

2021-2022 Enrollment and Admissions Policy Committee (EAPC) Final Report

Enrollment and Admissions Policy Committee (EAPC) Members

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Charge 1

In collaboration with the Office of the Provost and the Chancellor:

- (a) review admission standards for MS programs across colleges**
- (b) analyze performance differences, as measured by letter grades, between BS, MS, and PhD students in courses where the three groups are mixed**
- (c) provide recommendations on best practices to improve learning outcomes for students at all levels for these courses**

The EAPC was informed that a new centralized admissions process was being implemented for fall 2023. Due to this upcoming change and the number of other charges the committee was working on, the members of the committee felt this charge could be postponed until the new admissions process is implemented. Additionally, the committee was concerned it was beyond their scope as an enrollment and admissions committee to explore deep programmatic questions.

We, the EAPC, suggest that a special task force be formed to investigate this charge, given that these questions are more related to program curriculum and registrar approval. The members recognize the importance of this charge, it continues to believe it is outside the EAPC standing committee roles (enrollment management, admission standards, recruitment/enrollment practices, retention of students, etc.) and the amount of time necessary to complete would be better aligned with a special SAC task force.

One related issue that the committee heard in meeting with co-op coordinators is that access to co-op advising for graduate interdisciplinary majors has been problematic for some students due to limits of home college designation. The EAPC suggests further study as interdisciplinary graduate degree numbers increase (e.g. COE and Khoury interdisciplinary graduate degrees).

Charge 2

Investigate the issue of 'home college' on student planning in combined-majors, challenges to academic advising, communication with faculty mentors, and preparation for co-op, NU-In, study abroad, and Dialogue of Civilizations programs.

The following conclusions are based on a summation of conversations/interviews with individuals listed at the end of Charge 2 summary:

Combined majors are a key Northeastern University differentiator and a value to an increasing number of students and co-op employers.

Across the university, entering combined majors across colleges grew from 1791 in 2017 to 4696 in 2021, and now account for about one quarter of the entering first year students. Majority of the growth seen in combined majors involve two colleges.

Advisors, faculty, and administrators are dedicated and collaborative across colleges in their efforts to support combined major students in their individual paths to degree, however, inconsistent structures and practices increasingly present challenges.

To best support the growth in combined majors, the university needs to be strategic and purposeful in support of students across colleges to foster ongoing quality relationships and equitable access to resources for both students and advisors.

The 2020-21 EPAC committee report included the following recommendation:

The Committee recommends that the Administrative Advisory Group and Associate Deans across colleges review and adopt practices where a student is assigned two advisors, one for each side of a combined-major, so that they have direct access to timely information and advisors for both areas of their degree.

Based on interviews conducted this academic year, EAPC found that there remains inconsistent access to academic advising across colleges.

WHEREAS combined majors across colleges represent a large and increasing percentage of the undergraduate student population and students pursuing combined majors should not face unnecessary impediments due to college boundaries.

BE IT RESOLVED that the Senate recommend that the Office of the Provost works with Administrative Advisory Group and Associate Deans across colleges to implement a policy where a student is assigned two academic advisors, one for each side of a combined-major (perhaps a primary and secondary advisor to maintain developmental relationships), so that students have direct access to timely information and advisors for both areas of their degree and consider the required effort when allocating resources.

In addition, the Committee recommends that the Office of the Provost work with Academic and Co-op Advisory Groups and Associate Deans across Colleges to create structures and practices that are consistent and student-centered in support of combined majors (especially for those whose combined majors across colleges):

- **Recommendations to Improve Student Experience:**
 - Offer students additional clarity on the implications of home college choice and decision points
 - Consider offering informational and welcome events that are major-focused, rather than college-focused

- Offer student access to co-op advisors and major-specific co-op preparation and workshops regardless of home college and initial co-op preparation area
- Create opportunities for equitable community and knowledge sharing for all students pursuing combined majors (especially for larger combined majors where numbers are split across two colleges)
- Review limitations to access presented by college-focused awards and scholarships
- **Recommendations to Improve University Structures and Systems:**
 - Create practices and systems that more readily track and credit staff workload as student cross colleges
 - Create a university-wide intent to co-op system that allows student intent and co-op placement visibility for advisors across colleges
 - Ensure units have adequate financial and human resources to support combined majors that cross colleges
 - Ensure that all support systems used by students (eg. DRC) be accessible to advisors from both colleges in the combined majors.

