2020-2021 Enrollment and Admissions Policy Committee (EAPC)

Final Report

EAPC Members:
Yakov Bart (DMSB)
Kelsey Kaul (COE)
Ann McDonald (CAMD)
Rob Painter (Chair, COS)
Jane Saczynski (BCHS)
David Smith (Khoury)

1. Overview: Charges

The Senate Agenda Committee (SAC) gave the following three charges to the EAPC in the 2020-2021 academic year:

> (1) The EAPC shall (a) review the experience of Academic Advisors for combined majors and specialty degree programs, particularly with a view to advising the Fall 2020 student cohort, and (b) report on current challenges to Advising across all colleges for combined majors and make recommendations for improvement.
>
> (2) In collaboration with the Registrar's Office and other appropriate groups, the EAPC shall review the impact of the COVID-19 pandemic on the cohort of newly admitted undergraduate students, particularly analyzing the relevant questions in Fall 2020 TRACE evaluations, and recommend improvements to remote and hybrid instruction.
>
> (3) In collaboration with the Office of the Provost and the Chancellor, the EAPC shall (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, and (c) provide recommendations on best practices to improve learning outcomes for students at all levels for these courses.

Due to the negative impact of the COVID-19 pandemic on faculty workload this year, EAPC members only pursued Charges (1) and (2). ***We recommend that SAC assign Charge (3) to next year's EAPC for consideration in 2021-2022***.

2. Academic Advising of Combined Majors (Charge 1)

2.1 Process on the Advising Charge

EAPC members conducted one-on-one and small-group interviews with Advising staff, particularly those with responsibility for advising combined majors, in various colleges in January-March, 2021. We spoke to individual advisors at length about their experiences: [1] advising in Fall 2020 during the on-going pandemic; [2] advising to an increasing number of combined majors; and [3] issues and concerns about the system of advising in various colleges. In several cases, members conducted follow-up interviews, or sought further clarification via

email. The Committee would like to thank the following individuals for taking part in the process, and sharing their professional experiences:

Bouvé College of Health Sciences
Lance Faria, Academic Advisor, Enrollment Management & Student Services
Olivia Grauel, Associate Director of Advising (Bouvé)
Yaneli Townsend, Academic Advisor, Enrollment Management & Student Services

College of Arts, Media and Design
Alison Ottaviano, Director of Advising (CAMD)

College of Engineering
Candace Martel, Assistant Dean, Undergraduate Advising (COE)

College of Science
Danielle Robert-Massey, Assistant Director of Academic Advising, COS
Amber Watson, Director of Undergraduate Advising, COS

College of Social Science & Humanities
Andy Casasanto-Ferarro, Director of Advising CSSH
Jason Ricco, Associate Director of Advising, CSSH

D'Amore-McKim School of Business
Caitlyn Eaton, Assistant Director, Undergraduate Advising (DMSB)
Lauren Parker, Assistant Director, First Year Programs & Yield (DMSB)

Khoury College of Computer Science
Ali Ressing, Associate Director of Academic Advising (Khoury)
and the Khoury Advising Staff: Jessica Biron, Beth Callahan, Megan Clough Groshek, Jill Forgash, Jake Goldblum, Connor Guerin, Prajna Kulkarni, Karyn Rosen, Jessica Speece, Dawn Shirak, Claire Wassinger

2.2 Findings on the Advising Charge

Multiple themes repeated themselves in our interviews with Advising staff in various colleges, discussed in the sub-sections below. The highlights are:

- advising worked well in Fall 2020 despite the pandemic (2.2.1);
- combined majors present significant challenges to advising in some colleges but not others (2.2.2);
- 'home college' assignment of combined-majors is an issue to investigate (2.2.3)
- advisors are badly overextended in terms of their caseloads (2.2.4);
- advisors are doing as much mental-health casework as academic advising (2.2.5);
- technology platforms for advising need to be streamlined for ease of use and enhanced for student-advisor collaboration and communication (2.2.6).

2.2.1 *Advising in Fall 2020 often worked well due to virtual appointments*

Every Advisor mentioned that advising went surprisingly well in Fall 2020 despite the on-going COVID-19 pandemic due to the use of virtual drop-in appointments, and virtual individual and group advising. A range of adaptive strategies were employed – for instance, COE continued to run on-campus advising at the Student Information Center in addition to virtual options. Most advisors mentioned that virtual-advising is here to stay, even after the pandemic, since students have more "emergent" issues and are looking to connect to an advisor immediately in an online space. Some advisors reported a preference for virtual advising and thought it helped them connect with students more than in-person advising by seeing into each other's homes, sharing screens, etc. Fall-entry students who have only known college life during pandemic conditions adapted readily to virtual appointments with their advisors:

- "There weren't extra complications with Fall 2020" (COS)
- "Advising in a virtual space went better than we expected it to go" (DMSB)
- "Things are working: we are able to serve students well on a remote basis" (COE)
- "Almost better use of advisor time due to good scheduling…" (CAMD)
- "No-show rates and cancellation rates [for appointments] are much lower, because students are enjoying ease of access, and they prefer it that way." (Bouvé)
- "CS students are going to want virtual advising appointments forever." (Khoury)
- "Students love all aspects of remote advising." (CSSH)

Very few issues were reported with virtual advising in Fall 2020. First, advisors in several colleges expressed the need for a better system to manage virtual drop-in hours (see 2.2.6 below). For instance, Khoury raised the issue that advisors were trying to avoid encouraging students to instant message them during drop-in times, as overloaded advisors received a constant stream of pings from students. Moreover, some advisors also reported trouble managing the influx of extra students due to University initiatives specific to circumstances in Fall 2020, such as NUStart and NUIn Boston. Lastly, advisors cited the problem of low student attendance at virtual advising events, making it a challenge to get important information out to all students or to connect students with their peers and upper class students. Advisors felt "Zoom burnout" made it hard for students to want to join optional evening virtual information sessions or departmental social events.

2.2.2 *Combined majors present a significant challenge to Advisors*

The increasing number of combined major degrees as seen Table 1 (~159), not to mention independent combined majors and PlusOne options, presents a significant challenge for advisors depending on the College. The enrollment in combined majors at Northeastern has grown exponentially in the past five years, as seen in Table 2 – this is largely an unrecognized change in the nature of advisors' workload.

Fall 2020	combined major degrees within the college	combined major degrees with other colleges
DMSB	0	10
COE	1	12
Khoury	0	38
COS	5	51
CSSH	29	48
CAMD	12	38
Bouvé	0	8

