

Minutes of the  
**NIU Board of Trustees**  
**Of Northern Illinois University**  
**Ad Hoc Committee on Enrollment**  
October 20, 2016

**1. CALL TO ORDER AND ROLL CALL**

The meeting was called to order at 9:00 a.m. by Chair Strauss in the Board of Trustees Room, 315 Altgeld Hall. Recording Secretary Kathleen Carey conducted a roll call. Members present were Trustees Robert Boey, John Butler, Wheeler Coleman, Matthew Holmes, Robert Marshall, Tim Struthers and Committee Chair Marc Strauss. Also present were President Doug Baker, Board Liaison Mike Mann, Executive Vice President and Provost Lisa Freeman, Vice President Al Phillips, Vice President Eric Weldy, General Counsel Jerry Blakemore, Greg Brady, Murali Krishnamurthi, Vice President Anne Kaplan, Vice Provost Anne Birberick, Assistant Vice President Dani Rollins, Lisa King, and UAC Representatives Greg Long and Holly Nicholson.

**2. VERIFICATION OF QUORUM AND APPROPRIATE NOTICE OF PUBLIC MEETING**

General Counsel Blakemore indicated the appropriate notification of the meeting has been provided pursuant to the Illinois Open Meetings Act. Mr. Blakemore also advised that a quorum was present.

**3. APPROVAL OF PROPOSED MEETING AGENDA**

Chair Strauss asked for a motion to approve the meeting agenda. Trustee Robert Boey so moved and Trustee Matthew Holmes seconded. The motion was approved.

**4. REVIEW AND APPROVAL OF MINUTES OF JULY 21, 2016**

Chair Strauss asked for a motion to approve the minutes of July 21, 2016. Trustee Butler so moved and Trustee Boey seconded.

Trustee Coleman noted, asked that corrections be made to the minutes on pages 16 – replace the word *tight* with the word *right* and 22 – replace the words *le bit* with the words *little bit*. The minutes will be amended with the corrections. A motion to approve the amendment to the minutes was made by Trustee Coleman and Trustee Butler seconded.

The motion to approve the minutes passed.

**5. CHAIR'S COMMENTS/ANNOUNCEMENTS**

Chair Strauss welcomed the representatives of the University Advisory Council. No additional comments or announcements were made.

**6. PUBLIC COMMENT**

Chair Strauss indicated he had no additional comments and turned the attention to the public comment.

General Counsel Blakemore indicating that we had received two requests for public comment. The first request from Jim Mason and another request for Sarah Whiting.

Speaker Jim Mason: Bear with me a second. Testing. I'm a little premature here. I thought I would be on at 9:10 or 9:15. I'm doing this live today. The news broadcasting runs until 9:10. Is there any other business you could conduct and I would step aside as we're shooting this live on the radio?

Chair Strauss noted, I also have a request from Sarah Whiting if she would like to speak first that would be fine.

Speaker Jim Mason responded, she would be yielding to me if I went over so I'll tell you what I'll do. She won't answer because he's live. I'm doing the best I can. Isn't it amazing all the things we can do these days with technology. One cell phone goes all over the world.

Chair Strauss noted, Mr. Mason, I'm sorry our time is really tight today so if you could start.

Mr. Mason continued, we'll do that. Let's start and he'll pick up. First of all I didn't know I was going to be here today. I had two teeth fixed yesterday. I thought I would be in so much pain I might have to cancel, but I spent time over at the Collins Dental Service and I just want everybody to know that dental surgery went great and I'm able to talk today. I'm just a little premature here, but thanks to the Collins Dental Group they saved my mouth. I'm going to start right now and if they pick up fine, if they don't we're recording this anyway and we will put it on later and I apologize for being a little tardy. Good morning distinguished trustees and all attendees. Northern Illinois University this day, October 20, 2016, that's the date today, six score and one year ago our forefathers brought forth and founded Northern Illinois State Normal School. May 22, 1895. We are broadcasting live this morning on the World Net WLBK 1360 and WSQR 89.5 to me listeners. Everyone has a copy, or I handed them out earlier, of what I'm about to propose. I wish I would have spent more time with this esteemed body 20 years ago but it was not necessary as it is today. Some of you know me better than others. I've been around Northern Illinois University since 1964 or 52 years. Just for the record I have made my proposal twice to Dr. Baker and he was a gentleman but turned me down forthwith twice. Let me get right to the point. NIU has priced itself out of the dorm market in the State of Illinois and is too reliant on MAP grants. Again I'm in the real estate business and I am a canary in the coal mine. I deal with the parents, I deal with the students, I deal with everybody, you wouldn't believe. They give me feedback. That's why I'm here today. Every time NIU raises its fees, students refuse to enroll. My plan will solve that problem to some degree. Here is my plan. Freshman with a GPA 3.5 or better should be allowed to live off campus. With parent permission, GPA of 3.5 or better freshmen will be able to live off campus housing. This program will encourage other students and parents to pick up NIU every time. Along with this program, I believe that a minimum of ACT of 22 for every student should be set by NIU enrollment. Class ranking should not be considered for admissions. Sophisticated parents want to save money. Parents and students want the option of private housing and want higher scholastic standards. NIU turned itself against locals. Sycamore and DeKalb students would be to go – they would go to NIU if, and I've heard this many times, if NIU would recruit and pay more attention to the locals. We're live. We're live.

Radio Announcer: We're now going to go off to NIU Altgeld Hall with Jim Mason now addressing the Board of Trustees Meeting at NIU.