Findings and suggestions are based on conversations/interviews with the following individuals:

Provost Office conversation

Bruce Ronkin, Vice Provost for Undergraduate Programs and Policies

College Undergraduate Deans interviews

Laura Green, CSSH Associate Dean of Teaching, Learning, and Experiential Education, Professor of English and Women's, Gender, and Sexuality Studies (*joined by Andy Casasanto-Ferro, Director of Undergraduate Academic Advising, CSS*)

Andrea Raynor, CAMD Associate Dean for Undergraduate Programs, Photography, Teaching Professor

Ben Hescott, Khoury Associate Dean of Undergraduate Education and Experience, Teaching Professor

Jeffery Born, DMSB Senior Associate Dean, Undergraduate Programs, Professor, Finance

College Co-op Directors/Advisors interviews

Veronica Porter (Ronnie), COS Director of Co-op Education and Associate Professor

Lorraine Mountain, COE Assistant Dean & Senior Co-op Coordinator, Cooperative Education

Craig Bettinson, CAMD Director of Cooperative Education for College of Arts, Media and Design

Moira Mannix Votel, Associate Co-op Coordinator & Director of Cooperative Education, Bouve, Department of Physical Therapy, Movement & Rehabilitation Sciences

Dierdre Jordan, Associate Cooperative Education Coordinator, Bouve, Department of Health Sciences, Faculty

Melissa Peikin, Khoury Director of Undergraduate Experiential Learning, Senior Co-op Coordinator

Esther Chewing, DMSB Assistant Dean, Cooperative Education; Senior Co-op Coordinator

UG Student Satisfaction Survey >granted access via Tableau

Rana Glasgal, Associate Vice Provost for Institutional Research and Decision Support

Diana Danelian, Senior Associate Director for Survey Research and Assessment

Detailed findings and suggestions:

In conversation with Bruce Ronkin, the committee learned that pre-pandemic a task force was formed by the Provost's Office (comprised of faculty or administrators from all colleges) to address the opportunities and challenges of supporting combined majors. The task force did not generate an official report. A changing landscape (partially due to the pandemic) resulted in the Provost's Office sharing only general discussion topics with the committee. For example, Khoury College of Computer Sciences made a change in their process for combined majors (starting with incoming students in Fall 2022), in that they will be able to choose Khoury or the other College for their major as home college.

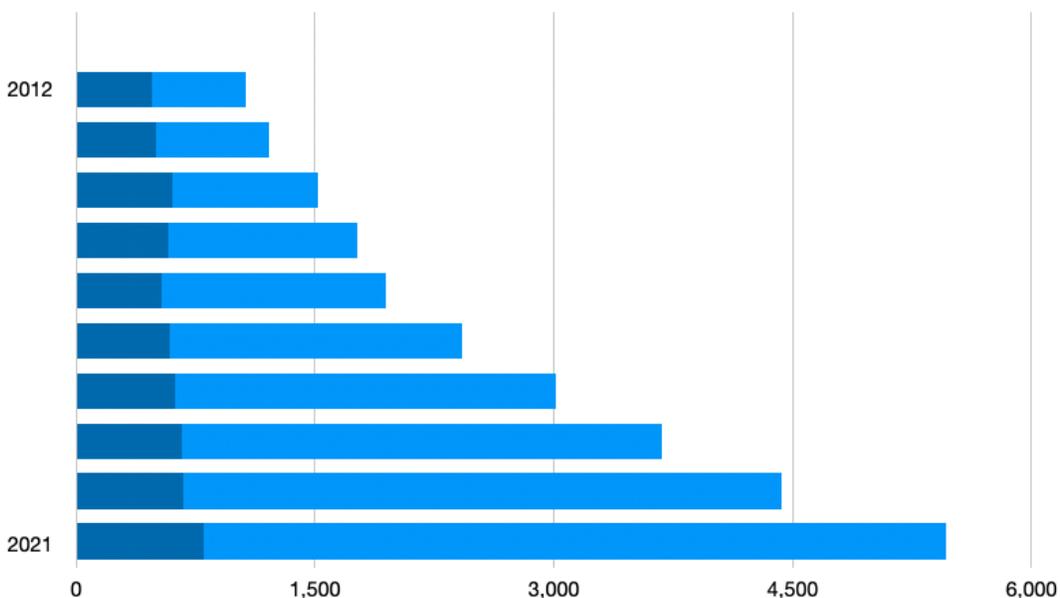
The committee acknowledges the yet unknown impacts of the change allowing incoming Fall 2022 Khoury College of Computer Sciences combined majors to choose their home college (whereas in the past Khoury was home to all CS combined majors). The College of Engineering, COE, will remain the home college for all engineering combined majors due to ABET accreditation standards.