Table 1: number of combined major degrees within colleges and with other colleges, listed by college based on data https://www.northeastern.edu/admissions/academics/combined-majors/ *(see combined degrees listed in Appendix Table 1)*

| Fall	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
combined majors both within same college	433	474	504	601	583	586	683	737	785	801
combined majors shared between multiple colleges	454	587	702	917	1,185	1,407	1,836	2,390	3,018	3,755
total undergraduate combined majors	887	1,061	1,206	1,518	1,768	1,993	2,519	3,127	3,803	4,556
total undergraduate FT enrollment	16,383	16,684	17,106	17,511	18,128	18,107	18,464	18,687	18,921	19,462
percentage undergraduate FT students pursuing combined majors	5%	6%	7%	9%	10%	11%	14%	17%	20%	23%
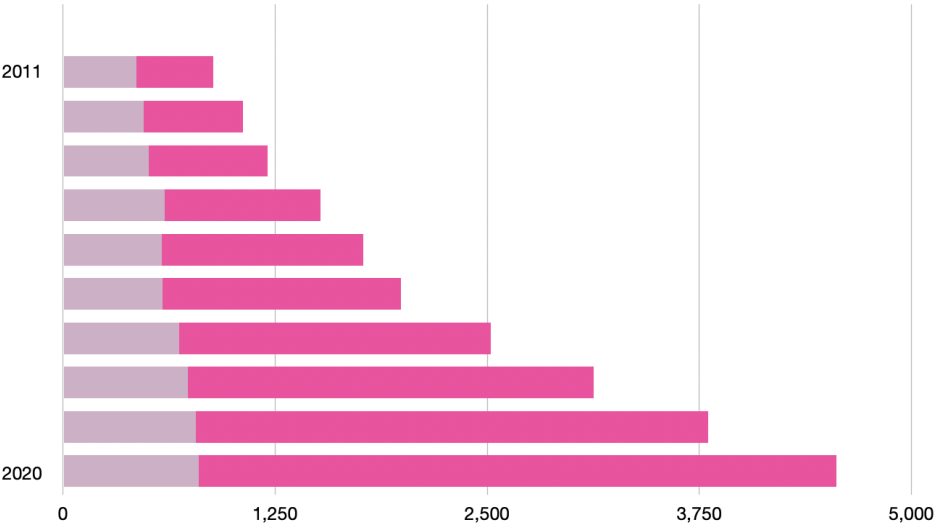
Table 2: NU undergraduate students pursuing combined majors both within the same college and combined majors shared between two colleges, 2011-2020.

Some College advisors – Bouvé, COE, Khoury, DMSB – have a relatively easy time advising combined majors. Bouvé has comparatively few (~8) combined major programs, so advisors know their counterparts on the other side of the major and there are few problems. Similarly, DMSB has only ~10 combined majors and is the home college for the majority of them; the School also has a unique model of having advisors specifically assigned to combined-majors. COE is in an especially beneficial position regarding combined majors: all students in these programs have COE as their home college due to accreditation. Khoury is the home college for all their combined majors, except those in COE, and this helps advisors keep track of students in-house. For these four Colleges, advising of combined majors runs relatively smoothly:

- "Three combined majors are primary; we're only talking 50 or so students" (Bouvé)
- "There's very little room for outside course choice, so there isn't a problem" (COE)
- "The unity of business-themed majors keeps the craziness down" (DSMB)

Other Colleges – CAMD, COS, CSSH – have a harder time supporting combined majors in terms of advising. These three simply have more combined major degree programs, including ~38 for CAMD, ~48 in CSSH, and ~51 in COS. Some degrees have hundreds of students; other programs have only a handful each year. It is very challenging for advisors in these Colleges to be experts on all the available permutations:

- "The University is so complex, there are so many options for students... I don't think advising is sustainable as it is, with the flexible student path narrative NU is presenting." (CAMD)
- "It's hard for advisors to be experts in all the majors they advise. Advisors cannot keep up on it all...." (COS)
- "The fact that many (college) combined majors not housed in (college) means that advisors are not officially assigned to them is very problematic and puts students and advisors at a disadvantage." (unit redacted)

Advisors reported being most knowledgeable on the combined degrees with a large student numbers, but have a more challenging time with the "boutique" degrees with a small number of students, particularly where students have a choice of home college. In this case, advisors may not be familiar with the degree and curriculum changes, allowed substitutions, the timing of course offerings, co-op rotations, and prerequisites making it difficult to advise students adequately when creating an individual course plan.

2.2.3 *Issue of 'home college' needs to be further investigated*

Students often have the choice of which side of their combined major should be their home college for advising purposes. Advisors in CAMD, COS, and CSSH in particular reported repeatedly that this choice caused a myriad of practical issues. First, the choice impacts students co-op classes and initial access to co-op advisors, and students sometimes switch home colleges to access co-op advisors. Secondly, the 'home college' issue also plays out inconsistently in student-advising experiences and adversely in advisor workload across units. For example, CSSH advisors will not see co-advised students from COS or CAMD, but COS and CAMD will advise students who are housed in other colleges, so it is "hidden work" in the caseload for those advisors. Lastly, a major issue is that there can be 'gaming' of this system by some students:

- "NU-In students in majors where they can choose their home college, change their majors initially based on sites for NU-In." (COS)
- "There is sometimes an advantage to a combined major being homed outside of Bouvé because we only allow two co-ops, whereas being homed in COS allows a student 3 co-ops." (Bouvé)
- "Students sometimes switch from CSSH to DMSB in their last term to have DMSB on their degree even though they had all their advising in our College." (CSSH)

A recommendation raised by CSSH and COS advisors is that students not be allowed to choose or change their home college, but be assigned an advisor based on the particular combined major.

Alternatively, advisors from other Colleges suggested that students should have access to assigned advisors on both sides of their combined degrees – a system which would lead to better advising with more in-depth, nuanced information on both sides of the degree, as home college advisors cannot really be that knowledgeable on factors affecting "the other side". Under the latter proposal, a student's two advisors would be listed in the Navigate system (and be kept up-to-date), so students could have access to and make appointments with both their primary advisor in their home college and a secondary advisor for the other half of their degree. Khoury advisors suggest that there be an up-to-date list of faculty point-people for each combined degree (outside of Khoury) who are knowledgeable and can discuss combined major paths directly with students, taking some of the "exploratory" inquiries from students off the advisors' plate.

As the issue of home colleges in combined majors moves beyond the scope of the Charge given to the 2020-2021 EAPC Committee, *we make a recommendation below that SAC assign next year's EAPC a charge to investigate the impact of home college choice on students and advisors at Northeastern.*

2.2.4 *Advisors' case-loads are too high and most colleges are understaffed*

Based on the data provided by the advising teams across multiple colleges, there is serious concern that advisors at Northeastern University have large, unmanageable caseloads. The National Association of College Academic Advisors (NACADA) recommends that college advisors should handle no more than ~250 students per advisor to be successful in their role, however, every NU college exceeds that number, as seen in Table 3.

unit	advisor caseload	comments
DMSB	~500 students	DMSB splits cohorts of ~1,000 students across 2 advisors, plans to revamp cohort year assignments with less students now in 5-year degrees
COE	~400 students	NUIn Boston caused lots of extra advising in F2020
Khoury	~350 students	NUStart student advising also took considerably more time in F2020
COS	~330 students	~400+ in a large class year
CSSH	~320 students	Most advisors are teaching at least one "intro to college' course of 15-30 students in addition.
CAMD	~350 students	
Bouvé	~300-500 students	One advisor reported handling 573 students in Sp2021

Table 3: number of students per advisor per College

Many advisors reported the high caseloads result in a poorer quality in advising:

- "If we had more staff, I could give more proactive advising rather than reactionary advising" (Bouvé)
- "Students want personal relationships with advisors, but they cannot get it" (CAMD)
- "In fluid programs like combined majors, students are highly motivated to succeed, but when something goes wrong, it's an emergency for them, and they need more face-to-face time... students aren't getting the support that maybe they should." (CAMD)

Advisors often teach one to three courses to their advisor groups per semester in addition to handling this caseload; for instance, COE advisors teach the GE 1000, an introduction to college class for first year students; COS advisors teach ~32-33 sections of courses such as Ling 1000 or Bio 1000; usually a COS advisor is running a caseload of ~330 students plus teaching 3 sections of 19 students. CSSH reports that the Registrar is asking advisors to do more paperwork which was previously handled by their office. Frequently advisors also run the peer mentoring programs, identifying, training and mentoring student peer mentors. ***This workload of advisors is unsustainable.***

Moreover, some College advising teams are manifestly under-staffed: one unit reported handling 250 additional students in 2020-2021 due to the pandemic – the work of one full extra advisor. Another unit reported that they usually have 5 advisors, but they lost 2, and were told by the administration that they could only rehire 1 due to a hiring freeze at the Provost level. Where faculty and staff burnout are a major issue during the on-going pandemic, several advisors told us off-the-record that the administration was non-receptive to concerns about the increased number of students-per-advisor and to the issue of advisor burnout:

- "We send these concerns up the chain, but the issues are sent back down with the '*Just deal with it*' line... Advisors feel powerless." (unit redacted)
- "Over-enrollment is killing us." (unit redacted)
- "Advisors are under strain… They care deeply about their students. We try to hire people precisely because they are invested… but there hasn't really been a break… there's no longer a slow period, not even in the summer." (unit redacted)

Some units, such as CSSH, have had overt discussions about expected work hours of staff because advisors are working to the point of burnout to get the volume of work done.

