



Northeastern

TO: Senate Agenda Committee

FROM: Enrollment & Admission Policy Committee (EAPC)

DATE: March 3, 2023

SUBJECT: Final report for **2022-2023 EAPC - REVISED**

The **EAPC** committee met every weekly (8-8:45am Friday) after the initial meeting on October 3, 2023 for a total of 20 meetings during the academic year. The committee carried out the specific charges assigned by Senate Agenda Committee (SAC). The charges addressed are as follows with recommendations:

1. As combined UG majors are a goal of the university and concerns have been raised regarding adequacy of advising for students in combined majors, the committee shall:

- Solicit feedback from faculty, staff and students related to combined major advising.
- Evaluate attrition numbers of academic advisors in each college.
- Provide recommendations related to infrastructure with respect to advisor: student ratios and methods/processes for student advising.

State what was done this past year. If not done, state why.

Two of the sub-charges were not addressed for the following reasons:

- **Evaluate attrition numbers of academic advisors in each college**

The sub-committee did not have access to this information. We suggest this is more of an HR employee-relation sensitive topic best addressed elsewhere in the University systems.

- **Provide recommendations related to infrastructure with respect to advisor: student ratios and methods/processes for student advising.**

This committee addressed advisor workload and referenced The Global Community for Academic Advising NACADA recommended advisors/student ratios in the EAPC AY 2020-21 report. Student ratios and workload equity are difficult to assess given NU academic advisors varied and hidden workloads (some teach one-credit classes and have other responsibilities beyond student caseload). This issue is likely beyond the scope of a SAC EAPC subcommittee. A University-wide committee of academic advising leadership (*perhaps the Administrative Advisory Group*) with the appropriate expertise to make suggestions that support equity, transparency, and consistent student- and staff-focused solutions across all colleges and NU's increasingly complex global network should address this topic.

The EAPC focus in 2022-23 was primarily on this sub-charge within charge 1:

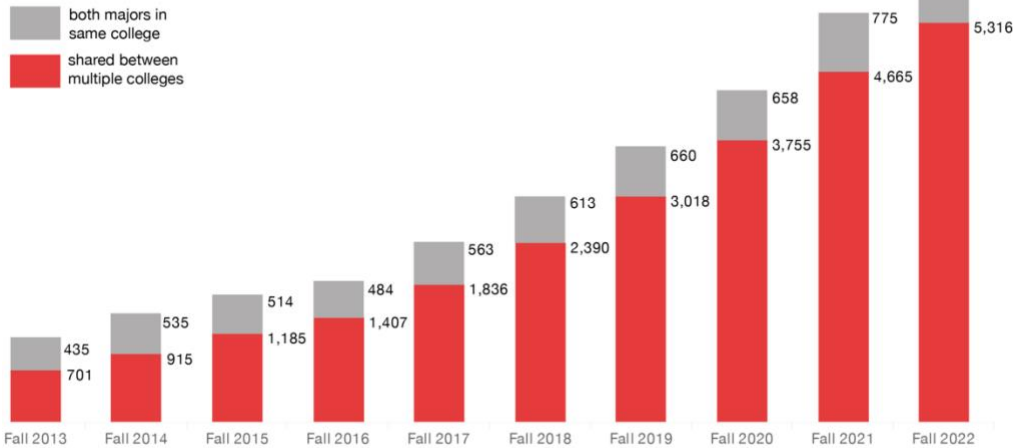
- **Solicit feedback from faculty, staff and students related to combined major advising.**

On the charge of investigating the adequacy of academic advising for combined majors, the EAPC:

- In AY 2020-21, collected feedback from academic and co-op advisors via interviews.
- In AY 2021-22, collected feedback from undergraduate academic associate deans via interviews.
- In AY 2022-23, the focus was on collecting student perspectives via a survey. The survey included questions, 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, and
 - Additional feedback on their experience pursuing a combined major degree.

Enrollment in combined majors has increased over the years, with most growth in combined majors shared between two colleges. Students who choose or are assigned a Home College and a Home College advisor are required to take co-op classes in their Home College. Degrees combined with Engineering require College of Engineering as Home College due to accreditation requirements. Khoury College began allowing combined majors to choose their Home College as of 2022/23 AY.