Across the university, entering combined majors across colleges grew from 1791 in 2017 to 4696 in 2021, and now account for about one quarter of the entering first year students. (Source Sundar Kumarasamy presentation 1/19/2022 Faculty Senate)

Most of the combined major growth is in combined majors shared between two colleges. (see Table 1)

Table 1: NU undergraduate students pursuing combined majors both within the same college (displayed in dark blue in the chart) and combined majors shared between two colleges (displayed in bright blue in the chart), 2012-2021. Source: tableau.northeastern.edu **Fact Book – Enrollment**

Fall	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
combined majors both within same college	474	504	601	580	534	587	622	663	670	797
combined majors shared between multiple colleges	587	702	917	1,185	1,407	1,836	2,390	3,018	3,755	4,665
total undergraduate combined majors	1,061	1,206	1,518	1,765	1,941	2,423	3,012	3,681	4,425	5,462
total undergraduate FT enrollment	16,684	17,106	17,511	18,128	18,107	18,464	18,687	18,921	19,462	20,838
percentage undergraduate FT students pursuing combined majors	6%	7%	9%	10%	11%	13%	16%	19%	23%	26%



In the Enrollment Management report to the Faculty Senate on 1/19/22, Sundar Kumarasamy presented enrollment year-by-year from 2017 to 2021. The data included the students in combined majors across multiple colleges broken down by the primary (home) and secondary college (Bouve, CAMD, COE, COS, CSSH, DMSB,

Khoury). These data show substantial growth in combined majors across all colleges. For example, Bouvé had only 5 combined major students enter in 2018 and had 211 enter in 2021. In Khoury, the college with the highest percentage, the entering combined majors grew from 830 in 2017 to 1830 in 2021.

Combined majors are a key Northeastern University differentiator and a value to an increasing number of students.

Existing practices

- Many acknowledged the value of combined majors to students, parents, co-op employers, future employers especially a good fit for attracting the increasingly selective student admissions profile with diverse interests
- The Provost Office changed policies so that combined majors stem from college and department synergies rather than be student initiated (as some were in the past). Independent majors can be used to support individual student-initiated combinations

Considerations/suggestions for future

- University-wide systems are needed to support the increase in combined majors and ensure quality outcomes
- It is imperative to retention and program reputation that combined major students have equitable access to information, people, and systems to navigate decisions and opportunities
- We need to think openly about how the systems and structures across the University can better support interdisciplinarity

There is inadequate preparation and access to information at first-year decision-making regarding the implications of home college choice

Existing practices

- students choose home college via Common App without a clear understanding of the implications of that choice
- during summer orientation, first-year advising sessions, and intro to college courses there is additional information provided that clarifies home college implications, but that process is inconsistent

Considerations/suggestions for future

- more explicit communication or junctures provided for students regarding the implications of home college choice
- integration courses at sophomore level that elucidate the synergies of the combined fields

Student access to co-op advisors and co-op preparation follows (and is sometimes limited by) student home college designation.