2.2.5 *Advisors are drawn increasingly into a mental-health triage role for students*

There was a strong consensus that the University administration does not understand the expanded role which academic advisors undertake with students who suffer from anxiety and other mental health issues.

- "This was already an issue before COVID-19, but now it has exploded" (Bouvé)
- "Advisors are not counselors, but our referrals to WeCare are turned back to us" (Bouvé)
- "Students aren't getting the support that they maybe should be" (CAMD)
- "The burden is on the advisor who may or may not be trained for this" (COS)

- "We've been dealing with more mental health issues, financial health issues… talk about food insecurity, homelessness… factors which are not strictly in the academic area are on the rise" (CSSH)
- "Much advising is now motivational: mental health, academic success…" (DMSB)
- "The NU Find program is not offering enough resources" (Khoury)

Generally, if a student is in crisis, there is an expectation among faculty and the administration that advisors should be the main contact person to gather the "totality of the situation". It was reported to us from COS that, at any given time, an advisor is working at least 5 very serious situations with students and with another 10 students who might end up on medical leave; advisors get 100+ "red" FACT warnings during peak times. ***This volume, again, seems unsustainable for advisors to do their jobs effectively.***

     The proposed solution to this issue is to provide better staffing at WeCare to unweight the advisor's role as an ersatz contact person for students experiencing mental health issues. It became clear during our interviews that WeCare has only two to three full-time counselors to service the entire Northeastern campus community. This issue needs resolving.

2.2.6 *Advisors need a better technological toolkit for advising*

Advisors reported near uniformly that the current academic technology was a mess, with advisors routinely logging in to, e.g. Banner, Salesforce, DARS, Navigate, etc. – there are too many platforms, and they are unintegrated with one another.

- "Too many systems – absolutely! If we were to eliminate a few systems, it would be excellent!" (Bouvé)
- "An online individual student planning tool will allow advisors to be less transactional and more developmental" (Khoury)
- "100% would support an online student plan that could be shared across advisors, students, and faculty mentors." (CAMD)

One Bouvé advisor mentioned that a system like Banner does not allow both advisors of a combined-major to be co-listed automatically – something which immediately adds clarity to cross-college advising of combined majors.

     There was an understanding that the University is close to implementing a shared, visual online academic planning tool to replace the Excel spreadsheet individual student plans that are currently in use by most Colleges. There was clear support of this initiative as it would allow improved cross-college communication particularly in support of combined majors and allow advisors/students to plan multiple options more readily which is key in managing all the options students are encouraged to pursue: co-op cycles; GEO Dialogue programs and other study abroads; PlusOne and 3+3 degree options.

2.3 Recommendations on the Advising Charge

In the words of one staff member, "Advising works – but it needs fixing" (CAMD). Based on the findings above, the EAPC makes the following recommendations regarding advising:

(1) The Committee recommends that the Senate Agenda Committee charge the 2021-2022 EAPC with investigating the issue and impact 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 programs.

(2) 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.

(3) The Committee recommends that Provost's Office report back to the Faculty Senate on progress in identifying and procuring a unifying advising platform including online individual student plans for student, advisor, and faculty mentor access to best support cross-college communication and support of combined majors *(as moved in EAPC 2018-19 1st Resolution; see Appendix Table 6).*

(4) The Committee strongly recommends that the Provost allow for hiring of new advisors, and the senior leadership actively aim for a standard workload of advisors across the University to be capped at ~250 students per advisor, so that advising is less transactional and more interpersonal.

WHEREAS advisor caseloads across the University far outstrip national averages in higher education, and whereas the workload is unsustainable due to overwhelming range of responsibilities including advising large number of students, teaching courses, managing peer-mentor programs, and increasingly getting forced to triage mental health concerns, and whereas advisors are looking to more developmental, proactive advising to students...

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.

(5) Recommend immediate increase in WeCare hiring and establishing clear and transparent procedures for advisors to refer students to WeCare, so that advisors are not drawn into ad-hoc mental health counseling roles.

WHEREAS the ongoing COVID-19 pandemic presents an unparalleled circumstance which affects student mental health, and whereas advisors are increasingly forced to deal with emergent issues among students, and whereas holistic success of students is paramount.

BE IT RESOLVED that the Senate recommend that the Provost Office review available staffing vis-a-vis student demand for mental health services at WeCare, NU Find, UHS, and if needed, make immediately available further counselors to satisfy unmet demand among the growing student community across Northeastern University campuses, to unweight these roles from advisors.

3. Impact of the COVID-19 Pandemic on the Fall 2020 cohort (Charge 2)

3.1 Procedure on the 'Pandemic Impact' Charge

The second charge for AY 2020-2021 reads:

> (2) In collaboration with the Registrar's Office and other appropriate groups, the EAPC shall review the impact of the COVID-19 pandemic on the cohort of newly admitted undergraduate students, particularly analyzing the relevant questions in Fall 2020 TRACE evaluations, and recommend improvements to remote and hybrid instruction.

In order to obtain TRACE data for the Fall 2020 cohort, the Committee approached the Associate Registrar Danielle Lucas in the Registrar's Office, who referred us to Senior Vice Provost for Academic Affairs, Deb Franko, who makes decisions for how TRACE data is shared throughout the University. Deb Franko reviewed the EAPC's request with Provost David Madigan, and ultimately the request to gain access to TRACE data was denied, citing the following rationale:

> "*... TRACE data cannot be de-identified from faculty names and we cannot separate quantitative from qualitative data – qualitative data in some cases identifies students or gives private information. As you know, TRACE data are used to improve courses, but are also used in evaluations of merit and tenure and promotion. Faculty understand that TRACE data are only available to the faculty member him/herself, department chair, and dean. As such, since the data cannot be de-identified, they cannot be shared.*"

However, to help us with the charge, Deb Franko kindly provided the Committee access to the findings of a student survey put in the field by Academic Technologies, the Center for Advancing Teaching and Learning Through Research (CATLR), and the Office of the Provost. The '*Fall 2020 Student Survey Summary: A Compass for Future NUFlex Use*' addresses the heart of the EAPC's charge, and provides recommended improvements for remote and hybrid instruction.

3.2 Findings on the 'Pandemic Impact' Charge

The results of the '*Fall 2020 Student Survey Summary: A Compass for Future NUFlex Use*' are comprehensive and have been shared with department chairs and faculty across the University, so they are not summarized here, but this report includes a PDF of the survey as an appendix.

