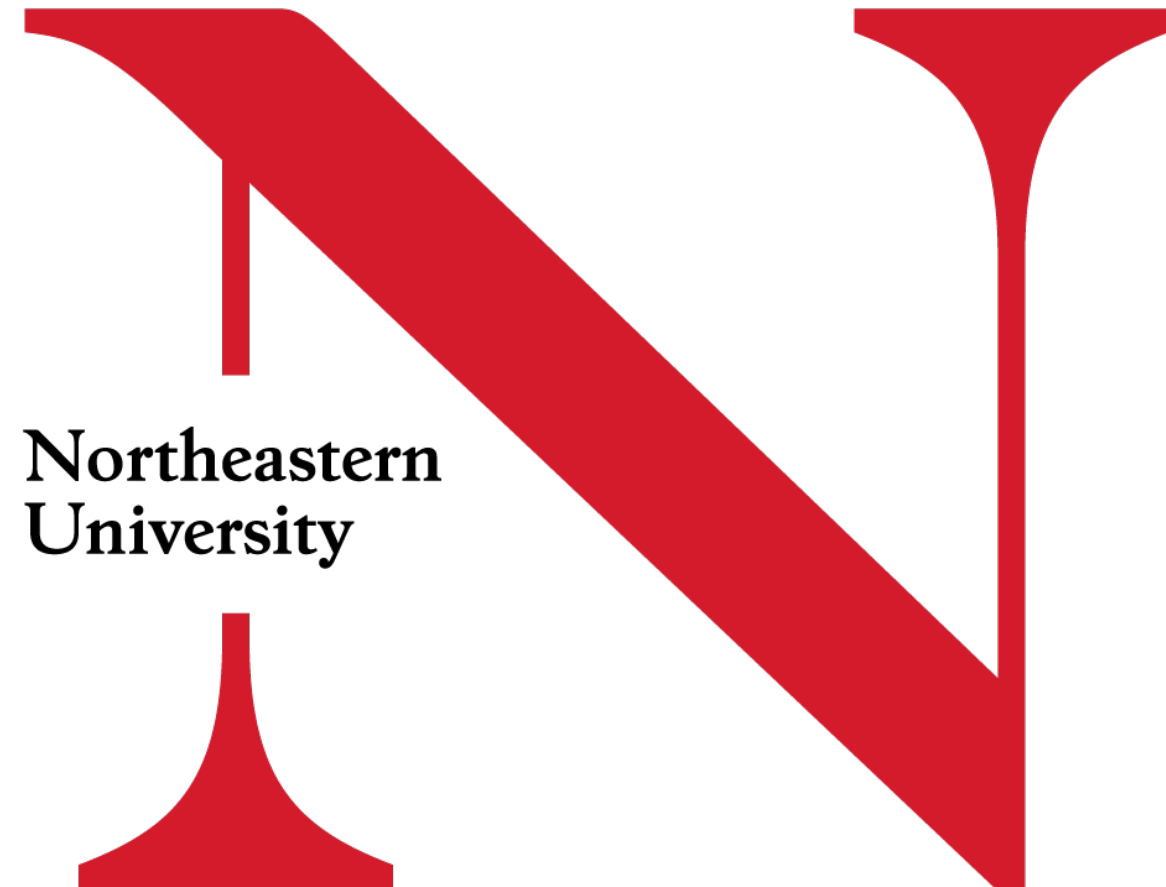


Enrollment and Admissions Policy Committee

Faculty Senate Update

04/12/2023



**Northeastern
University**

Committee

| | |
|--|--|
| <p>Jenny Van Amburgh (co-chair) Clinical Professor, Assistant Dean (SOPPS Office Student Affairs) School of Pharmacy and Pharmaceutical Sciences Bouvé College of Health Sciences</p> | <p>Alex Fronduto (co-chair) Assistant Teaching Professor Graduate School of Education</p> |
| <p>Ann McDonald Associate Professor, Art + Design College of Arts, Media and Design</p> | <p>Len (Leonard) Glick Teaching Professor, Mgmt and Organizational Development D'Amore-McKim School of Business</p> |
| <p>Ganesh Krishnamoorthy, Ph.D. Professor, Accounting Group, D'Amore-McKim School of Business</p> | |



Charge 3:

Identify current university infrastructure related to the admissions / marketing of programs (majors, minors, concentrations, graduate certificates, etc.) and assess any impact on student enrollments across the university system.