Existing practices

- Student access to all posted co-op jobs through NUWorks makes the home college boundaries less restrictive and has been working very well
- Procedures for cross-college co-op advising vary by college; however, most colleges do something to try to accommodate combined majors

examples:

- *Walk-in hours for access to co-op advisors*
- *Referral to a specific co-op advisor in another college (based on major) by home college co-op advisor*
- Co-op advisors and directors work extremely hard to serve students, but they are often the sole source of needed information and connection with other colleges
- Access to co-op preparation classes in non-home college is difficult to access, necessitating home college changes
- There were previous initiatives to ensure common learning outcomes across all University co-op classes, but there is a percentage of course content or workshops in each college or unit that offers distinct preparation specific to certain majors

- Students have the impression that they are denied something if they cannot access the co-op classes they want.

examples:

- Khoury workshops with alumni/employers on technical interviews with whiteboard of real-time solutions
- CAMD modules on visual portfolio preparation
- CSSH political science connections with civic organizations
- DSMB workshops with employers and alums (divided into three umbrella areas within business)

Considerations/suggestions for future

- Allow students to take two co-op classes, one on each side of degree as desired
- Provide modular content from co-op classes that includes distinct preparation specific to certain majors could be made available to students from non-home college (could provide access to online Canvas modules or access to short in-person workshops)

Staff workload credit and adequate resources to support students whose majors cross colleges are hard to manage and track.

Existing practices

- There is no uniform system that tracks which college supports a student for a given co-op. This can create invisible loads on the advisors, and this is a concern when resources are allocated.
- There is no straightforward way for advisors to manage and report workload when they support students assigned to other college co-op advisors
- Concerns were raised about equity as compared with typical majors, that combined majors currently require more advising resources and if they have access to advisors in two colleges resource needs would be even higher.

Considerations/suggestions for future

- Create a standardized, online "intent-to-coop" form might help to address lack of up-to-date information when a student has chosen to work with other college co-op advisors
- Generally, there seem to be fewer problems working across colleges in co-op advising than in academic advising, but it is still important to allocate resources equitably as inconsistent access policies seem to be driven by limited resources

There is inconsistent access to communities and relevant resources in both areas of combined majors.

Existing practices

- Students in combined majors with numbers split across two colleges results in students attending separate welcome and orientation events and receiving different information
- Awards and scholarship funds organized by Colleges, may inconsistently be available to students following the same combined major but in different home colleges

Considerations/suggestions for future

- To maintain equity, events and information should be organized around larger majors, and not have the students split by college, e.g., welcome events
- Combined majors need access to various systems regardless of home college
- College awards and college scholarships should not be limited by home college

Inconsistent practices across colleges is confusing and adds impediments for combined major student success.

Existing practices

- Inconsistent practices in student access to academic advising persists
examples:
 - Khoury plans to make visible in Navigate both a primary and secondary advisor (one for each half of degree)

for combined major students
- CSSH allows combined major students access to CSSH academic advisors only if CSSH is their home college - similar to co-op advisor access, DMSB allows non-DMSB home college students access only through walk-in hours

Student perspectives

The committee wanted to include student perspectives and considered focus groups but did not have enough bandwidth to undertake student information gathering this academic year.

We determined a good beginning point for student perspectives would be the data from the **Undergraduate Student Satisfaction Survey**. We reviewed the questions and examined response data, separated by single majors, combined majors within the same college, and combined majors across different colleges. We observed no striking differences, but we saw a slightly lower rating from combined majors in two questions: “How satisfied were you with the following aspects of your major? Quality of advising” and “How well prepared do you feel with respect to... Identifying your immediate career goals? or identifying your long-term career goals?”.

*The Committee recommends that Northeastern University Decision Support review and revise the **Undergraduate Student Satisfaction Survey** to be more inclusive of undergraduate combined majors and allow better access to future data regarding the student experience of combined majors (whether within a single college or across colleges)*

Undergraduate Student Satisfaction Survey (problematic questions excerpted)

We propose the following backward compatible survey revisions:

Existing question:

On the whole, how satisfied were you with your major?

Proposed revision:

On the whole, how satisfied were you with your major or combined major?

Existing question:

If you have more than one, report the major from your primary college

Proposed revision:

~~If you have more than one, report the major from your primary college~~

Remove this phrase or qualify that it only applies to double majors, not combined majors.

Existing question

How satisfied were you with the following aspects of your major?

Proposed question

How satisfied were you with the following aspects of your major **or combined major**?

Charge 3

Review university efforts to address the mental health needs of students, including WeCare and UHS support, and other NU mental health resources.

UPDATED from January 2022 EAPC SAC Report.