# 2020-2021 Enrollment and Admissions Policy Committee (EAPC)

Appendices

non combined degrees	2015	2016	2017	2018	2019	2020	2021
DMSB	3,836	3,906	3,856	3,796	3,695	3,555	3,404
COE	3,122	3,288	3,395	3,497	3,479	3,480	3,374
Khoury	408	525	622	795	881	1,082	1,251
COS	2,655	2,679	2,608	2,582	2,567	2,568	2,626
CSSH	1,873	1,786	1,595	1,299	1,180	989	764
CAMD	1,627	1,557	1,446	1,359	1,225	1,106	1,100
Bouvé	1,853	1,820	1,744	1,695	1,662	1,518	1,437
Provost	588	511	406	497	490	447	464
Total	15,962	16,072	15,672	15,520	15,179	14,745	14,420

combined degrees	2015	2016	2017	2018	2019	2020	2021
DMSB	96	186	257	270	430	644	873
COE	76	122	152	298	397	493	582
Khoury	404	484	592	696	896	1,057	1,281
COS	143	167	184	255	277	308	401
CSSH	499	548	573	783	765	811	1,006
CAMD	201	200	227	168	234	337	353
Bouvé	2		9		13	14	60
Total	1,421	1,707	1,994	2,470	3,012	3,664	4,556

Appendix Table 1: undergraduate students in combined majors by college, 2015-2021

COE	non combined	combined home coll
2015	3,122	76
2016	3,288	122
2017	3,395	152
2018	3,497	298
2019	3,479	397
2020	3,480	493
2021	3,374	582

COE
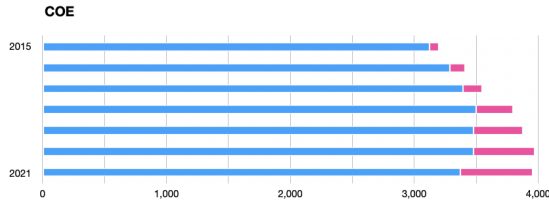
COE	combined secondary college
2015	0
2016	0
2017	0
2018	0
2019	0
2020	0

COE

COS	non combined	combined home coll
2015	2,655	143
2016	2,679	167
2017	2,608	184
2018	2,582	255
2019	2,567	277
2020	2,568	308
2021	2,626	401

COS
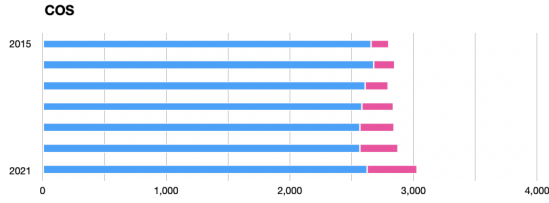
COS	combined secondary college
2015	349
2016	433
2017	557
2018	770
2019	966
2020	1190

COS

Khoury	non combined	combined home coll
2015	408	404
2016	525	484
2017	622	592
2018	795	696
2019	881	896
2020	1,082	1,057
2021	1,251	1,281
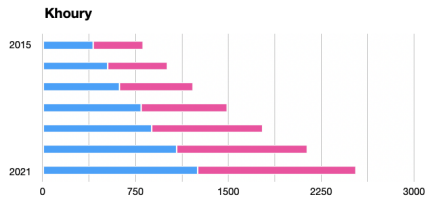
Khoury

Khoury	combined secondary college
2015	58
2016	84
2017	192
2018	241
2019	292
2020	322

Khoury

CSSH	non combined	combined home coll
2015	1,873	499
2016	1,786	548
2017	1,595	573
2018	1,299	783
2019	1,180	765
2020	989	811
2021	764	1,006
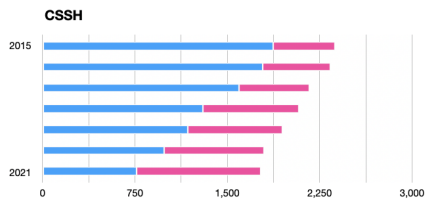
CSSH

CSSH	combined secondary college
2015	213
2016	264
2017	322
2018	405
2019	549
2020	720

CSSH

CAMD	non combined	combined home coll
2015	1,627	201
2016	1,557	200
2017	1,446	227
2018	1,359	168
2019	1,225	234
2020	1,106	337
2021	1,100	353
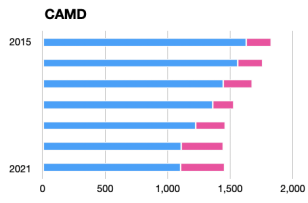
CAMD

CAMD	combined secondary college
2015	256
2016	302
2017	359
2018	464
2019	566
2020	732

CAMD

Bouvé	non combined	combined home coll
2015	1,853	2
2016	1,820	0
2017	1,744	9
2018	1,695	0
2019	1,662	13
2020	1,518	14
2021	1,437	60
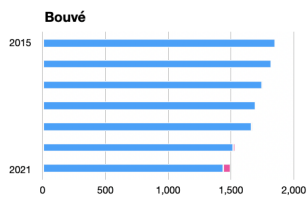
Bouvé

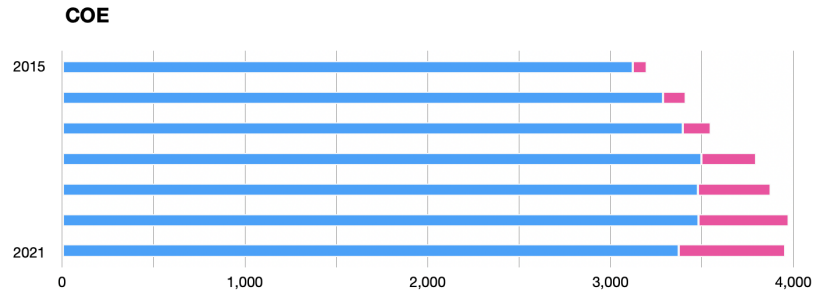| Bouvé	combined secondary college
2015	0
2016	0
2017	0
2018	4
2019	22
2020	55

Bouvé

Appendix Table 2: Fall 2020 undergrad FT enrollment per college: blue=non combined majors, magenta=combined majors home college, orange=combined majors secondary college
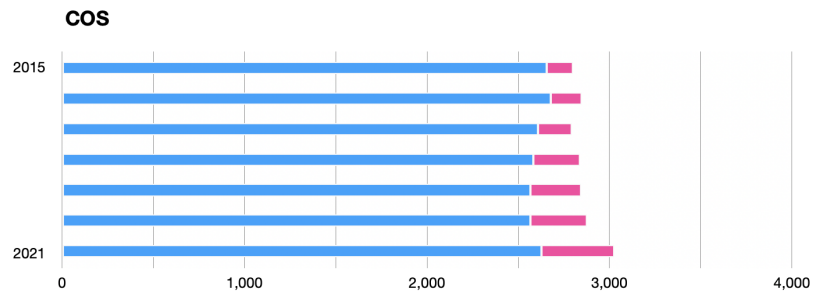
DMSB

DMSB	non combined	combined home coll
2015	3,836	96
2016	3,906	186
2017	3,856	257
2018	3,796	270
2019	3,695	430
2020	3,555	644
2021	3,404	873

COE

COE	non combined	combined home coll
2015	3,122	76
2016	3,288	122
2017	3,395	152
2018	3,497	298
2019	3,479	397
2020	3,480	493
2021	3,374	582