Charge 3:

EAPC met with AVP Enrollment Marketing and Director, UG Marketing

- ***Marketing strategies are different between UG and G***
 - UG is more ‘list buys’ vs G is more ‘sales approach’
 - Additional details about strategies in the submitted report
- ***University switched to SLATE (a comprehensive platform for admissions & enrollment management)***
 - Includes functionalities to follow the ‘student journey’
 - Will provide additional data points that were unavailable in the former system
- ***EAPC expressed that colleges / local levels felt that implementation of SLATE will be less say, less control***
 - Response “Subject matter experts (SME) will NOT change – college will still be involved, based on the level of involvement they want to be”



Charge 3: Recommendations

With the recent changes within the admissions & enrollment management platform, the EAPC recommends this charge be assigned for the AY 2023-24 so that specific collected data can be analyzed and evaluated.



Charge 1:

**The EAPC focus in 2022-23 was primarily on this sub-charge within Charge 1:
Solicit feedback from faculty, staff and students related to combined major advising.**

EAPC charge of investigating the adequacy of academic advising for combined majors

AY 2020-21: collected feedback from academic and co-op advisors via interviews

AY 2021-22: collected feedback from undergraduate academic associate deans via interviews

AY 2022-23: collected student perspectives via a Qualtrics survey which was disseminated in early 2023 through Student Government Association (SAG).

Organized by these five (5) themes:

- **Academic advising support**
- **Faculty/program coordinator mentoring support, co-op and career support**
- **Opportunities for integration of the two halves of combined majors**
- **Community and belonging**
- **Additional feedback on their experience pursuing a combined major degree**