Mr. Mason: Thank you TD. I hope this works. NIU has turned itself against locals, Sycamore and DeKalb students would go to NIU if NIU would recruit harder and pay more attention to them. I've heard this many times. Students and families would save, if they were at Northern, students and families would save transportation to and from other universities and would still give students a chance to get out of the old homestead and save \$8-\$9,000 if you live off campus. That means you'd save maybe \$30 to \$35,000 in a four-year stint at Northern Illinois. One of my employees contacted me on the off-campus non-tradition student services office to inquire about the annual off-campus housing fair that is held every October. She was informed that NIU housing and dining had requested that they not hold the event this year. Further, NIU has destroyed the off-campus environment by canceling the annual off-campus housing fair. NIU needs to get community involvement for NIU and the City of DeKalb to improve from their current situation. Canceling the housing fair has only shown once again that NIU does not want to work together with the local community to make NIU and the City of DeKalb the best it can be. If NIU

fails, so do the local business and vice versa. If there are no businesses for students to engage in the community, no one will want to come here. I have noticed sidewalk traffic at NIU is down 80% from 25 years ago. The decline in freshmen enrollment means there is no reason to come here. Bloomington-Normal enrolled 3600 freshmen this fall. They do not care about MAP grants and their average ACT is 24. Let's invite the world to the new innovative NIU with accomplishments and higher scholastic standards will graduate your son or daughter in four years. One new concept, don't worry about the bond holders. Why should NIU pay private bond holders who finance the dorm we didn't need at the time. What are the bond holders going to do? Are they going to take the buildings? No. Why did NIU tear down Douglas Hall that we might need for future housing to build a road we really didn't need. Why did NIU build the hall dorm when we had four dorms that were half full? It's all about commissions. Don't forget NIU cannot finish their current ongoing construction projects, although I noticed they started again, because of the budget, I stand corrected. It was also recently published that NIU wants to spend \$20 million on the new student center. Folks, what's the definition on insanity? NIU is doing the same thing again and is not fooling anyone. Let's talk about that another day. I'm almost done. NIU must lower room rates, lower tuition, lower fees, so parents will pay cash to come to NIU instead of expensive student loan programs. I've talked to many people about this. If you can pay cash up front and not finance it's tremendous. NIU must negotiate contracts with all its professors and employees of which I know you're doing presently. Everybody has to pitch in. Since NIU's enrollment has plummeted over the last ten years, my industry of multi-family housing and the City of DeKalb has suffered greatly as you know. While taxes continued to go up, some of you might think I'm here for myself. You're correct. If NIU fails, we all fail. What is the definition on insanity? We can't keep doing the same things as a result of lower enrollment. Let's make a change. You do not need to spend a lot of money to institute my program. Let's work together. My colleagues are at your service for housing for freshmen with a 3.5 or better. My taping of this statement will probably be available to Rockford and TV stations and other networks if they're interested. I'm available for your questions, comments, now or later at your convenience. I thank you for this opportunity to share my thought with you this morning. I would like to leave you with one or two thoughts. Why is it that those who know how to work for those who know why? Obviously I know how and I know why or I wouldn't be here. Number two, I have a saying to young people; go where people don't want to go, say what people are afraid to say, and do what people are afraid to do. Thank you all. I look forward to working with you. James C. Mason, inconvenient truth detector, DeKalb.

Chair Strauss responded, thank you Mr. Mason. Any questions or comments from committee members?

Trustee Coleman began, Mr. Mason regarding your proposal, has any other institution that you're aware of instituted a program like this before?

Mr. Mason responded, I think Iowa State played with this concept, and it's not in effect now, but if you remember the last thing I read there, do what people don't want to do. I want you guys to get ahead of this because what happens with, thank you for asking this question. If we could institute this program, we could show Northern Illinois and the parents in the suburbs or anywhere else in the United States that we have a different idea here with times the way they are. No, I don't know of any other schools doing it now, but when I came to Northern in 1964 they didn't have a dorm room for me and I'm here today. I'm not doing that bad.

Trustee Coleman responded, so it was a different time in 1964. First of all, I want to thank you for providing our students with housing and I'm sure they served you well over the years and that's great to know, but I have to tell you the reason, and I personally believe the reason other institutions haven't adopted this program, is because study after study prove that if students that live on campus have a higher engagement rate, the students that live on campus also have a higher GPA. The students that live on campus are likely to graduate more than student that live off campus. There's a reason why we have a policy to have freshmen on campus their first year. In fact, we probably need to look at the other direction and sit back and say why don't we mandate sophomores to live on campus? The point I'm trying to make is there's a reason why we have freshmen live on campus. They're success and their engagement is at a higher level by mandating that they stay on campus. Now we have work to do around enrollment and we have a vested interest to see that not only NIU succeed but the surrounding

community succeed. And so, we're not going to put policies in place that we think is just going to simply serve the surrounding community and not at the best interest of our students and I hope you will respect that.

Trustee Boey responded, I just want to make a comment. I'm looking at the comparison of your rental prices on the sheet here and obviously it shows that the NIU rental rates are much higher than yours. But at the same time the NIU rentals include room and board, etc. etc. Are you also including room and board?

Mr. Mason responded, we don't feed people. People feed themselves and it's so cheap it's almost infinitesimal.

Trustee Boey added, well the whole being is the fact that our rental rates do include room and board.

Mr. Mason responded, correct, there's two components correct. That's true.

Trustee Boey added, so I just want to be sure that when I look at those numbers indeed they are quite different, but there are reasons for the difference.

Trustee Marshall added, I have basically two comments. The first, we're learners as trustees and we depend on research for many of the things that we have to act upon. So I'm going to ask if you'd be kind enough to share some of the studies that you did to come to your conclusions. Unfortunately in some of the political struggles outside we hear the word many and it kind of triggered when people say many, many. I'd like to get to the heart of it. How many? Who is giving you the information? Is it a research study or what? I want to comment on the enrollment loss here at NIU. If that's the chief point that you're stressing, look across the state. The State of Illinois, unfortunately with the exception of one or two of the universities, all of the public universities are going that way in enrollment. So it isn't unique to NIU. Thirdly, you talked about losing in the community if this continues. From what I picked up here are you a landlord in the community for students?

Mr. Mason replied, yes, partially.

Trustee Marshall asked, would that be a vested interest?

Mr. Mason responded, yes.

Trustee Marshall replied, okay I'm finished.