COS

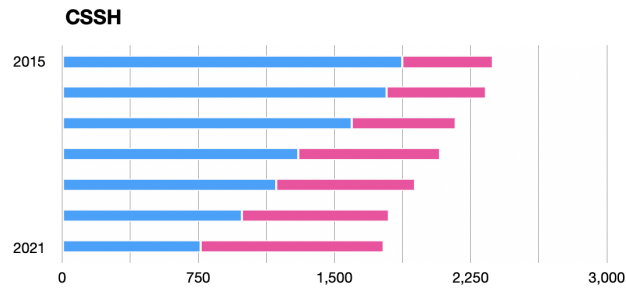| COS	non combined	combined home coll
2015	2,655	143
2016	2,679	167
2017	2,608	184
2018	2,582	255
2019	2,567	277
2020	2,568	308
2021	2,626	401

Appendix Table 2a: *detail* Fall 2020 undergrad FT enrollment per college: blue=non combined majors, magenta=combined majors home college
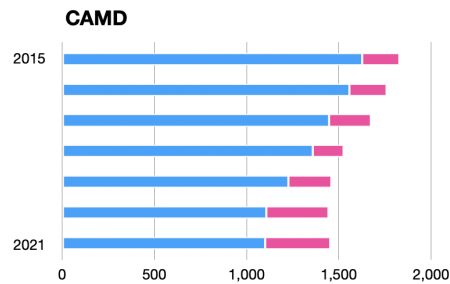
Khoury

Khoury	non combined	combined home coll
2015	408	404
2016	525	484
2017	622	592
2018	795	696
2019	881	896
2020	1,082	1,057
2021	1,251	1,281

CSSH

CSSH	non combined	combined home coll
2015	1,873	499
2016	1,786	548
2017	1,595	573
2018	1,299	783
2019	1,180	765
2020	989	811
2021	764	1,006

CAMD

CAMD	non combined	combined home coll
2015	1,627	201
2016	1,557	200
2017	1,446	227
2018	1,359	168
2019	1,225	234
2020	1,106	337
2021	1,100	353

Bouvé

Bouvé	non combined	combined home coll
2015	1,853	2
2016	1,820	0
2017	1,744	9
2018	1,695	0
2019	1,662	13
2020	1,518	14
2021	1,437	60

Appendix Table 2b: *detail* Fall 2020 undergrad FT enrollment per college: blue=non combined majors, magenta=combined majors home college

DMSB	combined secondary college
2015	309
2016	324
2017	406
2018	506
2019	623
2020	736

DMSB
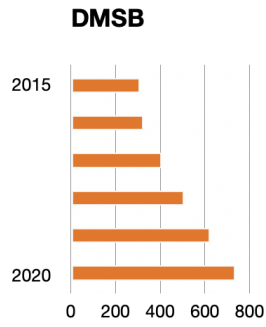
COE	combined secondary college
2015	0
2016	0
2017	0
2018	0
2019	0
2020	0

COE

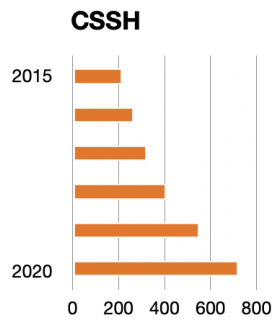| COS	combined secondary college
2015	349
2016	433
2017	557
2018	770
2019	966
2020	1190

COS
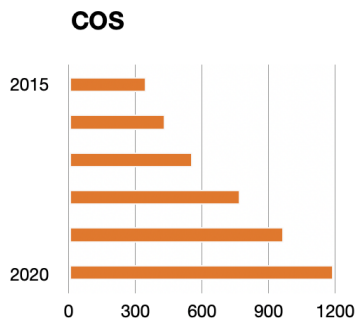
Appendix Table 2c: *detail* Fall 2020 undergrad FT enrollment per college:
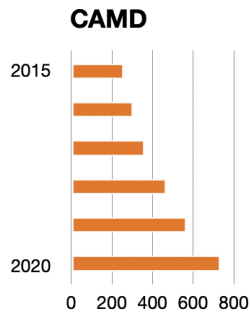orange=combined majors secondary college

Khoury

Khoury	combined secondary college
2015	58
2016	84
2017	192
2018	241
2019	292
2020	322

Khoury

CSSH

CSSH	combined secondary college
2015	213
2016	264
2017	322
2018	405
2019	549
2020	720

CSSH

CAMD

CAMD	combined secondary college
2015	256
2016	302
2017	359
2018	464
2019	566
2020	732

CAMD

Bouvé

Bouvé	combined secondary college
2015	0
2016	0
2017	0
2018	4
2019	22
2020	55

Bouvé

Appendix Table 2d: *detail* Fall 2020 undergrad FT enrollment per college:
orange=combined majors secondary college

DMSB Enrollment in combined majors

Both majors in DMSB

DMSB as home college

| | | 38 | 96 | 186 | 257 | 287 | 430 | 644 | 873 |

DMSB as secondary college

| | 88 | 175 | 228 | 269 | 309 | 324 | 406 | 506 | 623 | 736 |

Fall 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

COE Enrollment in combined majors

Both majors in COE

COE as home college

| | 18 | 21 | 37 | 76 | 122 | 152 | 298 | 397 | 493 | 582 |

COE as secondary college

| 1 |

Fall 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
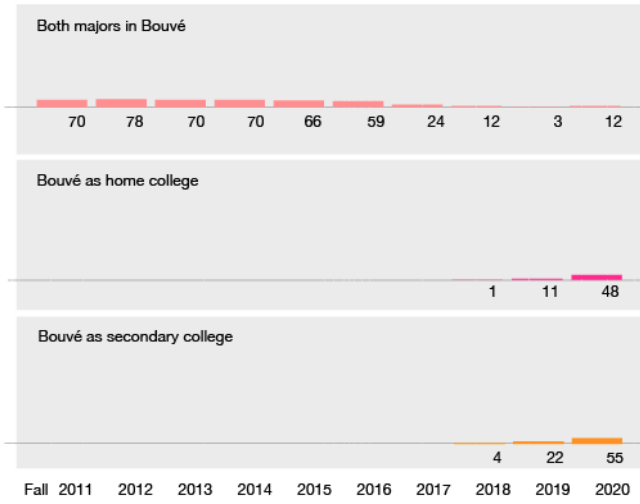
COS Enrollment in combined majors

Both majors in COS

| 20 | 19 | 20 | 27 | 30 | 29 | 49 | 60 | 66 | 84 |

COS as home college

| 118 | 122 | 105 | 116 | 137 | 155 | 206 | 217 | 247 | 317 |

COS as secondary college

| 127 | 163 | 206 | 265 | 349 | 433 | 557 | 770 | 966 | 1,190 |

Fall 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

Khoury Enrollment in combined majors

Both majors in Khoury

| 18 | 18 | 16 | 15 | 13 | 12 | 17 | 19 | 8 | 7 |

Khoury as home college

| 273 | 310 | 335 | 389 | 471 | 580 | 683 | 877 | 1,054 | 1,274 |

Khoury as secondary college

| | | | 25 | 58 | 84 | 192 | 241 | 292 | 322 |

Fall 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

CAMD Enrollment in combined majors

Both majors in CAMD

| 92 | 117 | 123 | 181 | 148 | 133 | 137 | 168 | 213 | 164 |

CAMD as home college

| 17 | 16 | 9 | 17 | 12 | 22 | 34 | 66 | 129 | 189 |

CAMD as secondary college

| 105 | 125 | 154 | 199 | 256 | 302 | 359 | 464 | 566 | 732 |

Fall 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

CSSH Enrollment in combined majors

Both majors in CSSH

| 233 | 242 | 275 | 308 | 326 | 353 | 455 | 478 | 495 | 534 |

CSSH as home college

| 28 | 118 | 178 | 233 | 257 | 241 | 328 | 402 | 440 | 472 |

CSSH as secondary college

| 133 | 124 | 114 | 159 | 213 | 264 | 322 | 405 | 549 | 720 |

Fall 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

Appendix Table 3a: 2011- 2020 undergrad FT enrolled combine majors per college, pink=combined majors/both majors in home college, magenta=combined majors home college, orange=combined majors secondary college

