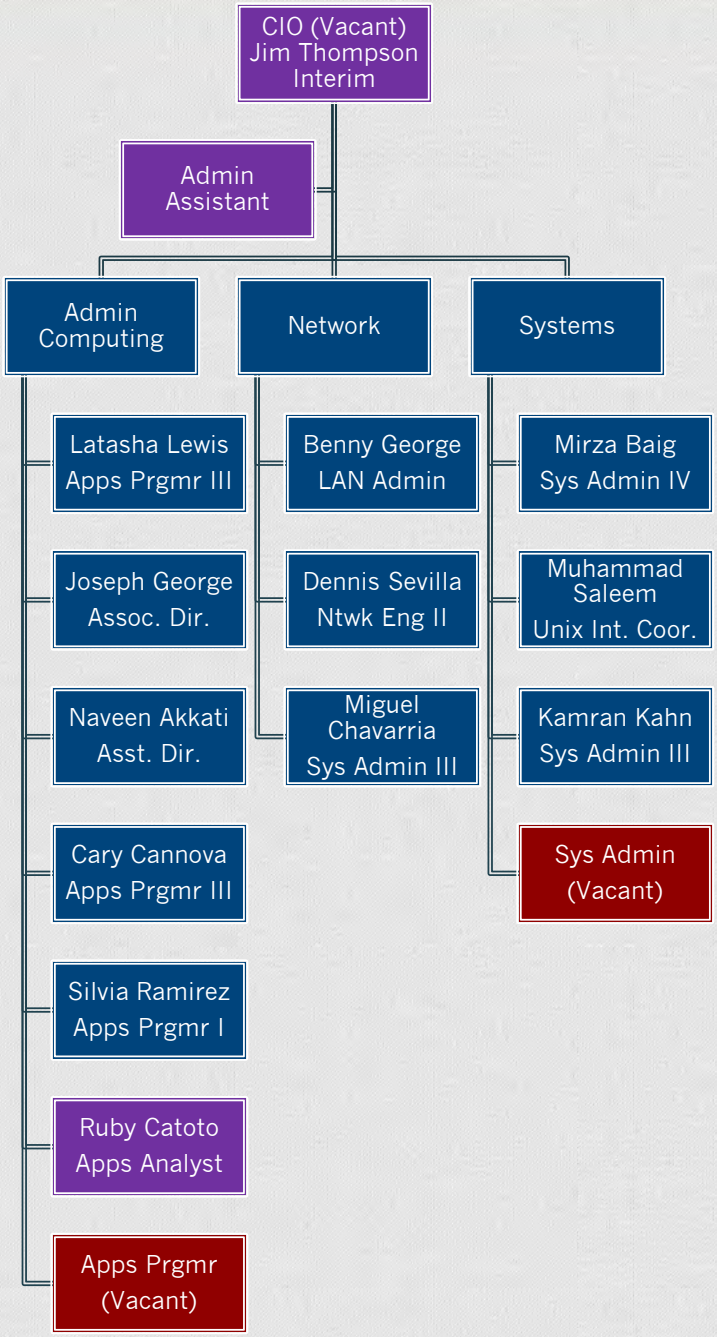

Strategic restructuring

- Elimination of management layers
- Establishing hands-on team leads reporting to CIO
- Adding a programmer position to address growing backlog of automation needs and related maintenance
- Adding a systems administrator to improve system patching, upgrades and maintenance (another audit finding)

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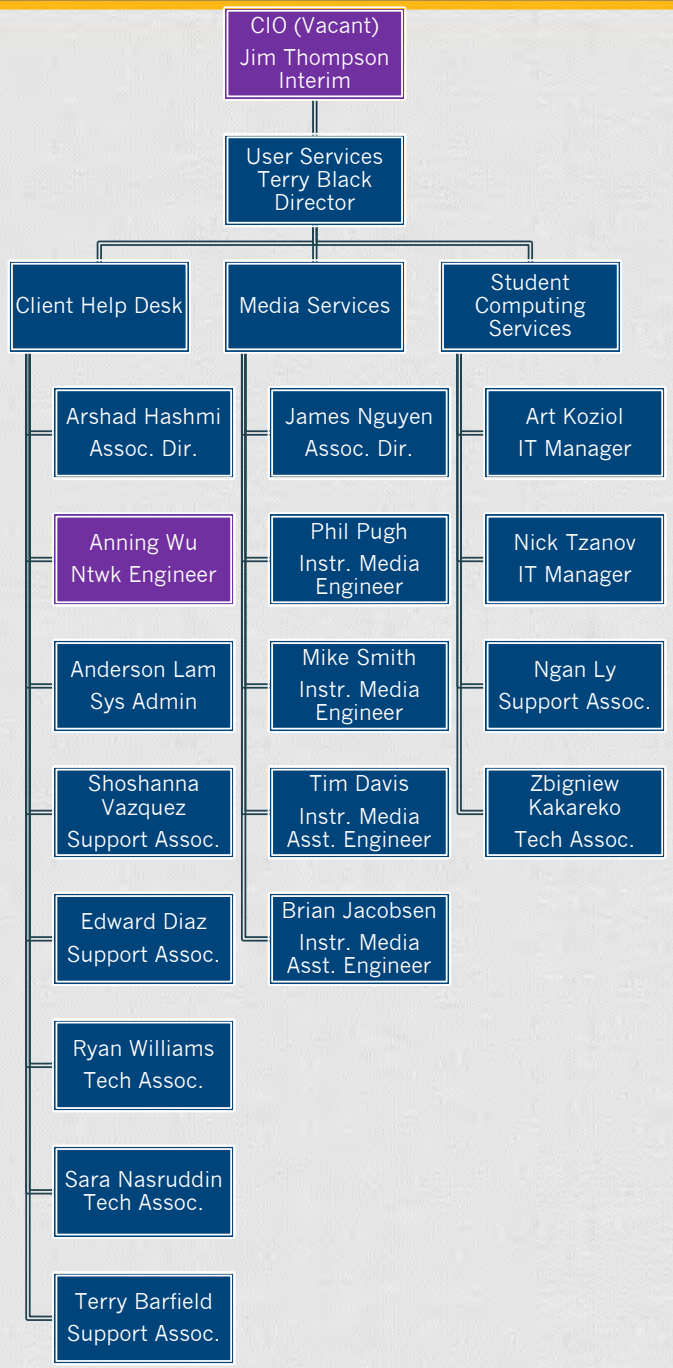

Strategic restructuring

- Adding a network technician position in User Services to improve response time for network-related outages, user moves and adds, and classroom network support

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Looking forward

- We must determine the most cost-effective and efficient path forward for NEIU's server environment.
- Continue to build on NEIU's remote teaching and learning capabilities.
- Continue our progress towards digitization of our business process.

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