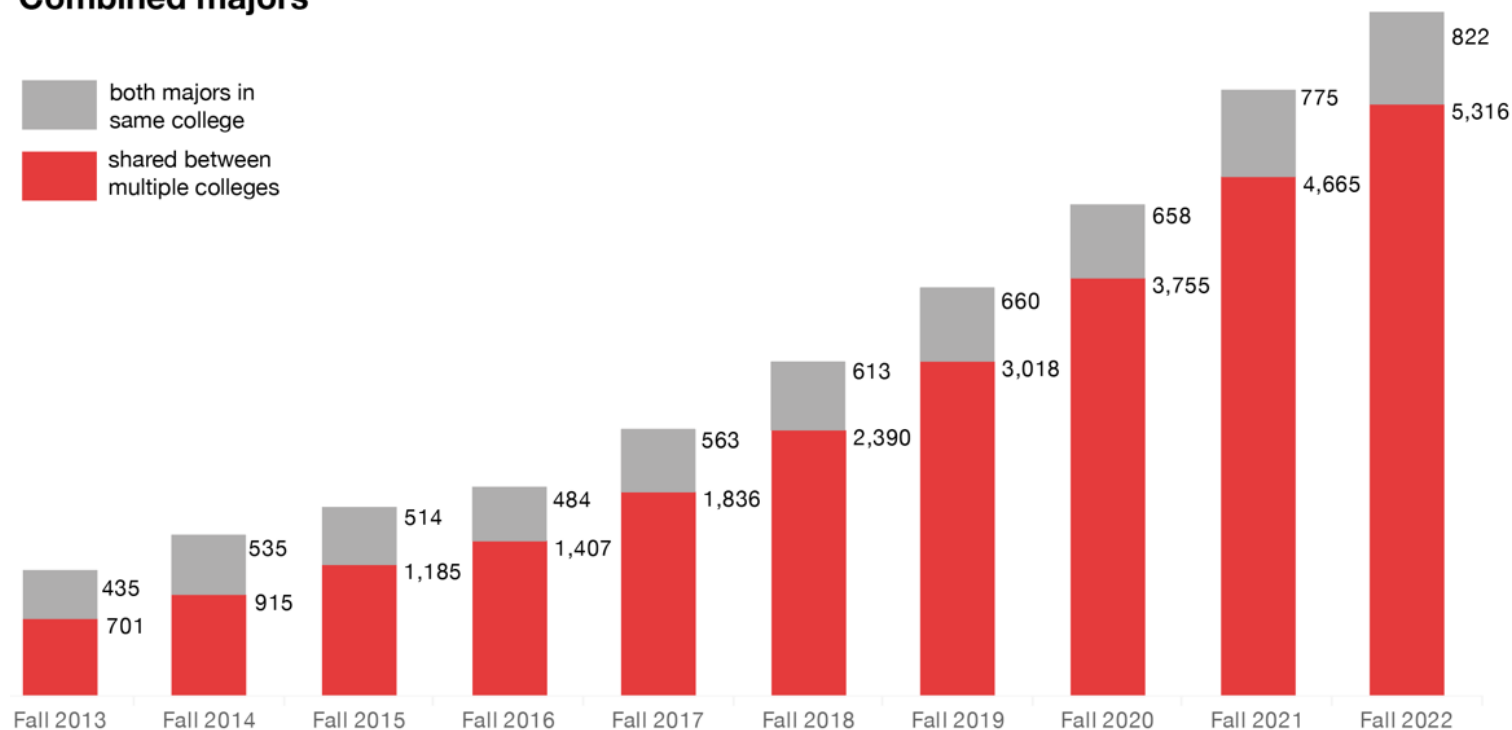


Charge 1:

Enrollment in combined majors has increased over the years, since 2013, with most growth in combined majors shared between two colleges

Enrollment in Combined majors

- both majors in same college
- shared between multiple colleges



85% are very or somewhat satisfied with their degree choice and experience to date



Charge 1: Academic Advising Support

Students stated that they felt well-supported for half of their major in their HOME College but were often frustrated about a lack of information for the other half of their degree.

- Considerable room for improvement in academic advising support for combined major
 - Limited comprehensive advice across both halves of their combined majors.
 - Frustration about the number of advisor reassignments or turnover, making it hard for students to form personal relationships.

“My advisor in my [Home college] knows virtually nothing about [other college half of degree] which makes it very difficult to guide me on which [other college half of degree] classes to take or any she would even recommend” (grad 2025)

“I was told by my [Home college] academic advisor that I was not allowed to speak to a [other half of degree college] advisor directly and had to email [other half of degree] curriculum questions to my [home college] advisor, who would then forward them to an [other half of degree college] advisor and then forward their responses back to me.” (grad 2023)



Charge 1: Mentoring / Co-op Advising Support

70% of the students rated mentoring support as moderately or very effective.

- Students have positive experiences with faculty mentors
- Support from program administrators / coordinators were least effective

“Professors were definitely the most influential and helpful, they made me feel more supported and guided.” (grad 2023)

“I have no clue who the faculty/program coordinator for my combined major is. All the professors I’ve had so far have been pretty great though.” (grad 2025)

**~ 75% rated their HOME college co-op class preparation as moderately or very effective
~25% rated their non-HOME college prep as moderately or very effective.**

- Frustrations shared that they did not have access to co-op classes in other half of their major
- Students felt they had to
 - Independently identify co-op opportunities that fit their combined majors.
 - Requested access to more specific examples of career paths and support for their combined majors.



Charge 1: Integration of the Two Halves

Experiences that have MOST helped students connect both halves of their combined major:

- **Peers, courses, clubs, and first co-op**

Experiences that have LEAST helped:

- **Research projects, capstone courses and second co-op**

“The integrative class I took was great. Most of the rest of my “integrative experience” so to speak came from my own decisions to incorporate [Home college major] into projects for my [non Home college major] classes.” (grad 2023)

“There’s very little overlap in my classes for my combined major, I mainly have to make the connections in my own time with outside information and research to understand the overlap in the areas of study” (grad 2024)



Charge 1: Community and Combined Majors

68% felt moderately or very connected to the community of their HOME college, while only 43% felt similarly to the community of their non-HOME college.