Mr. Mason added, everybody knows that. That's what I said in my statement that some people might say I'm doing this for myself. Of course, we're all in the same boat. My conversations about parents and students are actual from parents and students and my staff. I'm the canary in the coal mine. I'm the largest private property owner in DeKalb County probably and so people come and tell me things that they're not going to tell you. And so, for one reason or another, if students came in here with a 3.5, they're going to excel, they're not going to drop behind. If they're living off-campus they'll still engage. If you read my total proposal, with the voucher program, all information on the voucher program would go directly to the university and have all contacts with all off-campus housing if they were in my program. But to answer your question, I've heard for 30 years what's going on here and if you all wanted to use me as a bell weather, I'll come in here and tell you what I hear. And what I hear is that people would love to have a place to live for 12 months, not 8 or 9 months and Dr. Boey it's a lot cheaper if you have a place for 12 months than it is for 8 or 9 months because people can sublet. I hope I answered some of your questions. I hear this stuff for years and years and years and years and this is the first time I've come to tell you what I see and I hear and if my program was instituted we would have a bonding with alumni in my program to go out and recruit the best of the best of the best and they need to live in the dorm to be involved. But I really appreciate it and if I could answer any more questions I'd be happy to.

Trustee Marshall noted, well going to my original question on numbers. If three people tell me something, it's fact that they told me something, but if it's 60 people then it tips the scale a little bit more. I'd like to get the depth of the information that you're presenting.

Mr. Mason responded, to be very honest with you I've heard if for so long, I apologize, I did not keep record of everybody that my staff talked to but I understand your question. Everybody wants everything in black and white and it doesn't always work, but I know what people like. I can sell ice cubes to an Eskimo and I do it every day.

Trustee Butler began, Mr. Mason I obviously, as a person who is involved in the world of public policy, I always admire and appreciate someone who comes to a meeting and proposes a solution to a problem. I think we can all agree that there's a challenge with enrollment. I'm curious if you could explain to me why you believe the ACT requirement that you've expressed today will make a difference.

Mr. Mason responded, again I've been on campus so long and find some students are really not prepared. The 22 ACT I found out is what they're doing at Bloomington and it's really changed everything. Yes, Bloomington broke the ceiling, they had 3,600 freshmen and from what I'm hearing is its scholastics, it's not the football team, its scholastics. The parents want a higher scholastic standard and I don't know as much about that here as you do. It's just what I hear and I think if we would just go to a flat 22 or better, we would get those students. Does that make sense?

Trustee Butler responded, I understand what you just said, yes.

Chair Strauss confirmed that Ms. Whiting was not going to make a comment at this time.

## 7. UNIVERSITY REPORTS

Chair Strauss began, let's commence with the university report. The first item 7.a. is the fall 2016 enrollment summary.

### **Agenda Item 7.a. Fall 2016 Enrollment Summary**

Vice President Eric Weldy began, Dr. Dani Rollins will be joining me up front. It's a pleasure to be here this morning to have an opportunity to present to members of the Board of Trustees and members of the NIU community. Dani Rollins, who serves as our Assistant Vice President for Enrollment Management and Director of Admissions, and I are here today to give an enrollment update, from the standpoint as this has started the fall 2016 academic year, as well share some additional information in regards to us moving forward as an institution. What I wanted to do is start out by sharing some information that some of you may already be aware of, but I want to share with you some of our existing challenges so that you're clear. We've shared some of this information maybe in different forms with members of the Board of Trustees and the Ad Hoc Enrollment Committee, but I wanted to share some of these things with you now. The Chicago area lost an estimated 6,263 residents in 2015 which was the greatest loss of any metropolitan area in the country. I mention that because most of the students that we recruit come from the Chicago area, surrounding suburbs, as well as northern region of Illinois. Illinois was one of just seven states to see a population dip in 2015 and have the second greatest decline rate last year after West Virginia. Moreover, in 2014 the state's population dropped by well over 7,000 people. In 2015 the number more than tripled to 22,194. Sometimes I kind of get a few giggles when I tell people that not only are people leaving the region or the state, people also are not having as many babies as they have in the past. So obviously the pool in which we have to recruit from is shrinking. This next slide shows a projection of high school graduates here in the Midwest. You have State of Illinois, you also have Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio and Wisconsin. What this chart shows is from the standpoint of projections for 2014 and 2015. If you look at Illinois in the far left, you see from the standpoint of growth there is no growth from the standpoint of 2015 and if you go out to 2019 and 2020 as well as in the year 2024/25 there is no projected growth for the State of Illinois in regards to the number of projected high school graduates in the Midwest. The areas where it looks like

there will be growth is in the State of Kansas as well as Nebraska. In those areas it's due to the increase in the Latino population. I just want to focus in a little bit on Illinois freshmen out migration. I know that you probably have seen numbers, there's been a number of articles that have been provided in the New York Times, Chicago Tribune and so forth. In 2002, 19,621 Illinois students enrolled as freshmen at 996 out of state four year colleges and universities. By 2014 that number had increased to 29,166 students attending 1,094 institutions. And I believe that we were at our highest in the year 2012. Like I said, I just want to kind of put things in perspective. There's been some references as well in regards to enrollment challenges not just for NIU but for the state, but I want to give you a sense of what's happening not just in the region or within the state, but also within the Midwest and nationally. As many of you know, total enrollment was down 5.5% this fall. Total enrollment is at 19,015 students. We had a decline of just over 1,110 students in comparison to fall 2015. But what I wanted to do now is show you a little bit more in depth of some of the data and information. I know there's always talk in regards to what is the mean high school GPA of our entering freshmen, what are their ACT composite scores and so forth. I wanted to make reference to that for you today. So if you look down near the bottom, the mean high school GPA for our fall 2016 is 3.26 for our new or incoming freshmen which is the same as it was the year before. So pretty much flat and if you look at our mean ACT composite score; for our new freshmen it is at 22.1. So we've been pretty consistent over the past ten years or so. So there really has really been no changes. When people ask if our students are capable from an academic point, I believe they are capable. I think they're more than capable and so we've been pretty consistent. We have not lowered our standards as an institution and so our students remain strong from the standpoint of academically performing in the classroom. I just wanted to also show you a little bit clearer picture in regards to our new freshmen as well as our new transfer as it relates to diversity of our students. One of the reasons why I decided to come to NIU was because of how diverse our student body was. I felt that that was reflective of what we see in the US and I think that this is a pretty clear picture of the changing demographics not only within the state but within the nation when you look at our student body. So overall diversity of new freshmen and enrollment was similar for the fall 2015 and fall 2016 new freshmen cohorts. For the fall 2015 new freshmen cohort, 47.6% of the students were minority or underrepresented students. For the fall 2016 new freshmen cohort, 47.3% of NIU students were minority or underrepresented students. The numbers of new transfer enrollment for the fall new transfer cohort was 30.8% of the students were minority students. While in fall 2016, new transfer cohort was 33.4% of our students were minority or underrepresented students. So this chart shows from the standpoint of the diversity of the institution. This next slide I wanted to give you an indication of where we have had increases in enrollment from the standpoint of specific academic departments and this gives you an indication of some of those increases. Despite the overall increase in undergraduate enrollment from fall 2015 to fall 2016, there were several academic areas that showed an increase in enrollment and I believe that you can see those numbers from here. President Baker has made reference to the creation of what I like to call strike force groups that have really been created to develop a strategy for recruiting students for fall 2017. And so there have been four strike force groups that have been created. One focusing on new freshmen recruitment, the other focusing on new transfer of community college recruitment, another on on-line and adult learners, and then the fourth on recruitment of international students. What we're going to focus in on today is on our domestic students so the top three we'll be sharing some details with you there. From mid-September to this point in October, the strike force groups have met several times to develop proposed action items. President Baker held a half day meeting with members of the chairs of each of the strike force groups to review and discuss actions items in which we could implement in a timely manner as we focus in on fall 2017 enrollment. Some key point to consider as we move forward; one is there has been no lack of hard work in not just Enrollment Management but Marketing and Communications, Academic Affairs, throughout our colleges. However we do need an accelerated focus of attention, rigor on a campus-wide consistency around our efforts as is relates to recruitment and retention. I think that we are definitely headed in the right direction with those. Obviously we want to attract and enroll more students next fall. What I will do now is have Dani share with you the details of some of the action items that those strike force groups will be implementing.