In order to address Charge 3, EAPC sent out a series of questions related to mental health resource access to the whole faculty via the SAC Faculty Survey. Overall, 367 faculty members completed the survey, 61% non-tenure track faculty and 38% tenure track faculty.

Findings:

Only 53.41% had seen the Faculty Guide: Supporting Student Mental Health Guide (released FL 2021) developed by the Provost's Office, implying we need to further evaluate how the information is shared and integrated into the workflow for faculty/staff. Additionally, there was minimal confidence in our faculty that they could support students with mental health issues and direct them to the correct resources. To note: currently, department chairs are asked to send them to their faculty. Information was also presented at Faculty Senate, posted on their website and shared in the Faculty Senate Newsletter. This information is also posted on the Provost Website.

EAPC recommends the following, with insights from Deb Franko, Senior Vice Provost for Academic Affairs:

- Including the Faculty Guide: Supporting Student Mental Health Guide in pre-term emails sent out to all faculty moving forward.
- Developing a self-paced, situational training module for faculty, as well as developing a decision tree for faculty to utilize.
- Integration of advisors into the flow or working with students / faculty or have point people within colleges that are 'enhanced mental health' responders to support the University initiatives
- Integration of mental health resources with active links available on Canvas (on the home page) and course syllabi. Please note that the Provost Office is already working on this and the resource info has been posted on the homepage to Canvas.
- Updated Faculty Guide: Supporting Student Mental Health Guide was disseminated February 2022.

March 30, 2022 –

EAPC members met with Dan Solworth (Vice Chancellor, Wellness & Student Success), Christine Civileto (Interim Executive Director of UHCS) and Kellianne Carfi (Director of Wellness Initiatives, UHC) to explore a collaborative approach to the advancing the JED Campus program at the University. All parties had been in prior separate discussions with the JED Foundation, Director of Higher Education Outreach to learn what was needed to become an active member within the JED Campus programs and their outcome metrics of success. While the focus will reside in student affairs, we learned that there needs to be a strategic partnership and a purposeful involvement of both academic (faculty) and student affairs for successful implementation.

In January 2022, the EAPC made a recommendation to the SAC "The University should consider reaching out to leading foundations – e.g., the JED foundation – offering mental health awareness programs (and efficacy measurements) on university campuses by March 31, 2022. This effort would recognize that such foundations often have best practices on how faculty can serve an impactful role and how to best engage faculty in such processes." Given the recent meeting, the EAPC is moving the recommendation to a formal resolution.

Information Reported to the SAC in January 2022:

The committee contacted the following individuals: Debra Franko (Senior Vice Provost for Academic Affairs), Constance Yowell (Senior Vice Chancellor), Dan Solworth (Vice Chancellor, Wellness & Student Success) and Mike McCarthy (Director, Student Support Initiative). The following resources were shared:

- Learned that the Faculty Guide: Supporting Student Mental Health was created by the Senior Vice Provost for Academic Affairs, University Health and Counseling Services, and the Office of Prevention and Education at Northeastern.
- The process for communication / sharing the guide to faculty / staff seemed to be unclear. The Faculty Guide was shared with Associate Dean of Faculty to share in Colleges / Units – however, the EAPC members did not feel the sharing was systematic nor the communication where the document will 'live' for future reference OR plans for keeping the document up to date.