- Student suggested resolutions:
 - Receive communications and invitations to events from the non-HOME college half of their degree.
 - Better ways to meet, connect, and network with fellow students following the same degree path.

“I receive more information about [HOME college] events while I receive very few opportunities for [other degree half college].” (grad 2026)

“I don’t really feel a sense of community for either program.” (grad 2024)

“I didn’t receive any support from [non-HOME college] during welcome events as there was no information regarding those with a combined major.” (grad 2026)



Charge 1: Recommendations Reiterated

Based on the substantial evidence from faculty, academic and co-op advisors, and **this year directly from students about the challenges with combined majors.**

The student survey results are consistent and it is evident that the concerns in previous years shared around academic advising are real.

EAPC recommends that the 2021-22 EAPC resolution and recommendations be implemented and acted upon



Charge 1: 2020/21 Resolution Reiterated

2021-22 EAPC Resolution:

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.



Charge 1: 2020/21 Recommendation Reiterated

2021-22 EAPC Recommendation:

EAPC 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

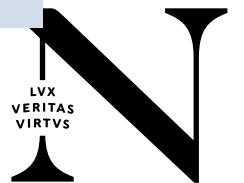


Charge 2:

Given concerns raised regarding the university's *undergraduate* student admissions process related to enrollment disparities across colleges and potential program closures, the committee shall explore the impact on over- and under-enrolled programs with respect to:

- Admissions pipeline – number of students applied, number of admitted, number yielded, number enrolled, including all the for all program degrees including all the pathways, number and type of programs with enrollment changes over the past 5 years
- Resource re-allocation to programs based on enrollment changes
- Number and type of programs closed

Provide recommendations on best practice policies for University admissions.



Charge 2:

Pathways to the University:

1. Fall Boston
2. N.U.In
3. Global Scholar (NUBound)
4. NU Oakland
5. NU London

**Data received from University
(February 03, 2023)

| | Total (Date received 02/03/2023) | | | | |
|--------------------|---|--------|--------|--------|--------|
| | AY19 | AY20 | AY21 | AY22 | AY23 |
| Applicants | 62,272 | 62,262 | 64,458 | 75,243 | 91,002 |
| Fall Admits | 12,041 | 11,239 | 13,199 | 13,830 | 6,194 |
| Fall Admit Rate | 19% | 18% | 20% | 18% | 7% |
| Spring Admits | 6,630 | 5,622 | 6,014 | 9,349 | 7,735 |
| Spring Admit Rate | 11% | 9% | 9% | 12% | 8% |
| NUBound Admits | 827 | 589 | 0 | 1,554 | 4,414 |
| NUBound Admit Rate | 1% | 1% | 0% | 2% | 5% |
| Contract Admits | 120 | 132 | 141 | 101 | 155 |
| Contract Rate | 0% | 0% | 0% | 0% | 0% |



Charge 2: Recommendations

- The EAPC was ***not provided any program or college-level admissions data as requested from the Chancellor's office.*** Therefore, the EAPC was unable to address the following aspects of charge #2:
 - Number and type of programs with enrollment changes over the past 5 years
 - Resource re-allocation to programs based on enrollment changes
 - Number and type of programs closed

EAPC recommends that the SAC, in collaboration with the EAPC members, works with NU administration to receive the data for review. We recommend that the administration share the needed data with the EAPC in order to fulfil its charge, thereby fostering a greater sense of transparency between the administration and faculty/staff.