Assistant Vice President Rollins began, tactics for the freshmen segment focus on increasing outreach to influences and marketing and communication efforts. This group might remember from a past presentation our mentions of the high school counselor appreciation day we help last year on March 4th.

That was the first of its kind in several years and we received some great feedback about that event. We're going to be housing high school counselors again on campus for an informal gathering on November 1st. We'll be treating them to a football game and offering campus tours and we'll continue to offer these events for high school counselors twice per year, once in the fall and once in the spring. Based on the feedback from the counselors themselves, the fall events will be more lighthearted and informal with the spring events being opportunities for them to earn professional development hours and will include presentations and specific topics of interest. We're also increasing our presence with hometown high schools and working toward having regular office hours at DeKalb and Sycamore high schools. We're also increasing the efforts to get those students on campus more often. Tomorrow in fact is DeKalb High School day. We'll have 413 students and 24 staff members joining us on campus. They'll have mock classes, they'll go to lunch, take tours, and those sorts of things. This is approximately the 5th year that we've had that program. A recent national freshmen attitudes report tell us that a university's website is ranked as the number one most effective mode of communication and information gathering for prospective students which means that the look and feel of our website is crucial as well as just our general online presence. The same study also revealed that students now welcome text messaging from colleges and universities more than they did in the past, but that they don't want it at the higher levels of the recruitment funnel for general communication. They want it to be really meaningful. So we're going to increase targeted text messaging for students with the end to impact our freshmen yield rates. We know for the last two recruitment cycles after the CRM optimization, one of the goals was to get better information about our pre-applicant data so that we could track how they move through the funnel. So if we move to the next slide, we're going to talk a little bit about yield. Yield is defined as the percentage of admitted students who go on to formally enroll. Again one of the goals for the CRM optimization last year was to make sure that we had really good pre-applicant data. The applicant data forward had been really solid, but our pre-applicant data had not been as solid in the past and so we really wanted to make sure that we could see where our opportunities lie and see how we're converting inquiries to applications and so that's one of the things that we really tried to focus on with that optimization last year. After the initial optimization was complete, we've been working for the last two recruitment cycles to insure that the infrastructure is maintained and to standardized our import and update protocols to insure data integrity for this group. Prior to this, again reliable pre-applicant data didn't truly exist, but now we have two cycles of comparison data that I'll show you in just a moment. Effectively impacting yield would definitely require increased focused on communication and outreach coordination through the Office of Admissions. We want to make sure that we're maximizing the impact of our communications with the applicant and admitted student populations because we see that as the biggest areas of growth. As Dr. Weldy mentioned, we're not going to produce more students in the state of Illinois and 96% of all NIU students come from Illinois so we really want to do more with the applications that we're receiving. We also want to be prepared to replace our general messaging with increasingly targeted communications. A mistake that some colleges and universities make is over segmenting at the top of the funnel and sort of tracking students for one major or for one thing or another. We want to make sure that they come to NIU and then we can attract them to specific majors later on. At the point of applications the data is more solid and that also benefits our college partners as well. So as you'll see in the next slide, NIU's yield rate is currently 13% below the national average. So as you look at the funnel this is sort of the basic freshmen recruitment funnel with conversion, admit, and yield capture rates as you move down the funnel. NIU's local data is included and the national averages for four-year public universities are in the parenthesis. The national averages are taken from a Noel-Levitz study from 2014 and that's the most recent data available currently. As you can see we do an excellent job of converting inquiries to applicants at the top of the funnel. So these are your admissions staff, these are the people who are the road warriors who are out there generating buzz for the institution and getting people about applying to NIU. So you can see that they're doing a wonderful job. When we exclude the stealth applicants, so stealth applicants are those students for whom the application is the first point of inquiry, so that's going to inflate that top number a little bit. When we exclude those people, we're performing well above the national average on conversion. So NIU's conversion rate is 22% and the national average is 17 for four-year public institutions. When you look at the admit rate, we believe that we are where we want to be relative to our admit rate, approximately 52% means that we're effectively balancing our institutional commitment to ACCESS with the academic rigors associated with being a research institution. I should also point out at this time that we have not lowered or changed our admission criteria in over a decade. Where we see the

areas of opportunity is in our yield and our capture rates. So again as you can see NIU is 13% below the national average for yield, and 15% below the national average for capture. Some of the capture numbers, some of that is because we have a somewhat loose definition of confirmation on this campus. Again I've spoken about this with this group before. Some of that is how we allow students to confirm. So again because of that commitment to ACCESS we want to make it easy for students to confirm, but that means that confirmations don't always constitute a dollars down commitment. So for some students there isn't skin in the game even at the confirmation level. It's easier to confirm, but it's also easier not to show up in the fall. So some of those numbers come from that practice as well. But plainly stated, we need more of our admitted students and more of our confirmed students to go on to enroll and so that's going to be our primary focus moving forward for the freshmen population.