Enrollment in Combined majors



Northeastern University Decision Support
Fact Book Enrollment

A Qualtrics survey was disseminated in January and February 2023 through Student Government Association (SAG). SAG posted the survey link to their Instagram feed twice (about 4 weeks apart) and encouraged participation. EAPC also sent the survey link to advising units within colleges asking that they forward to their students with combined majors. There were responses from 331 students / recent graduates (opened the survey) of which 268 completed are currently students or recent graduates. All home colleges except Bouvé are represented, with 2/3 of them from DMSB likely because it sent survey to more than 2000 DMSB students. In general, approximately 50% of the students who began the survey responded to most questions.

Survey results are summarized below in both quantitative and qualitative (summary) form. The complete Qualtrics report is in the Appendix 1. Select comments are excerpted below by themes to elucidate issues via student voices.

- **In roughly equal numbers, 85% are either somewhat or very satisfied with their degree choice and experience to date**

Summary of student comments on combined major opportunities:

Students are passionate about the options afforded to them in having chosen combined majors. They also identified combined majors as one of their significant differentiators in choosing Northeastern University.

"This combined major is a huge reason I chose Northeastern." (grad 2024)

"Definitely something that drew me to NEU." (grad 2023)

"this is the most perfect major for me and no other school has it. this is brilliant Northeastern, well done." (grad 2024)

"I think the combined majors are wonderful and I am so glad that the university offers them. The ability for me to do something like this means I now know exactly what I want to do for a career. Please continue to offer them, create additional majors, and expand this program." (grad 2024)

I have loved the combined degree model, I feel my education for each major was holistic but offered a more varied approach and helped be more versatile in my career-approach." (grad 2023)

"It has been one of my favorite parts of the NEU experience, and I recommend to everyone who asks about it." (grad 2024)

- **About 40% choose their combined major in high school and another 40% during their first year at NU. These choices are quite stable. Only 15% changed their HOME college while at NU.**

SUMMARY of the primary reasons students chose to pursue a COMBINED major:

Students desire flexibility and breadth and the option to balance topics and career interests they want to pursue. Students expressed motivations ranging from relevancy to passion, often seeking a balance between analytical and creative or human-centered pursuits or expanded career opportunities.

(1) Desire to pursue many interests:

"I was passionate about both programs individually and was excited that at Northeastern I wouldn't have to choose or juggle double counting requirements that would come with double major programs at other schools." (grad 2023)

"It is a unique combination of two of my diverse interests." (grad 2025)

"I love both areas of study and once I saw the option to study both simultaneously, I chose it." (grad 2025)

I love the flexibility with core classes to take so that I can choose the most applicable to me while getting a great foundation on both sides." (grad 2026)

"I love an interdisciplinary approach to education." (grad 2023)

(2) Opportunity for balance

I chose to pursue a degree in ... because I wanted to do something both creative and analytical.” (grad 2023)

I am a maker who enjoys building and creating things, so [one half of degree] gives the creative aspect, and [other half of degree] covers the technical aspect.” (grad 2024)

I was originally in [other major] and couldn't find a good balance of things I was interested in. [My combined major] allowed me to do both [halves of combined major] work.” (grad 2024)

“I chose [other major] because I love STEM and art so when I discovered the combined degree it was an obvious choice.” (grad 2025)

“I like solving problems but I also like learning about how nature works.” (grad 2026)

(3) Efficiency and career pressures and opportunities

“I love having the opportunity to pursue two areas of interest and still graduate in four years!” (grad 2023)

“personal interest plus alignment with desired career path” (grad 2023)

“think the two could work well together for future endeavors.” (grad 2026)

“I also felt pressure to do more with my education so I decided to study multiple topics.” (grad 2026)

“It is also very relevant to the job market today.” (grad 2023)

“...wanted to get the most out of my college education.” (grad 2023)

“...combination will help me to stand out.” (grad 2025)

“Wanted to broaden my horizon of possible careers to pursue.” (grad 2025)

- **Students rate the advising of their HOME College much more effective than the advising of the other college. Specifically, 66.7% of students rated both their academic and co-op advisors and half of welcome/orientation programs of their HOME College as “moderately” or “very” effective. In contrast, about 25% of students rated both their academic advisors and welcome/orientation programs and 10% of their co-op advisors of their other college as moderately or very effective.**

Many students were unaware that they had access to advising in the non-home College or were frustrated in trying to access advising in non-home College.