- Student Affairs Wellness and Student Success program hosted Mental Health Awareness week from Oct. 10-15, 2021, incorporating events across the Boston campus (in collaboration with Colleges and the Center for Spirituality, Dialogue, and Service) featuring yoga, mindfulness, and spirituality through art.
- Based on most recent 'search' (10/25/2021), the guide is available at:
 - o <https://provost.northeastern.edu/app/uploads/Faculty-mental-health-guide-final.pdf>
 - o <https://www.northeastern.edu/uhcs/health-and-wellness/faculty-guide-supporting-student-mental-health/>
- Creation of the Student Support Initiative (SSI):
 - o **Stakeholder Wiki:** provides a 'deep' dive on all things SSI
https://miro.com/app/board/o9J_l92wSnI=
 - o **Overview of the SSI:**
 - SSI pairs first year undergraduate students with a 2nd year or above student called a Student Success Guide (SSG)
 - Much of their engagement takes place on an app called MentorHub NU
 - When students log in for the first time, they are told that MentorHub is not to be used for emergencies and given a list of resources to use if they need immediate assistance.
 - Throughout the SU 2021 the SSI team worked with stakeholders throughout the University to put together a comprehensive knowledge base of resources available to students
 - Our SSI Staff – our Success Coordinators (SCs) and SSGs - received training from UHCS and OPEN staff on appropriate responses and processes
 - Through MentorHub NU, SSGs can direct students to appropriate referrals
 - These referrals and resources include all areas of the University, including key health and wellness resources like UHCS, OPEN, the DRC, WeCare, and others
 - The knowledge base housed on MentorHub NU is ever-expanding as processes changes and resources grow
 - We have a tiered model in place to handle all well-being cases and that Success Coordinators will work with SSGs and the students in these situations.
 - As of 10/5 – 77 referrals related to health and wellness have been made by SSGs have included items like find@northeastern, working with the nutritionist, connecting with staff supporting NUSHP, among others.
 - o **Communication with Students, Advisors, and Faculty**
 - All first-year students completed a module related to SSI as part of their online orientation materials
 - Students received timed e-mails from SSI Director, their Success Coordinator (SC), and their SSG
 - Residential Life staff provided print materials and talking points to help get first year undergraduate students onto MentorHub NU
 - Ongoing meetings with SSI Associate Directors (ADs) and representatives from advising for the different colleges
 - SSI team members tabling in key locations around campus including residence halls, high traffic areas, and attending events
 - Other outreach includes social media and upcoming "Street Team" where SSGs move around campus to get the word out
 - Select faculty members/colleges inviting SSI team members to come in to speak in first year seminar meetings
 - These meetings are continuing throughout the Fall semester

EAPC recommends (January 2022 Reporting to SAC):

1. An assessment is performed by central administration of the value and accessibility of the resources (WeCare, MentorHub – SSI, etc.) offered to students from the faculty, staff and students' perspectives by March 31, 2022;
2. Provost Office, Wellness & Student Success and / or Student Support Initiative create a strategic and coordinated communication plan about the available resources for faculty, staff and students (e.g., at the beginning of each semester, prior to finals, included in new hire orientation, student orientations, creation of a centralized website etc.) by January 31, 2022.

EAPC resolution

WHEREAS given the importance of mental health on campus as evidenced by the recent creation and distribution of the Faculty Guide: Supporting Student Mental Health by Senior Vice Provost for Academic Affairs, University Health and Counseling Services, and the Office for Prevention and Education at the University, the increased presence of the student organization Active Minds at Northeastern, and the prominence of the JED Foundation as the leading organization with best practices assisting college campuses across the country on the emotional health of students.

BE IT RESOLVED that the Senate recommend that the Office of the Provost collaborates with Vice Chancellor, Wellness and Student Success, in the University's Office of Students Affairs (under Senior Vice Chancellor of Student Affairs) and faculty representatives from the colleges to engage, financially support and assist in the full implementation (4-year commitment) of the JED Campus program at the University.

Charge 4

Follow up on the establishment of clear and transparent procedures for advisors to refer to students WeCare
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The committee met with Tom Sheahan (Senior Vice Provost for Programs and Policies) and Bruce Ronkin (Vice Provost for Curriculum and Programs).

- Learned that a common platform (Navigate) is used by advisors as well as by WeCare and athletic advisors.
 - o Academic advisors and WeCare use Navigate, this allows for tracking and coordinate efforts. Advisors can then do this on Navigate and refer the student on WeCare and a brief synopsis of why. WeCare can then close the circle on this, so the advisors know.
- Learned that WeCare hired additional support, unclear if the number of individuals working within WeCare is sufficient for the caseload / work being referred.
- The organization is centralized under Dan Solworth (Vice Chancellor for Student Success).

The goal of establishing "clear/transparent procedures for advisors to refer students to WeCare" appears to be achieved.

Initial review of the 11/01/2021 report, SAC asked for clarity on the comparison of the FACT vs NAVIGATE and the communication plan to all faculty. Response from Bruce Ronkin, Vice Provost for Undergraduate Programs and Policies (11/10/2021)

Could we get a comparison of the two systems—FACT and Navigate—ie do you have something on this when the systems were being evaluated?