Chair Strauss asked, can I stop you for a second and ask a couple of questions? With respect to the shortfall in the yield rate, do you have any data that would indicate why we don't have as high a rate as exists nationally?

Assistant Vice President Rollins replied, we have anecdotal data but one of the other recommendations that you'll see later in the presentation is that we recommend employing the admitted student questionnaire. It is a national best practice. It's readily available. It's going to cost some money but we want to survey admitted students if not every year, then every other year, or every three years and budget for that so that we can get those kinds of answers directly from the students themselves. Some institutions survey all applicants. I think that we should scale that down a little bit for cost purposes, but also if we limit it to admitted students then we know we're asking those students who actually are admissible to the university.

Chair Strauss continued, so the second implication of this is that there were a higher number of applicants at the top of the funnel, if the same percentages applied, we would have a higher number of students at the bottom of the funnel. What are we doing with regard to the top of the funnel issue?

Assistant Vice President Rollins responded, again, 96% of our students come from Illinois so my hope is that we can change some of our value proposition and be able to attract students from out of state. That's a much larger conversation. We are in conversations about potentially adding the common application, but that's not something we can do mid-cycle for 2017.

Chair Strauss added, so I think a discussion on the value proposition is appropriate and I think we should defer that until your presentation is complete, but I do want to return to it because that includes pricing as a component as well as perceived value for the programming that we have. I hope that, to the extent that you don't address those as part of your planned presentation, that we can come back and discuss that issue.

Assistant Vice President Rollins responded, we have a lot of conversation about it, it's just that it's not something we can impact as quickly.

Trustee Butler asked, do you have any reason to believe that the university's housing policy has any impact on whether students choose to attend Northern?

Assistant Vice President Rollins responded, I don't think the housing policy specifically, at least I've not heard that from students directly. Pricing is always a concern for students so anything we can do to be competitive across the board but that would include tuition, fee, and merit based aid, waivers, all of those things.

Trustee Coleman noted, after quite a bit of time off line with both Dani and Eric as well as others talking about this topic and I'd like to do a little pause here and just say that we created this ad hoc committee on enrollment because we are concerned as a board and we know that we've got to make some changes. Exactly what we need to do differently, we're still trying to figure it out. That's what the administration is trying to do today as well. The last seven plus years enrollment has been down. When we hired Dr. Baker



as the president of the university we made it really clear that this is one of the top priorities. We've got to make some changes in this space. I think at this point in time we're beginning to see significant movement in terms of actions. But it's going to take the entire university pulling together and being on the same page and trying to figure out how we address this. This funnel chart, just to give folks in the room an understanding of what's going on with this funnel chart; at the beginning of the recruitment process I think there's about 300,000 candidates or prospects that we're targeting as a university. If you look at the enrollment rate being 2,300, we started with 300,000. That's less than 1% yield. The competition is on. The pool is there. We're competing against other institutions that have realized that they've got to up their game. We've got to up our game. 1% yield starting with 300,000 prospects is not good enough. We got to do better. We can do better. We've got a great institution. We have a lot to offer people. We just got to figure out how do we bring all this together and it's going to take the collective community, the collective university, to pull this together.

Trustee Marshall noted, looking at the chart and the last two items on it, I'm wondering if would help us and give us some more clarity if we were able to see rather than just national, to be able to see the regional since you say most of our students are coming from Illinois. Could we also, in the near future, get a snapshot of what's happening with the other universities in Illinois?

Assistant Vice President Rollins responded, I can try. They're playing their cards pretty close to the vest obviously. I have good relationships with all the other directors of admissions and AVP's across the state. So anecdotally I could probably bring you some things. I'm not sure how lucky I would be to get specific data relative to their funnel especially at the top of the funnel. Now they have to publish certain things relative to admits and enrolls the same way we do, but I can certainly try.

Trustee Butler noted, the admit rate, 52%. So 52% of the students who have filed an application to attend the university are admitted and the national average is 70%. Is there any reason other than our application of our admissions standards that would reduce that number?

Assistant Vice President Rollins responded, some of it could be the way that we're reporting as well. So some institutions will report on all applications and then some will take their admit rate just from those applications that have been completed. This is taken from our institution research data which includes all applications. So applications submitted not just completed applications.

Trustee Butler added, so it could be that we're not admitting students who meet our admission criteria but haven't completed their applications?

Assistant Vice President Rollins replied, all applications are decided at some point and so administratively canceled is also a decision. This number that you see on the funnel is taken out of all submitted applications including administratively canceled. Hence the 52% and not being closer to the 70%.

Trustee Butler asked, is there a way you can describe for this committee and the people here what our admissions criteria are at the very basic level?

Assistant Vice President Rollins responded, essentially it's a 990 on the new SAT or a 19 on the ACT and a 2.75 GPA or an 1140 on the new SAT or a 23 on the ACT and a 2.5 GPA. Those things go together.

Trustee Coleman asked for a clarification, are we accepting the common application?

Assistant Vice President Rollins responded, we are not currently, no.

Trustee Coleman continued, what's the reason behind that?

Assistant Vice President Rollins responded, you can't be a common application school mid-year. So you can't add it mid-cycle. You have to wait until the end of the cycle so we were not able to add it for 2017, but we could look at it for 2018.

Trustee Coleman asked, how long has the common application been around?

Assistant Vice President Rollins responded, I don't know. 15 – 20 years probably.

Trustee Coleman replied, ok and so any student that's applying to Northern and they may be interested in four or five other schools, they have to do a separate application to apply to Northern?

Assistant Vice President Rollins replied, yes. I would say our application is very, very short. Our application probably takes, in comparison to the common application especially, it's very, very short, but yes you are correct.

Trustee Coleman added, with a common application a student can take care of multiple schools or apply to multiple schools with one essay, one application, filling out information versus multiple. What's involved with the common application and why haven't we decided to implement it?