Summary statements about academic advising support:

(1) Students commented that their interactions with academic advisors have been positive, offering descriptions of their advisors as “very kind,” “very patient and knowledgeable,” and “responsive.”

“My advisor is extremely helpful and very responsive whenever I have questions about anything. Has knowledge for both majors.” (grad 2025)

“My advisor was great when we had conversations about switching to a combined major! She clearly outlined the differences and mapped out what each trajectory would look like when I was contemplating the switch.” (grad 2023)

“Advising was very good in helping me with all of my decisions so far.” (grad 2025)

“Advising support is efficient: Advisors always answer on time and give decent advice.” (grad 2026)

“My current academic advisor is fantastic! [My advisor] is very supportive, she answers my questions well, and prepares for our meetings in advance. I greatly appreciate her positive attitude and everything she had done to help me with my academic career at Northeastern. (grad 2024)

(2) **But based on many other student comments, there is considerable room for improvement in academic advising support for combined majors.** Students note a lack of holistic expertise, especially for combined majors shared across two colleges. 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. They lacked access to a knowledgeable academic advisor for the non-Home College half of their degree.

*“I partly switched Colleges because **my advisor was so ineffective at helping me figure [other degree half] classes.**” (grad 2024)*

*“**It’s extremely hard to coordinate information between the two colleges.** Even advisors I’ve had in my home college **can’t tell me details about the part of the degree I have in my home college.**” (grad 2023)*

“The academic advising is often incompetent. There is little knowledge of required prerequisites for classes important to graduate on time. Often times I find myself catching inconsistencies between what my degree audit is saying and what I’ve been told by my advisor.” (grad 2024)

“I haven’t met any advisors for my other major or know much about the other college.” (grad 2025)

“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 feel like I really lacked advising from [other degree half college]. My experience with the [Home college] advisors was mostly horrible. **I always felt caught in-between and there was no one who could 100% help me - the [Home college] advisors didn’t know anything***

about the [other degree half] part of my degree and refused to help, and [other degree half] advisors didn't really know about my [Home college half] of degree. I wish I had an advisor specifically for [my combined degree] who could help with my whole degree." (grad 2023)

"Advisor support for combined majors is nonexistent. I only received support for one major, not both or the other major." (grad 2024)

"There is no cross communication and I always leave a meeting with mixed information from multiple people and confusion." (grad 2024)

"My home college advisor was helpful, but because **there was little communication between the colleges**, I sometimes got bounced back and forth when trying to schedule things or address other advising concerns, which was inefficient." (grad 2024)

"I've had 2 academic advisors over my time here and neither of them have had any knowledge of the other half of my major." (grad 2023)

"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. **This process was ridiculous and rarely worked** because one or both advisors would forget to respond." (grad 2023)

"It feels like they are **constantly referring you back and forth**, no advisor feels like combined majors are their problem." (grad 2023)

(3) Students commented that they often needed to independently figure out specifics due to limited comprehensive advice across both halves of their combined majors.

"I've had to seek out most information on my own, which isn't a problem, but it would've been nice to get some guidance on places to look." (grad 2025)

"need better advising that is specific to combined majors across colleges, **i often felt like i had to figure everything out myself & jump through numerous administrative hoops.**" (grad 2023)

"It is extremely confusing to be a Northeastern student and try to graduate. With all of the programs that are thrown at students (especially specialty global programs where there are only specific classes being taught) + co-op, **it feels harder to graduate from Northeastern that it did to get in.**" (grad 2023)

"I don't even think I have an advisor in [other degree half college]. None are shown on my advisors page of the student hub. My primary [Home college] has changed multiple times and **none have seemed well versed in my combined major or its requirements.** I have relied pretty exclusively on the degree audit for keeping on schedule for graduation." (grad 2024)

(4) Students voiced frustration about the number of advisor reassignments or turnover, making it hard for students to form personal relationships.