- FACT and Navigate are not comparable applications so I can't really compare them for you.
- FACT is a Northeastern-built application that has only one focus: it is an early warning system where faculty report to students and academic advisors how their students are doing in class.
- Navigate is a commercial product made by Education Advisory Board (EAB) that provides a full suite of Student Success applications, data analysis, and reporting. It is used by academic advisors and support offices around campus. One of its many modules is an early warning system called Progress Reports.

How has the changeover to NAVIGATE been communicated out to all faculty?

- Academic advisors at Northeastern have been using Navigate since 2013. We started exploring the Progress Reports module of Navigate in Spring 2020 when we concluded that the features had evolved to point that they had surpassed FACT in some cases. We began with a small pilot that semester with the Explore and General Studies Program and focused on two courses: FSEM 1000 and ENGW 1111 working closely with the faculty in those courses getting feedback on their experience. The faculty were positive about the experience and we decided to do a pilot in another college.
- In Summer 2020, we made some tweaks based on the first pilot faculty recommendations and we launched a pilot in Khoury and DMSB with its courses CS 3200 that had 87 students, 4 sections of CS 3500 (339 students), and MGSC 2301 with 34 students. The Associate Deans and Advising Directors worked closely with the faculty to prepare them for the pilot. Again, it was successful with faculty citing the reduced clicks involved and the more efficient overall process, and we also learned a lot about how to tweak the settings to meet our needs.
- We then did a much larger pilot involving all of Khoury College in Spring 2021, using Progress Reports for all undergraduate and graduate courses in the college. Associate Dean Ben Hescott led the way on this and it was very successful showing that we could work with a large number of students and faculty. And having computer scientists provide feedback was especially helpful.
- Of course, COVID was in full swing and we were all focusing on bigger issues during 2020-2021. We waited until Fall 2021 to move ahead to the next step. Based on the response from the faculty in the pilots and the feedback from the academic advisors, we prepared for an even wider rollout in Fall 2021. During Summer 2021, a communication went out to faculty letting them know that we would be using Progress Reports in the fall, described briefly how it worked, and that they would be receiving an email with a link and more information once we were into the fall semester. That information went out four weeks into the semester. Both communications included contact information for questions and assistance including a dedicated email address, ProgressReports@northeastern.edu
- The overall faculty response rate was equivalent to FACT. The large majority of faculty had a smooth experience. Advisors are now working with all students identified as being of concern. We did identify a small number of issues that caused some faculty challenges, especially large courses like labs with one main instructor and a group of lab instructors where the preference for who completes the progress report varies from course to course. There were also a few cases where a professor clicked “finish” when they weren’t finished and we are working to make sure this will be clearer to everybody.
- So, we are learning more with each step. Three key points:
 - 1) FACT was very involved and required too many steps for faculty—especially instructors of large classes. Progress Reports (as we learn from our experiences and set it up just right) will enable us to make things easier for faculty
 - 2) Progress Reports creates a “case” for each student that gets a Progress Report concern. This case is then tracked in Navigate, keeping records of each participating office’s involvement (tutoring, GEO, Honors, etc.), and allows a case to be “closed” when it is solved. The data can then be analyzed in larger ways to see how effective we are at identifying, responding, and solving cases (FACT can’t do any of that),
 - 3) FACT still exists on our servers, I believe it is still being used to some extent in CPS, and we can bring it back to other colleges if we choose, but given the advanced features in Progress Reports, I don’t think we’ll see advisors or faculty request this.

EAPC Recommends (January 2022 Reporting to SAC):

1. An assessment is performed by the Provost Office of the functioning of the Navigate referral procedures from the point of view of the advisors by March 31, 2022.
2. An assessment is performed by the Provost Office of the reorganization under the Vice Chancellor for Student Success by March 31, 2022.

3. An assessment is performed by the Provost Office of FACT versus Navigate by March 31, 2022.

Charge 5

Follow up on recommendation that Provost's Office report to the Faculty Senate on progress in procuring an updated online platform for individual student plans for student, advisor, and faculty mentors (as moved in EAPC 2018-19 1st Resolution).