Assistant Vice President Rollins noted, prior to my arrival I'm not sure why, but it's something that we're looking into. I came from a common application school. Common application is used much more frequently by sort of higher end institutions. I can tell you on the back end common application and PeopleSoft which is NIUs system of record don't play nicely together. So we would want to conduct some impact assessments to see how that would impact our turn-around time as well. But prior to my arrival I don't know why it wasn't implemented. It's something that we're looking at now, but we can't add it mid-year.

Trustee Coleman added, so let's talk about Illinois State and the school that everybody wants to talk about these days since they had enrollment that increased over the last year, are they a common application school?

Assistant Vice President Rollins responded, no. They're actually part of a separate sort of – it's an alternative to the common application, but it is not the common application and they've actually deferred their participation until 2018 so they have their own application as well. I would also mention we do hear a lot about ISU being way up. ISU was up 97 students across freshman and transfer and I'll be very frank, they fought like hell to get them with increased merit aid and some increased marketing as well.

Trustee Coleman noted, sure and let me again say we shouldn't minimize 97. The fact is they're up, they've got a lot of publicity on it and they've got a lot of momentum out of that publicity.

Assistant Vice President Rollins replied, absolutely. I just think the impression is that they may be up a little more than they are so I always like to share that number when I can.

Trustee Coleman continued, so hats off to them, 97 additional students, they've got a ton of free press off of it. It's good for their institution, it's good for their community. Conversely though, we were down and we got negative press associated with it. So I'd rather be ISU versus NIU in terms of the press. So we shouldn't minimize the 97.

Vice President Weldy commented, I don't think that we're definitely not minimizing it, but I think also we should know that ISU, U of I, are doing some things that we should not do and that is lower our requirements our standards in certain areas in order to get our numbers. I think that's something that we need to pay close attention to as well.

Chair Strauss added, just for the sake of completeness, Illinois State also requires a second year in the residence halls, correct?

Vice President Weldy responded, yes, that's correct.

Assistant Vice President Rollins responded, that is my understanding, yes. Continuing on with the freshmen specific strategies, we'll be marketing and working with students and influencers to actively and aggressively promote the NIU Plus program. The NIU Plus program enables students to customize their undergraduate experience to progress faster to graduation by counting up to six credits toward both their major and their general education requirements to select a theme that matches their interests and those of potential future employers and will become more attractive to employers and graduate school. So we're also going to work on marketing that heavily as well.

Trustee Butler asked, before we market it heavily, can you explain it to me one more time.

Provost Freeman responded, NIU Plus. I will, for the sake of completeness, mention that one of the things that ISU is credited with in terms of enrollment is having redone their general education requirement to make it more relevant and attractive. NIU Plus was an effort of many of our faculty to make our general education requirements more relevant and student's education more customizable and their overall experience more attractive to employers. NIU Plus is an umbrella that goes over three components; Academics Plus, Engage Plus, and Jobs Plus. Academics Plus logistically has an advantage of allowing credits to be counted both towards general education and the major. It allows students to pick a theme and to follow that theme throughout their four years. There are nine themes and you can go to the website. If you want someone to recite them we might need Vice Provost Birberick to step in, but they can pick a theme like social justice or a theme like health. They can pick a theme that complements their major, or they can pick a theme like origins which really looks at how the past informs the present and would be of use to anybody going into any field. It allows a more coherent and cohesive and customizable undergraduate course experience. Engaged Plus looks at those high impact practices that we know help students stay in school and help students succeed when they leave school. Things like study abroad, internships, undergraduate research; and it allows the students to apply for transcriptional notice that they engaged in those activities. So they apply to have the activity count, there are learning outcomes associated with the activity, and then on their transcript it's noted that they had an Engaged Plus endorsement. Jobs Plus is learn while you earn program. So it allows student who need to work while they're in school, which is many if not most, and to get buy in from their employer in their professional development. So a student who's working at a local restaurant as wait staff, the owner of that restaurant might want the student to be retained as wait staff to decrease the turn over and increase the customer service. But many times our students leave those jobs because they want a job that's more relevant to rest of their lives. Well you can learn a lot in a customer service profession and Jobs Plus would help both the employer and the student acknowledge that. The employer would actually pay the student to participate in professional development activity around work place skills and it's kind of a win-win. So together Academics Plus, Engage Plus, and Jobs Plus create a unique set of opportunities for our students to get them more connected to the campus, more thoughtful about how the courses they take integrate with one another, and overall better prepared for life and career success.

Trustee Boey noted, this plus program is very enticing. How do we get the attention of the freshman class? How do we engage them and make sure they understand that this is what we're trying to do?

Assistant Vice President Rollins responded, every year the directors of admission from all of the public institutions go on what's called state articulations and so we go around to all of the other public institutions in the State of Illinois and then we invite the high school counselors from that region to come and hear updates from each of the institutions. The Plus Program was our featured highlight for our comments and then we'll also be doing some e-mail campaigns, some flyers and some other things with University Marketing and Communications.

Trustee Boey asked, do their parents know about this?

Assistant Vice President Rollins responded, it's on the table to discuss this as part of a parent/family communication as well. The transfer specific tactics focus on creating seamless pathways to enrollment that can be easily marketed and on identifying transfer students earlier in the process. We now have regional transfer counselors working at some of our top feeder community colleges. Regional counselors