Bouvé Enrollment in combined majors

	Fall 2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Both majors in Bouvé	70	78	70	70	66	59	24	12	3	12
Bouvé as home college								1	11	48
Bouvé as secondary college								4	22	55

Appendix Table 3b: 2011- 2020 undergrad FT enrolled combine majors per college, pink=combined majors/ both majors in home college, magenta=combined majors home college, orange=combined majors secondary college

total DMSB as home college	873	
CAMD	308	35%
CSSH	289	33%
COS	251	29%
Bouvé	25	3%
total DMSB as secondary college	736	
CAMD	364	49%
COS	151	21%
Khoury	111	15%
CSSH	85	12%
Bouvé	25	3%
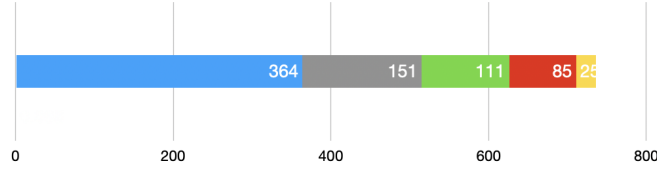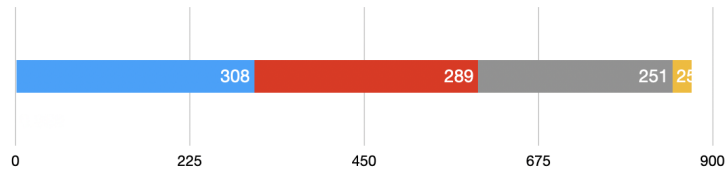
total COE as home college	582	
Khoury	322	55%
COS	205	35%
CAMD	52	9%
Bouvé	3	1%
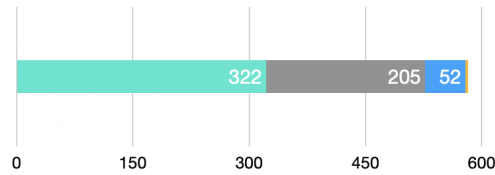
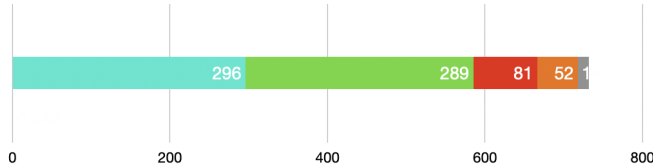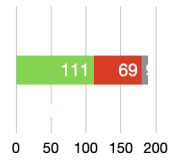| total COS as home college	317	
CSSH	201	63%
DMSB	85	27%
Bouvé	17	5%
CAMD	14	4%
total COS as secondary college	1,190	
Bouvé	471	40%
CAMD	251	21%
COE	238	20%
CSSH	205	17%
DMSB	9	1%
Khoury	16	1%
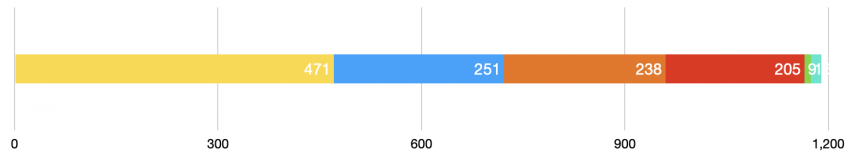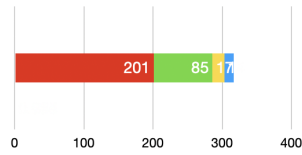
Appendix Table 4a: Fall 2020 combined majors shared across two colleges per home college and secondary college shared with which other colleges
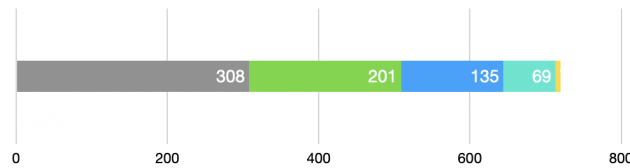
Fall 2020		
total Khoury as home college	1,274	
COS	471	37%
DMSB	364	29%
CAMD	296	23%
Bouvé	135	11%
CSSH	8	1%
total Khoury as secondary college	322	
COE	322	100%
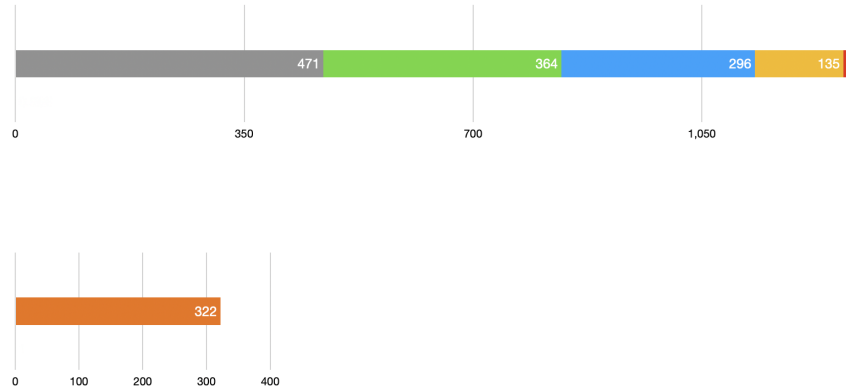
total CAMD as home college	189	
DMSB	111	59%
CSSH	69	37%
COS	9	5%
total CAMD as secondary college	732	
Khoury	296	40%
DMSB	289	39%
CSSH	81	11%
COE	52	7%
COS	14	2%

total CSSH as home college	472	
COS	238	50%
CAMD	151	32%
DMSB	81	17%
Bouvé	2	0%
total CSSH as secondary college	720	
COS	308	43%
DMSB	201	28%
CAMD	135	19%
Khoury	69	10%
Bouvé	7	1%

Appendix Table 4b: Fall 2020 combined majors shared across two colleges per home college and secondary college shared with which other colleges

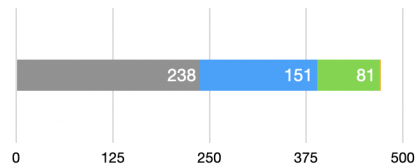|			
total Bouvé as home college	48		
DMSB	25	52%	
COS	16	33%	
CSSH	7	15%	

0 25 50

total Bouvé as secondary college	55		
DMSB	25	45%	
COS	17	31%	
Khoury	8	15%	
COE	3	5%	
CSSH	2	4%	

0 30 60

Appendix Table 4c: Fall 2020 combined majors shared across two colleges per home college and secondary college shared with which other colleges

DMSB within college
none
DMSB with other colleges
Business Administration and Communication Studies (D'Amore-McKim/CAMD)
Business Administration and Design (D'Amore-McKim/CAMD)
Computer Science and Business Administration (Khoury/D'Amore-McKim)
Data Science and Business Administration (Khoury/D'Amore-McKim)
Cybersecurity and Business Administration (Khoury/D'Amore-McKim)
Health Science and Business Administration (Bouvé/D'Amore-McKim)
Business Administration and Psychology (D'Amore-McKim/COS)
Mathematics and Business Administration (COS/D'Amore-McKim)
Economics and Business Administration (CSSH/D'Amore-McKim)
Political Science and Business Administration (CSSH/D'Amore-McKim)