"Academic Advisors **should focus more on building personal relationships** with students" (grad 2025)

"My academic advisor has **switched 3 times** and have not helped me much." (grad 2024)

"My advisor has **changed 3 times in the last 2 years.** It's really not okay. As I'm not able to get to know who I'm working with. (grad 2023)

"My academic advisor has **switched at least 3 times** and I am in my third year. It's **hard to keep track of who to reach out to**, and since all of my advisors have been from my [Home college] they can't really answer questions about my [other degree half] classes.

"The only thing I would say that is bad about Northeastern's advising support is the **large amount of turnover.** I've had three different academic advisors since being at Northeastern and that doesn't provide enough consistency or stability for students who are deciding what their life path is going to be. Nor does it provide students with enough time to get to know their advisors and build relationships with them." (grad 2024)

"sometimes it would be nice if we didn't have to throw ourselves across advisors, i ask the financial office, then i ask the main advisor then they make me ask the honors one and **i just wish the advisors had some mix of information between themselves so it would make the transitions easier.**" (grad 2025)

(5) Student desire and expect access to advisors and information for both halves of their combined degrees.

"Students should be able to **decide which area their advisor specializes in or potentially have access to both types of advisors so they can receive the full breadth of support available.**" (grad 2024)

"I wish there was better support between the schools. **I feel like I should have just been assigned a [other degree half college] advisor who I can meet with, but instead I had to seek them out.**" (grad 2024)

"Ideally, **the advisor would be someone who is familiar with the reasonings for the combined major** rather than two who understand the reasonings for each unique curriculum." (grad 2024)

"Students in cross-college combined majors should be assigned an advisor in both programs OR advisors should have even a tiny amount of knowledge about the other colleges and programs (or at least the ability to Google/use the degree audit site properly). (grad 2023)

"Advisors need to communicate better between colleges." (grad 2025)

"I've felt that I have had to put a lot of work in to feel as if the majors are truly integrated. **There needs to be more advising, both in academics & co-op counseling specific to combined degree students.**" (grad 2023)

- **70% of the students rated mentoring support as moderately or very effective. Support from faculty teaching a specific course was most effective and support from program administrators and coordinators was least effective. Faculty/program coordinator mentoring support:**

(1) Many students have positive experiences with faculty as mentors
"Professors were definitely the most influential and helpful, they made me feel more supported and guided." (grad 2023)
"The best mentoring/support I've gotten has come from professors of classes I've taken." (grad 2024)
"The faculty and program coordinators were my saving grace for this experience." (grad 2024)

(2) Students generally are not aware of which faculty or administrators act as program coordinators for their combined majors, and are not clear whether that role exists for their combined major.
"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)
"Personally unaware of who the program coordinator is, never received communication from them." (grad 2023)
"Definitely feels like you have to take initiative to get support." (grad 2024)
"I have also never received any help from a faculty member who was aware of both sides of the discipline or knew where to seek support from someone who knew the intricacies of my specific combined major." (grad 2024)
- **Almost 75% rated the coop class preparation by their Home College as moderately or very effective, while only 25% of the preparation by the other college was rated moderately or very effective. Summary about co-op and career support in relation to combined major degree:**

(1) Overall student feedback on co-op advising was quite positive.
"my co-op advisor has been amazing and knows how to help me get the resources and information I need." (grad 2025)
"They have given me support and guidance through my classes and coop." (grad 2024)

(2) Several students voiced frustrations that they did not have access to co-op classes in other half of their major and recommend that students have access to co-op classes in either half of their combine major, even if not their Home College.
"...students should certainly be able to determine which co-op class best fits their needs." (grad 2024)
"I just wish that there was a bit more administrative structure involved. Allowing people to choose which co-op class they want to be in based on their major feels very obvious. Making specialized combined major advisors available might be difficult to pull off, but I think something to this effect would be very helpful." (grad 2024)
"My co-op prep class was entirely [Home college half of major] focused... It would have been useful to have some sort of portfolio focused course from the [other degree half] side." (grad 2024)
"I felt the co-op class only taught me about [Home college] co-ops and not [other degree half] co-ops." (grad 2022)
"I was forced to take the [Home college] I coop class when I didn't want to at all (I wanted a [other degree half college] co-op)" (grad 2023)