have regular office hours, they host information sessions, meet with students as well as faculty and staff to further NIU's image and mission on those campuses. We've created guaranteed admissions program agreements. These agreements include websites and opt-in forms that the students are encouraged to submit at least one year in advance of their intended transfer date so that we can get them in our system sooner and continue to cultivate those relationships. As you can see from the number there, we've been promoting these agreements heavily and engaging in on-going conversation with our community college partners. The gap agreement is also unique in that it applies to domestic and international community college transfers. We're also actively working with the academic colleges to improve the department specific MOU templates for 2 plus 2 agreements so that those can be more consistent across disciplines and the language more marketable as well. Continuing with the transfer specific tactics, we're in the process of interviewing for the Director of Community College Partnerships position reporting to the Vice Provost. This position will be responsible for leading and coordinating all of NIU's partnerships with community colleges throughout the state of Illinois. We're also increasing recruitment efforts by adding monthly webinars for transfer students and revamping some re-recruitment strategies in which we will pull a list of previously admitted students and pass through the national student clearinghouse so that we can re-recruit them as transfer students for an upcoming term. Another fortunate byproduct of having regional transfer counselors is that our in-house transfer counselors are now able to visit other community colleges more often. On average, we're in our top feeders once or twice a month. Moving into some additional suggestions, we know that Indiana is experiencing some success and Indianapolis, in particular, is a growth market. Ivy Tech Community College serves approximately 200,000 students every year and is the nation's largest single accredited state wide community college system. So this means that while there are 30 Ivy Tech campuses, they're all on one catalog. So this mean that once articulation tables are created they would apply to all 30 campuses. Enacting articulation agreements with Ivy Tech could be an excellent way to increase NIU's value proposition outside of Illinois with a growing market that's nearby. We've discussed the need for more unrestricted scholarship dollars previously and scholarships for transfer students are certainly no exception. While our awarding criteria is on par with most of our competitors, being able to extend these awards throughout the entire academic cycle would give us an advantage. We also know that the campus visit is one of the most impactful recruitment strategies and we continue to leverage our relationships with community colleges to get more students to visit campus as well.

Trustee Coleman asked, where is the City of Chicago community colleges? I don't see them listed here. What's our program surrounding them?

Assistant Vice President Rollins responded, we have several programs. We're in the community colleges. We have three regionals in Chicago and so we're in there a lot.

Trustee Coleman added, there's existing programs but we're not making any changes to those programs?

Assistant Vice President Rollins responded the GAP (Guaranteed Admissions Program) agreements could also apply to those as well to those community colleges.

Trustee Coleman noted, so the 39 community colleges have colleges from the city of Chicago?

Assistant Vice President Rollins responded, yes.

Assistant Vice President Rollins continued, adult and on-line student tactics are focused on increasing our visibility as an adult friendly institution and increased marketing to this population as well. We're adding adult student information sessions to as many open houses as possible but we're paying particular attention to the Saturday open houses as we tend to see more of an age diverse group on the Saturday events. Our next admissions open house is on November 11th and we're scheduling speakers and finalizing the agenda now. One major accomplishment for the adult and on-line student work group was to formally define the adult student population. This was a small but crucial detail that had been missing. Moving forward, NIU's operational definition for adult student will coincide with the Department of Education and the IPED's definition of 24 years of age or older. Therefore gathering the date of birth

consistently on all of our existing inquiry forms will be really important. Adult students are essentially targeted subsets of other already defined populations, so they will be grad or undergrad, freshmen, transfer, etc. The re-recruitment strategies employed for transfer students may also help us with this group. We'll have date of birth as a starting point for data mining and then we'll be able to reach out to them to gather more specific information as we move them through the funnel. We also want to encourage the possibility of changing the direct admission requirements for students who hold a GED as well as offering more fully on-line degree programs for first time adult students who may or may not have prior college credit. Currently students who have a GED instead of coming to us directly from high school are required to submit and SAT or an ACT exam score. Not only that, but they're also required to have an ACT exam score that is four points higher than those coming directly from high school. So the high school minimum consideration for traditional admission is 19 while the minimum consideration for GED students is 23. Our recommendation would be to make these criteria the same or to simply consider setting an admission threshold based on the GED exam score. Continuing on the general suggestion for 2017 and beyond; again we recommend employing an admitted student survey at a minimum and preferably we'd also like to employ a parent and family survey as well. We want to hear directly from these constituents on a regular basis so that we can make data driven decisions based on that feedback and adjust our communications and offerings accordingly. We have new leadership in five of our academic colleges so we're working with our new deans to better coordinate perspective student communication and recruitment. The action item that you see listed there are all part of those conversations so that we can continue building those relationships and maximizing our efforts again with a particular focus for freshman specifically on yield. We've also heard from campus community that they want their sons and daughters to get more recruiting related messaging from NIU. There is a misconception on campus that admissions receives lists from HR or some other source about dependents, and we do not receive those lists. But we think it's a good idea so we're going to try to work with Human Resources to create an opt-in form and an information sharing process so that they can help us identify and reach out to dependent students, faculty and staff for recruitment purposes. We're also working with Alumni Relations and the Foundation to help us add to the alumni volunteer recruiter program and to assist us with impacting yield. This is also an on-going conversation and the suggested activities that you see listed there are all part of the conversation for more formal alumni engagement in the recruitment process. Finally, these are some additional suggestions and ideas that we had. Of course these will require a larger conversation, but we wanted to include them here just to illustrate that everything is on the table and that we're thinking creatively about these issues. Admissions would be happy to waive the application fee for dependents of alumni who become association members. Another tactic employed by some institutions is to give an alumni waiver for a discount off tuition or fees and things like that. So again, a much larger conversation but something that we would like to have under consideration. We also want to increase our awareness of administrative barriers so we're working with University Marketing and the President's Office to gather feedback from the community about the things that they see on the ground that are maybe deterrents to students either incoming or reenrolling. Also, of course, name changes for academic programs. Again, this is a much larger conversation and this tactic would require faculty and state level approval but it's something that we're exploring with University Marketing and others as we look at all of these issues.

Trustee Marshall noted, I was looking at some of the strategies and I'm going to ask Dr. Baker to chip in on this one. It deals with the connection to the community colleges via the reserve transfer program.

President Baker responded, we've been aggressively working on reverse transfer and for those of you not familiar with reverse transfer it's for a community college student who would leave the community college prior to getting their associates degree and transfer to NIU. You may want to do that in a particular discipline where you need to get on with your major where the community college isn't offering the courses or in the format that you want. In the past, those students have come to NIU or any of the four year schools and not gotten their associate's degree. Reverse articulation allows them to transfer their credits back to the community college, get their associates degree with NIU credits back there. So we're assigning these programs and yesterday we inked an agreement with College of DuPage and we had a wonderful ceremony there. I'll also note that Provost Freeman led a team of the deans who met with the deans at College of DuPage yesterday.