COE within college
Electrical and Computer Engineering (COE/COE)
COE with other colleges
Computer Engineering and Computer Science (COE/Khoury)
Civil Engineering and Architectural Studies (COE/CAMD)
Environmental Engineering and Landscape Architecture (COE/CAMD)
Electrical Engineering and Music Technology (COE/CAMD)
Mechanical Engineering and Design (COE/CAMD)
Environmental Engineering and Health Science (COE/Bouvé)
Bioengineering and Biochemistry (COE/COS)
Chemical Engineering and Biochemistry (COE/COS)
Chemical Engineering and Physics (COE/COS)
Computer Engineering and Physics (COE/COS)
Electrical Engineering and Physics (COE/COS)
Mechanical Engineering and Physics (COE/COS)

Khoury within college

Khoury with other colleges

Computer Science and Behavioral Neuroscience (Khoury/COS)

Data Science and Behavioral Neuroscience (Khoury/COS)

Data Science and Biochemistry (Khoury/COS)

Data Science and Biology (Khoury/COS)

Data Science and Ecology and Evolutionary Biology (Khoury/COS)

Data Science and Environmental Science (Khoury/COS)

Data Science and Linguistics (Khoury/COS)

Data Science and Mathematics (Khoury/COS)

Data Science and Physics (Khoury/COS)

Data Science and Psychology (Khoury/COS)

Computer Science and Biology (Khoury/COS)

Computer Science and Cognitive Psychology (Khoury/COS)

Computer Science and Environmental Science (Khoury/COS)

Computer Science and Linguistics (Khoury/COS)

Computer Science and Mathematics (Khoury/COS)

Computer Science and Physics (Khoury/COS)

Computer Science and Business Administration (Khoury/D'Amore-McKim)

Data Science and Business Administration (Khoury/D'Amore-McKim)

Cybersecurity and Business Administration (Khoury/D'Amore-McKim)

Cybersecurity and Economics (Khoury/CSSH)

Data Science and Economics (Khoury/CSSH)

Cybersecurity and Criminal Justice (Khoury/CSSH)

Computer Science and Economics (Khoury/CSSH)

Computer Science and Political Science (Khoury/CSSH)

Computer Science and Criminal Justice (Khoury/CSSH)

Computer Science and English (Khoury/CSSH)

Computer Science and History (Khoury/CSSH)

Computer Science and Philosophy (Khoury/CSSH)

Computer Science and Sociology (Khoury/CSSH)

Computer Engineering and Computer Science (COE/Khoury)

Data Science and Health Science (Khoury/Bouvé)

Data Science and Journalism (Khoury/CAMD)

Computer Science and Communication Studies (Khoury/CAMD)

Computer Science and Music Composition and Technology (Khoury/CAMD)

Computer Science and Journalism (Khoury/CAMD)

Computer Science and Game Development (Khoury/CAMD)

Computer Science and Design (Khoury/CAMD)

Computer Science and Media Arts (Khoury/CAMD)

COS within college

Biology and Mathematics (COS/COS)

Linguistics and Psychology (COS/COS)

Environmental Science and Chemistry (COS/COS)

Mathematics and Physics (COS/COS)

Mathematics and Psychology (COS/COS)

COS with other colleges

Graphic and Information Design and Mathematics (CAMD/COS)

Environmental Science and Landscape Architecture (COS/CAMD)

Physics and Music (COS/CAMD)

Behavioral Neuroscience and Design (COS/CAMD)

Linguistics and Communication Studies (COS/CAMD)

Psychology and Music (COS/CAMD)

Computer Science and Behavioral Neuroscience (Khoury/COS)

Data Science and Behavioral Neuroscience (Khoury/COS)

Data Science and Biochemistry (Khoury/COS)

Data Science and Biology (Khoury/COS)

Data Science and Ecology and Evolutionary Biology (Khoury/COS)

Data Science and Environmental Science (Khoury/COS)

Data Science and Linguistics (Khoury/COS)

Data Science and Mathematics (Khoury/COS)

Data Science and Physics (Khoury/COS)

Data Science and Psychology (Khoury/COS)

Computer Science and Biology (Khoury/COS)

Computer Science and Cognitive Psychology (Khoury/COS)

Computer Science and Environmental Science (Khoury/COS)

Computer Science and Linguistics (Khoury/COS)

Computer Science and Mathematics (Khoury/COS)

Computer Science and Physics (Khoury/COS)

Linguistics and Speech Language Pathology and Audiology (COS/Bouvé)

Health Science and Psychology (Bouvé/COS)

Behavioral Neuroscience and Philosophy (COS/CSSH)

Biology and English (COS/CSSH)

Biology and Political Science (COS/CSSH)

Linguistics and Cultural Anthropology (COS/CSSH)

Linguistics and English (COS/CSSH)

Environmental Studies and Economics (COS/CSSH)

Environmental Studies and History (COS/CSSH)

Environmental Studies and International Affairs (COS/CSSH)

Environmental Studies and Philosophy (COS/CSSH)

Environmental Studies and Political Science (COS/CSSH)

Mathematics and Cultural Anthropology (COS/CSSH)

Mathematics and Political Science (COS/CSSH)

Mathematics and Sociology (COS/CSSH)

Physics and Philosophy (COS/CSSH)

Criminal Justice and Psychology (CSSH/COS)

Economics and Mathematics (CSSH/COS)

Economics and Psychology (CSSH/COS)

Sociology and Environmental Studies (CSSH/COS)

American Sign Language and Linguistics (CSSH/COS)

American Sign Language and Psychology (CSSH/COS)

Mathematics and Business Administration (COS/D'Amore-McKim)

Bioengineering and Biochemistry (COE/COS)

Chemical Engineering and Biochemistry (COE/COS)

Chemical Engineering and Physics (COE/COS)

Computer Engineering and Physics (COE/COS)

Electrical Engineering and Physics (COE/COS)

Mechanical Engineering and Physics (COE/COS)

CSSH within college

Criminal Justice and Political Science (CSSH/CSSH)

Criminal Justice and Sociology (CSSH/CSSH)

Spanish and International Affairs (CSSH/CSSH)

Economics and Philosophy (CSSH/CSSH)

English and Criminal Justice (CSSH/CSSH)

English and Cultural Anthropology (CSSH/CSSH)

English and Philosophy (CSSH/CSSH)

English and Political Science (CSSH/CSSH)

History and Asian Studies (CSSH/CSSH)

History and Criminal Justice (CSSH/CSSH)

History and Cultural Anthropology (CSSH/CSSH)

History and English (CSSH/CSSH)

Human Services and Criminal Justice (CSSH/CSSH)

Human Services and International Affairs (CSSH/CSSH)

Human Services and Sociology (CSSH/CSSH)

International Affairs and Cultural Anthropology (CSSH/CSSH)

International Affairs and Economics (CSSH/CSSH)

International Affairs and Criminal Justice (CSSH/CSSH)

International Affairs and History (CSSH/CSSH)

International Affairs and Religious Studies (CSSH/CSSH)

Jewish Studies and Religion (CSSH/CSSH)

Political Science and Economics (CSSH/CSSH)

Political Science and International Affairs (CSSH/CSSH)

Political Science and Philosophy (CSSH/CSSH)

Cultural Anthropology and Theatre (CSSH/CAMD)

Sociology and Cultural Anthropology (CSSH/CSSH)

Sociology and Environmental Studies (CSSH/COS)

Sociology and International Affairs (CSSH/CSSH)