(3) Some students felt they had to independently identify co-op opportunities that fit their combined majors.
"I was able to find a coop in [combined major area] that merged both of my degrees, but i feel i was largely on my own trying to achieve and navigate that experience. There were no dedicated resources for my combined degree, and i had to piece together resources for both degrees, sorting what felt relevant and combining advice about portfolio creation, etc." (grad 2024)
"It was hard to figure out exactly what jobs intersected my majors and I really had to do that myself." (grad 2023)
"I've been on three successful co-ops and did not utilize advising services or the co-op classes, as they did not seem relevant or useful." (grad 2023)
"Honestly the clubs I am in have taught me the most knowledge and skills that I use in my role I am pursuing which is a co-op in the intersections of [my combined major.]" (grad 2023)

(4) Students also requested access to more specific examples of career paths and support for their combined majors.
Did not receive any specific career advice for my combined major/ was never made aware of coop/ full time employment opportunities most relevant to it. (grad 2023)
"There is no student association/ faculty effort to bring together students with my major or communicate interesting opportunities pertinent to it." (grad 2023)
"Since I got into Northeastern through the [Home college] I know way more about [Home college] co-ops and future careers than the other half of my major." (grad 2025)
"I also wish I had more help in figuring out the career paths for those who pursued such a combine major." (grad 2023)
"I have not received any information about how being a combined major effects my co-op search, my co-op preparation or advisory committee." (grad 2025)
"I have not experienced much on the career support side, which I am slightly surprised about with NU being such a career driven school." (grad 2025)

"Career advice wasn't helpful, I didn't know there was support from the other college half." (grad 2024)

"I like my degree but i don't like how little support and resources it has gotten at the school." (grad 2025)

"only thing I would want to add is something career-related specific for [my combined degree] because there are a lot of us." (grad 2025)

"I wish there are more opportunities for me to connect with my second college and to receive more information about the career path I can take for my combined major." (grad 2026)

- **The experiences (courses, co-op, clubs, etc.) that have most helped students connect both halves of their combined major are peers, courses, clubs, and first co-op experiences (in that order). Research projects have helped the least, followed by capstone courses and second co-op experiences.**

Summary of survey around the opportunities for integration of the two halves of your combined major degree:

The survey did not address integration specifically on a curricular level, but many students added feedback on that aspect of their experiences to date.

(1) Some students expressed a positive integration of the two halves of combined majors via academics, co-op and extracurricular participation.

"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)

"My upper level classes within [Home college] did a good job of integrating both halves of my major. I am about to start my second co-op but I am expecting that it will also do a good job of integrating both halves." (grad 2024)

(2) But many more students expressed a lack of integration of the two halves and a strong desire for additional support in integration.

There is no student association/ faculty effort to bring together students with my major or communicate interesting opportunities pertinent to it." (grad 2023)

"I haven't had any opportunities to integrate the two halves of my combined major degree, but I wish to see more." (grad 2026)

"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)

"would be interesting to have more classes specifically for combined majors." (grad 2023)

"I like (most of the time at least) both topics individually but I wish there was some overlap explicitly taught." (grad 2024)

"Academics wise, they felt very disparate. I was just taking classes half and half. I made all the connections between the two in my head more than anything." (grad 2024)

"I feel like the two halves of my major do not really mesh together. I feel like I'm mainly learning two things separately." (grad 2024)

i have found little to no opportunities within required curriculum to integrate the two halves of my degree. It definitely feels at times like im just pursuing two unrelated degrees at the same time." (grad 2024)

"I have found great integrations through my extracurriculars and my co-ops, there are very limited classes that actually integrate my two disciplines." (grad 2025)

"I would have loved some more flexibility in my major - more options for taking electives in the major and fewer required classes." grad 2023)

- 68% felt moderately or very connected to the community of their Home College, while 43% felt similarly to the community of their other college

Summary of survey results about combined major halves and community and belonging:

(1) Students expressed lack of connection to community on one or both sides of their combined majors.