Siham Doughman (Associate Vice President and University Registrar) and Bruce Ronkin (Vice Provost for Undergraduate Programs and Policies) are leading the effort to implement an updated online platform for individual student plans for students, advisors, and faculty mentors.

The committee was referred to Siham Doughman by Bruce Ronkin and Tom Sheehan. Siham presented to the committee the implementation plan for Northeastern University's switch from **DARS, Degree Audit Report to uAchieve Planner**, both provided by the company CollegeSource. **uAchieve Planner** is a "modern academic planning tool that allows students to build personalized term-by-term plans on their path toward graduation." Future implementation will include **uAchieve Degree Audit** "a flexible degree audit system designed to track progress toward degree completion and certify students for graduation." CollegeSource urls: <https://www.collegesource.com/products/planner/> and <https://www.collegesource.com/products/uachieve/>.

The **uAchieve Planner** empowers students to build personalized term-by-term plans on their path to graduation in concert with academic advisors, helping them stay on track to meet their goals. **uAchieve** is a cloud-hosted solution and will offer insight via student planning data to colleges and departments to better forecast course demand.

Schedule (*admittedly an aggressive timeline*)

October 2021

planning transition from DARS to uAchieve

March 2022

launch live pilot exclusively with academic advisors

pilot with possibly two college(s) TBD, dependent on access to 4 years of future data

Summer/Fall 2022

Degree Audit system data fully in the cloud

Go live to students Summer 2022 (date TBD)

Future phases

rollout **uAchieve** to graduate students

implement **uAchieve** Degree Audit

Responses to additional EAPC questions that we believe are imperative for understanding the new system and will need to be further evaluated:

- Combined majors that have registrar codes and approved requirements will be available in uAchieve
- Students with 4+1 degrees will have access to undergraduate planner and then graduate planner in future
- Independent majors are harder to map to degree audits and planners and need further study
- Up to 10 advisors are allowed to be mapped to each student, allowing access by advisors across colleges for combined majors
- Faculty mentors and undergraduate program coordinators can be allowed access to uAchieve, dependent on college and department policies
- CPS is currently using Ellucian's **Degree Audit** for some of their students and these students could be transitioned to **uAchieve** in the future
- The projected course offerings are loaded into the system for four years into the future. The default offerings are based on historical patterns and can be updated dynamically.

Initial review of the 11/01/2021 report, SAC asked for clarity on the communication plan to all faculty, staff and students. Response from Bruce Ronkin, Vice Provost for Undergraduate Programs and Policies (11/10/2021)

What is the communication plan out to faculty staff and students regarding the implementation of uAcheive?

The Registrar's Office is leading the implementation of the uAchieve Academic Planner and they are still in the early stages of getting going. They are already doing active communications with associate deans and academic advising directors as they do these initial steps. Communications to students and faculty won't begin for a while because student access to the system won't begin until summer or fall 2022. The colleges will determine the exact date based on when they are ready to launch (colleges will begin testing and exploring the system March 15, 2022 but it will take them through the spring and summer to get it loaded with course information and set up to meet student needs. I'm sure as we get past January 2022, the Registrar will have enough information to begin making their communication plan. I'm sure Siham would appreciate faculty and staff input as she designs the plan.

EAPC Recommends (January 2022 Reporting to SAC):

1. Continue monitoring of the implementation of uAcheive and revisit the status in March 2022.

Charge 6

Follow up on the following 2020 resolution: BE IT RESOLVED that the Senate recommend that the Office of the Provost allow for the immediate hiring of new advisors in Advising units with a goal that the average workload for Advisors at the University does not exceed 250 students to meet with NACADA recommendations

The EAPC Committee met with Bruce Ronkin, Vice Provost for Undergraduate Programs and Policies for an update on the progress towards meeting the goal of having the workload of academic advisors not exceed 250 students. In order to address this recommendation, the university hired 21 new academic advisors, created salary floors to ensure we were paying our advisors properly across the university, and developed promotion guidelines for advisors with more defined and uniform progression expectations for promotion pathways. The new advising hires were directed towards those colleges with the highest student to advisor ratio. Some colleges ratios are higher than NACADA standards, but in most cases, that was by their choice due to the advising framework that they developed.