Sociology and Political Science (CSSH/CSSH)

CSSH with other colleges

Architecture and English (CAMD/CSSH)

Media and Screen Studies and History (CAMD/CSSH)

Media and Screen Studies and Philosophy (CAMD/CSSH)

Journalism and English (CAMD/CSSH)

Journalism and Political Science (CAMD/CSSH)

Criminal Justice and Journalism (CSSH/CAMD)

English and Communication Studies (CSSH/CAMD)

English and Graphic and Information Design (CSSH/CAMD)

English and Theatre (CSSH/CAMD)

Media and Screen Studies and English (CAMD/CSSH)

Human Services and Communication Studies (CSSH/CAMD)

Media and Screen Studies and Political Science (CAMD/CSSH)

Political Science and Communication Studies (CSSH/CAMD)

Communication Studies and Sociology (CAMD/CSSH)

Media and Screen Studies and Sociology (CAMD/CSSH)

American Sign Language and Theatre (CSSH/CAMD)

Data Science and Economics (Khoury/CSSH)

Cybersecurity and Criminal Justice (Khoury/CSSH)

Cybersecurity and Economics (Khoury/CSSH)

Data Science and Ecology and Evolutionary Biology (Khoury/COS)

Computer Science and Economics (Khoury/CSSH)

Computer Science and Political Science (Khoury/CSSH)

Computer Science and Criminal Justice (Khoury/CSSH)

Computer Science and English (Khoury/CSSH)

Computer Science and History (Khoury/CSSH)

Computer Science and Philosophy (Khoury/CSSH)

Computer Science and Sociology (Khoury/CSSH)

Behavioral Neuroscience and Philosophy (COS/CSSH)

Biology and English (COS/CSSH)
Biology and Political Science (COS/CSSH)
Linguistics and Cultural Anthropology (COS/CSSH)
Linguistics and English (COS/CSSH)
Environmental Studies and Economics (COS/CSSH)
Environmental Studies and History (COS/CSSH)
Environmental Studies and International Affairs (COS/CSSH)
Environmental Studies and Philosophy (COS/CSSH)
Environmental Studies and Political Science (COS/CSSH)
Mathematics and Cultural Anthropology (COS/CSSH)
Mathematics and Political Science (COS/CSSH)
Mathematics and Sociology (COS/CSSH)
Physics and Philosophy (COS/CSSH)
Criminal Justice and Psychology (CSSH/COS)
Economics and Mathematics (CSSH/COS)
Economics and Psychology (CSSH/COS)
Economics and Business Administration (CSSH/D'Amore-McKim)
International Affairs and International Business (CSSH/D'Amore-McKim)
Political Science and Business Administration (CSSH/D'Amore-McKim)
Health Science and Sociology (Bouvé/CSSH)

CAMD within college

Architectural Studies and Design (CAMD/CAMD)
Communication and Media and Screen Studies (CAMD/CAMD)
Game Design and Music Technology (CAMD/CAMD)
Communication Studies and Theatre (CAMD/CAMD)
Journalism and Interaction Design (CAMD/CAMD)
Media and Screen Studies and Media Arts (CAMD/CAMD)
Media and Screen Studies and Theatre (CAMD/CAMD)
Communication Studies and Graphic and Information Design (CAMD/CAMD)
Music Industry and Communication Studies (CAMD/CAMD)
Theatre and Interaction Design (CAMD/CAMD)
Media Arts and Communication Studies (CAMD/CAMD)
Media and Screen Studies and Journalism (CAMD/CAMD)

CAMD with other colleges

Business Administration and Communication Studies (D'Amore-McKim/CAMD)
Business Administration and Design (D'Amore-McKim/CAMD)
Civil Engineering and Architectural Studies (COE/CAMD)
Environmental Engineering and Landscape Architecture (COE/CAMD)
Electrical Engineering and Music Technology (COE/CAMD)
Mechanical Engineering and Design (COE/CAMD)
Communication Studies and Speech Language Pathology and Audiology (CAMD/Bouvé)
Health Science and Communication Studies (Bouvé/CAMD)
Graphic and Information Design and Mathematics (CAMD/COS)
Behavioral Neuroscience and Design (COS/CAMD)
Linguistics and Communication Studies (COS/CAMD)
Environmental Science and Landscape Architecture (COS/CAMD)
Physics and Music (COS/CAMD)
Psychology and Music (COS/CAMD)
Architecture and English (CAMD/CSSH)
Media and Screen Studies and History (CAMD/CSSH)
Media and Screen Studies and Philosophy (CAMD/CSSH)
Journalism and English (CAMD/CSSH)
Journalism and Political Science (CAMD/CSSH)
Criminal Justice and Journalism (CSSH/CAMD)
English and Communication Studies (CSSH/CAMD)
English and Graphic and Information Design (CSSH/CAMD)

English and Theatre (CSSH/CAMD)
Media and Screen Studies and English (CAMD/CSSH)
Human Services and Communication Studies (CSSH/CAMD)
Media and Screen Studies and Political Science (CAMD/CSSH)
Political Science and Communication Studies (CSSH/CAMD)
Communication Studies and Sociology (CAMD/CSSH)
Cultural Anthropology and Theatre (CSSH/CAMD)
Media and Screen Studies and Sociology (CAMD/CSSH)
American Sign Language and Theatre (CSSH/CAMD)
Data Science and Journalism (Khoury/CAMD)
Computer Science and Music Composition and Technology (Khoury/CAMD)
Computer Science and Communication Studies (Khoury/CAMD)
Computer Science and Journalism (Khoury/CAMD)
Computer Science and Game Development (Khoury/CAMD)
Computer Science and Design (Khoury/CAMD)
Computer Science and Media Arts (Khoury/CAMD)

Bouve within college
none
Bouve with other colleges
Communication Studies and Speech Language Pathology and Audiology (CAMD/Bouvé)
Health Science and Communication Studies (Bouvé/CAMD)
Data Science and Health Science (Khoury/Bouvé)
Environmental Engineering and Health Science (COE/Bouvé)
Health Science and Business Administration (Bouvé/D'Amore-McKim)
Health Science and Sociology (Bouvé/CSSH)
Health Science and Psychology (Bouvé/COS)
Linguistics and Speech Language Pathology and Audiology (COS/Bouvé)

Appendix Table 5: number of combined major degrees within colleges and with other colleges, listed by college based on data https://www.northeastern.edu/admissions/academics/combined-majors/

EAPC 2018-19 report 1st EAPC Resolution
Whereas Northeastern students increasingly customize their plans of study, including a dramatic increase in combined major enrollments, BE IT RESOLVED That the Senate Agenda Committee work with the Provost's office to establish a University–wide working group, with membership drawn from the Academic Advisors, Associate Deans, Office of the Registrar and ITS, to be charged with recommending a software platform (e.g., DegreeWorks, already in use by CPS or an expansion of the DARS system currently in use in the other colleges) be implemented that **permits students to create, visualize and save multi-year course planning and "what if" scenarios, allowing access to these plans across Colleges by academic advisors, co-op advisors, and faculty mentors.** BE IT FURTHER RESOLVED That this working group also (1) identify mechanisms to enhance FACT/Salesforce for use in combined majors and (2) design a resource that allows Academic Advisors for combined majors to be adequately trained in advising practices in partner colleges.
https://faculty.northeastern.edu/app/uploads/sites/2/2019/04/FinalReportEAPC2018-2019-v21.pdf

Appendix Table 6: Faculty Senate EAPC 2018-19 report 1st EAPC Resolution