"Like the idea, [combined majors] could've been executed better; felt very silo'd between the two schools [colleges]." (grad 2022)

"I don't really feel a sense of community for either program." (grad 2024)

"To realize I never felt like a student in either college but just a person taking classes makes me a little sad." (grad 2023)

"i feel like if i had more flexibility in my first year curriculum i would have figured out my major sooner and therefore have a better sense of belonging." (grad 2024)

"I wouldn't change my decision. But often instead of feeling like a cool combination of [both my hand majors] I feel like I am just a mediocre [half of my degree] and a bad [other half of my degree], not able to fully compete with my peers on either side" (grad 2024)

(2) Some students had simple requests to receive communications and invitations to events from the non Home College half of their degree.

"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)

"I would like to get messages from my [non Home college]. As of now, I don't receive anything." (grad 2024)

(3) Students expressed a desire for better ways to meet, connect, and network with fellow students following the same degree path.

"I think it would help to have an event or a way to network with just other [my combined] majors." (grad 2024)

"I wish there were more opportunities to meet more people that are in my combined major." (grad 2025)

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

"there shld be specific programs mentors clubs etc for each combined major." (grad 2024)

(4) Students also worry about access and equity regards a diverse range of combined degrees.

*"I do like my experience with my combined majors. I do feel like some home colleges offer more combined majors ... but other disciplines do not have as many combined majors, so I hope there's **more equality in other home colleges offering diverse combined majors.**" (grad 2026)*

(5) One student flagged concerns about advising for NUBound students, which may suggest further investment and study of student and staff impacts as we develop advising practices across the many shifting programs across the global network.

"I am NU Bound Oakland. No one on main campus knows what to do with me, and no one in Oakland knows anything." (grad 2026)

Recommendation

Our recommendation is that 2021-21 EAPC resolution be implemented and acted upon (which is yet to be acted upon as far as the EAPC can determine)

2021-22 EAPC Resolution:

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

2021

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.

This based on the substantial evidence from faculty, academic and co-op advisors, and this year directly from students about the challenges with combined majors has been provided. The student survey results are consistent and it is evident that the concerns in previous years shared around academic advising are real.

In addition, the 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)

2021-22 EAPC 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.

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.

During the initial meeting about the charges, the committee members along with the SAC liaison had a lengthy discussion about concerns shared from faculty/staff colleagues related to dependent coverage. The SAC chair asked this to be included as part of Charge #2. Questions were created and included in the Fall 2022 SAC survey sent to faculty.

• **State what was done this past year. If not done, state why.**

A) Overall Landscape of Northeastern University Undergraduate Admissions

The University Chief Enrollment Officer, Satyajit Dattagupta provided context to the EAPC around Northeastern University's status as an R1 institution and its growth over the last several years (increase to 90,000+ applications, low acceptance rate) as shown in table below. He stated that Northeastern will continue to admit fewer students particularly in Boston; ~60% of admitted students fall 2022 via Early Decision (ED).

The following goals were also discussed around different "pathways" to Northeastern University:

- FL Boston: 2600
- N.U.in: 1600 (not to Oakland-Mills, London)
- Global Scholar: 700 (split 350 – Oakland and 350 – London, then switch)
- NU Oakland (Mills): 200-350, 4 majors / 14 combined
- NU London (3yr, and 1 year option back to Boston): 200-350 (12-14 majors)

The table below is the only data that was provided from the University for the 5-year comparison of number of applicants and acceptance rates via pathways.

	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%

The EAPC was **not provided any program or college-level admissions data as the University said it was not comfortable sharing this level of detailed data**. 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

Recommendation

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.

B) Faculty/Staff Dependent Tuition Benefit

Based on feedback from the SAC, the EAPC investigated faculty/staff dependent tuition benefits by surveying faculty utilizing the SAC survey released in Fall 2022. Questions revolved around whether or not the benefit was important to them as faculty when they accepted the position, whether or not they have already utilized the benefit, and whether or not they plan to utilize it in the future. Quantitative data from the survey responses are displayed in the below tables.

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
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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%

It should be noted at the highest response rate of 381 it only represents 74.0% of full-time faculty who completed the entire survey (n=509 out of 1400 survey was sent). As shown in the data above, about 50% of faculty surveyed stated that the dependent tuition benefit was very important or important to them when accepting their faculty position. Additionally, over 2/3 of faculty surveyed stated they were planning or unsure about planning to use this benefit.