Charge 2 Addition: Faculty/Staff Dependent Benefits

Quantitative analysis of SAC Fall 2022 survey responses

| How important was the tuition benefit for dependents in your decision-making process for accepting your faculty position? | N=Benefit Importance | % of Respondents |
|---|----------------------|------------------|
| Very important (28.4%) and Important (23.4%) | 108 / 89 | 51.8 |
| Minimally important (18.1%) and Not Important (30.2%) | 69/ 115 | 48.3 |
| Grand Total | 381 | 100.00% |
| In the past 5 years, did your dependent child(ren) use this benefit? | N=Use benefit | % of Respondents |
| No | 330 | 88.24% |
| Yes | 44 | 11.76% |
| Grand Total | 374 | 100.00% |
| If yes, what pathway(s) was your dependent(s) admitted? Select all that apply... | N=Pathway admitted | % of Respondents |
| Admitted (NU Fall) | 26 | 59.09% |
| NU In | 10 | 22.73% |
| Contract admission | 8 | 18.18% |
| Grand Total | 44 | 100.00% |
| In the future, are you planning to use this benefit for your dependent(s)? | N=Future plan | % of Respondents |
| No | 119 | 31.65% |
| Unsure | 99 | 26.33% |
| Yes | 158 | 42.02% |
| Grand Total | 376 | 100.00% |



Charge 2 Addition: Faculty/Staff Dependent Benefits

Qualitative analysis of SAC Fall 2022 survey responses

- **Questions:**

1. Are there any concerns or feedback you'd like to share regarding this benefit for dependent child(ren)?
2. Are there any other tuition remission benefits programs you would like Northeastern University to explore? (e.g., tuition exchange, college consortium, payment at other colleges, etc.)?

- **Themes:**

1. Respondents expressed:
 - That this dependent tuition benefit was one of the main reasons why they chose to work at the University
 - Concerns about their dependents being admitted to the University due to the decreasing acceptance rate.
2. Respondents encouraged the University administration to explore other tuition benefit options such as tuition exchange programs, college consortium programs, or reimbursement opportunities for other colleges/universities.
3. Respondents questioned why Northeastern does not cover the full tuition or equivalent for 1 semester of tuition cost for N.U.in or other possible pathways that dependents may be admitted into.



Charge 2 Addition: Faculty/Staff Dependent Benefits

Northeastern admission data for Faculty/Staff Dependents

| | Faculty/Staff Children | | | | |
|---------------------------|------------------------|------|------|------|------|
| | AY19 | AY20 | AY21 | AY22 | AY23 |
| Applicants | 86 | 102 | 133 | 124 | 125 |
| Fall Admits | 40 | 33 | 38 | 43 | 27 |
| Fall Admit Rate | 47% | 32% | 29% | 35% | 22% |
| Spring Admits | 0 | 1 | 32 | 38 | 31 |
| Spring Admit Rate | 0% | 1% | 24% | 31% | 25% |
| NUBound Admits | 0 | 0 | 0 | 0 | 1 |
| NUBound Admit Rate | 0% | 0% | 0% | 0% | 1% |
| Contract Admits | 19 | 40 | 45 | 34 | 56 |
| Contract Rate | 22% | 39% | 34% | 27% | 45% |

**Data received from University (February 03, 2023)

The number of faculty/staff dependent applicants has remained steady over the past three years; however, there is a **steady decline of the fall admit rate** with a corresponding increase in contract admits.

Competitor Analysis

- **Explored 16 competitor institutions' dependent tuition benefits**
- MAJOR DIFFERENCE: 8/16 (50%) of the competitor institutions offer dependent benefits to faculty/staff for other colleges / universities.
- For some it is equivalent to the 'home' institution (100%) while others offer a percent of tuition reimbursement or specific dollar amount per term or per year.



Charge 2 Addition: Recommendations

EAPC recommends that a Benefits Human Resources Task Force be formed to explore the financial implications for faculty/staff dependent of the University for the following:

1. Increase the tuition remission for N.U.in from 1/3 be tuition equivalent.
2. Explore options for faculty/staff dependents to participate in NUBound and Global Scholar with tuition equivalent
3. Provide coverage for faculty/staff dependents to participate in Dialogue. This recommendation is consistent with the University's aspiration to be a global university.
4. Explore tuition reimbursement for other University's / College's for dependents that may not find the University to be the right fit or that their preferred degree is not offered by the University.