In addition to the quantitative data, the EAPC asked two open-ended, qualitative questions within the survey:

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.)

Based on thematic coding of the qualitative data, the following themes were determined:

1. Respondents expressed that this dependent tuition benefit was one of the main reasons why they chose to work at the University.
2. Respondents expressed concerns about their dependents being admitted to the University due to the decreasing acceptance rate.
3. 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.
4. 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.

The EAPC inquired with the University Enrollment Management about the rates of acceptance for faculty/staff dependent over the last 5 years and were provided with the below information:

As shown in the table (data received on 2/3/23), 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.

	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%

*Based on the data provided, it is unclear of the outcome of the 10 student decisions not accounted for of the 125 for AY23.

Additionally, the EAPC explored competitor institutions (n=16) to see whether the benefits were comparable. A summary below and **Appendix 2** includes the details for Faculty/Spouse/Dependent for full-time and part-time employees.

Summary of Tuition Remission and Reimbursement for DEPENDENT only:

Northeastern offers full-time faculty/staff, after 3 years of service, 100% tuition for undergraduate (UG) and graduate courses in UG Day Boston, Mills at Northeastern, London and CPS. For part-time faculty, must have at least ten years of service and the benefit must be used in a term in which the faculty member teaches - if full-time student, then one-fourth of the standard tuition charge is waived in the eligible term and if part-time student, a maximum of four credit hours is waived in the eligible term.

- Service to the institution prior to benefit eligible for dependents ranged from upon hire up to 5 years.
- % coverage of tuition varied based on the years of service, salaries earned of faculty/staff, and/or rank of the individual
- Age requirements varied from the dependent age of <25 years to tuition remission provided if the dependent had started prior to age 26 or others were less than 30 years when starting.

- The 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.

Recommendation

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.

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.

- State what was done this past year. If not done, state why.

During the AY 2022-23, there were changes within the University's Enrollment Management Leadership Team. The EAPC members had an initial meeting with Satyajit Dattagupta, Chief Enrollment Officer in early November 2022 (see Charge 2). During this meeting, we were informed that the individuals to meet with to discuss this charge were Michael O'Connor (AVP Enrollment Marketing) and Amy Vecchione (Director, Undergraduate Marketing). Our initial meeting was held late January 2023, and we learned the following:

- The marketing strategies between undergraduate (UG) and graduate (G) are different. UG is more 'list buys' versus G is more of a 'sales approach'
- The University switched to SLATE as a "comprehensive platform for admissions & enrollment management" and the platform has other functionalities to follow the 'student journey'. This implementation was done in the Fall 2022 for UG and Spring 2023 for G. SLATE will house marketing, application data and can follow the student from UG to G (their full educational journey). It will provide additional data points that are not currently retrievable in the former system.
- There are some concerns from the college / local levels which the committee shared with Michael and Amy that with the University implementation that the personalization from the college / program level will be lost and that there will be less say, less control. Both concurred they had already heard these concerns. What was shared with EAPC:
 - Subject matter experts (SME) will not change- college will still be involved (based on the level of involvement they want to be)
- Specifically, marketing at the UG level is looking for a "good fit" = an affinity score, this is reviewed by the data and analytics team. Some UG strategies shared include (but not limited to)
 - High level messaging for early inquiries (10/11th grade) - not to intimidate student
 - Senior inquiry – major/combined major; every week touchpoint
 - Marketing works on event planning and dates in conjunction with college
- How do students learn about program? Different options for campuses?
 - The marketing starts very general about NU and then hopefully the student indicates a program of interest and if/when that occurs the student will get additional communications about that program.
 - In terms of the different "pathways" to NU, these are shared in the email communications to all students, so they are aware that there are multiple pathways to NU- discuss all pathways and different campuses. Additionally, the student is asked on the CommonApp if they would be interested in Oakland or London as first campus choice. The marketing members shared a small percentage of applicants did indicate those campuses.

Recommendation

Given 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.

Other activities:

- See above under Charge 2 – the focus on faculty/staff dependent tuition remission.

Respectfully submitted,

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Ganesh Krishnamoorthy, Professor, D'Amore-McKim School of Business