Executive Vice President and Provost Lisa Freeman added, you know when we talk about engaging community colleges there are many levels and dimension to that engagement and that enrollment, and the importance of the transfer counselors and their presence on the community campuses and the importance of them being knowledgeable about the general NIU undergraduate experience and general education program. But there's another level of understanding that really needs to occur between deans and faculty and programs to make sure that when students start at community colleges and their thinking about where they may wind up in year three or four, that they have a deep understanding not only of how credits will transfer into the university and into the major, but who will they be working with, what will the opportunities be like, how will it be similar, and those come from much deeper connections. Yesterday our academic leadership team and the academic leadership team of College of DuPage had a very frank conversation about all the things we could do together, all the things we've ever tried to do together, and what worked well and what needs to be fixed from the standpoint of communications and transfer. Then we looked at deeper engagements; interactions between our honor societies, interactions in field research, opportunities to do joint study abroad, opportunities to do joint international recruiting, and we left that with a to-do list that had action items and deadlines and reports due back. The two teams have committees who will meet together every semester the same way we met yesterday. So it was a very fruitful meeting.

Trustee Struthers commented, first, I'm most respectful of the work and effort of everyone in the administration. I, like Wheeler, spend a fair amount of time with Dani and Eric and appreciate their efforts. I concur enrollment decline is serious. The trends in the momentum are negative are very concerning. The freshmen enrollment decline has been most pronounced starting in 2013. So if you go back, it's down 21% last year and 31% when going back to 2013, so it's a three year kind of acceleration in the pace of the decline. Obviously enrollment decline as mentioned earlier has been an ongoing seven plus year situation. Obviously we all wish we would have started this effort many, many years ago and we all wish we would have put more effort in many, many years ago when it started. We were slow to react. I am respectful and appreciative of the plans and the program and the hard work. I think the four task forces are absolutely the right ones. I've heard a number of times today the quote of the larger conversation; and that's where my main concern is and that's what I think is necessary, absolutely necessary, to move this forward in compacting the conversation today into a clear and concise picture of what our university value proposition is. That we must start at the top. We must start with a larger conversation of value proposition. To Wheeler's point, to get everyone. This takes a village, absolutely – as I've talked with Doug, I use the analogy of shareholders and we have a couple hundred thousand shareholders who are watching us right? The alums, the community, the greater marketplace and all they see is the trends going like this right, so the idea of having the elevator speech that every counselor would know, that every community person would know, that every alum would know what we're doing fired up to get passion around what we're doing to turn the trends around. It has to be in value proposition which is product, place, price and promotion. No different than business. Well defined and a well-articulated, simple focused plan that all of the publics can rally around. I think that is absolutely critical piece that's needed at this top, we talked a lot about funnels, the very top funnel needs to be the picture we're painting that everyone says holy cow NIU's turning this thing around. Look at what they're doing. Here's what they're after. I think what we're doing, we're doing it. The Plus program and these are incredible, there's lots of slots, pieces and parts, that we're doing and we're working hard at. But all of that without a really focused direction can be highly unproductive. Doug and I have had this conversation many times. I've had this conversation many times with the trustees. I think that is the piece that is critical to paint the picture that everyone knows the elevator speech and the hundreds of thousands of shareholders and fans and supporters that we have out there can rally around what it is we're doing. Also I mention individual accountability on those four task force are critical. Having committees or having someone assigned to that as a part-time job given the importance of this, because this is everything, right. The trends cannot continue. We're all not going to be here if that – you know when you put this on a chart, it's a very concerning chart right. So it has to turn around. So it's absolutely the number one priority right, to turn that trend around. So to have resources and accountably to the person I think are critical. Incentives, if they succeed, would be critical. I know our resources are tight, but that's reality. As I often talk about are measures, we absolutely need measures and targets right. The idea of having that strike force in place, but what are the targets and then measure on an incremental basis. We can't wait

until next year and say oh we missed the target. We need incremental measures along the way so we know that in December and in March we hitting the right targets to achieve the ultimate objective (and that needs to be really clear). If that's 50 measures, it might as well be zero. If it's five, that's great. We know red, yellow, green, if we're working on it. Those are the sort of things I think are critical. So paint the picture, elevator speech that everyone can rally around, clear measures and accountability. I think that combined with all of the good work that we're really doing in the trenches, I think we have a really good chance of turning this great institution around.

Trustee Boey commented, I fully agree with what you said. I'm a firm believer in keeping things simple and the old statement of "keep it simple stupid" works well for I'm thinking of what we're doing, how do we condense it into maybe a plain five line or whatever the case is, because our alumni out there and all the people out there, 200,000 plus out there, they need to be able to understand it simply and able to repeat it. That's what they're comfortable with. You both are doing a great job, Dani and Eric, you're doing a great job for your people, but let's keep it simple so that people can retain what we're trying to do and spit it right out. I think that's important. This is an engineer speaking, we keep things simple and stupid too sometimes.

Trustee Butler added, Provost Freeman you mentioned that you're talking with the College of DuPage and is there anything we can do together that we're not doing now? Might that include, and is this such a crazy idea or are we close to it or maybe even really close to it, a situation where a student attends Northern and maybe never leaves Northern. Maybe finishes the first 60 hours here, enters as a freshmen and couldn't we enter into a partnership with the College of DuPage to where they are then awarded an associates even though they're not attending the College of DuPage that there be some kind of articulation agreement, some effort to transcript them with an associate's degree?

Provost Freeman responded, I think what you're actually asking is could we pen a reverse transfer agreement with a hundred percent of the credits coming from NIU back to a community college and I would need time to talk to registrar and others to figure out if that's possible, but I think it's a very innovative idea.

Trustee Butler continued, so let me build on that just for a moment because...

President Baker added, I was just wondering about HLC requirements.

Provost Freeman responded, well yes the Higher Learning Commission accreditation is always something that we consider.

Trustee Butler continued, one of the things that I'm so attracted to is the NIU Plus program because when I finally understood it, and this gets into keeping things simple, I thought there was a tremendous marketing opportunity to deal directly with a very common perception by most individuals who pursue a bachelor's degree which is that the general education requirement for lack of a more diplomatic phrase, is a lot of wasted time, and if we can, of course we know that it's not. We know that it's critical to their success long term and the preparation for their entry into a major and I wouldn't take any of those years back, they were very important to me personally, but we're talking about the perception of the marketplace and if we could find a way to make that first 60 hours more beneficial to the students in a way that they would understand and I think the NIU Plus moves us in that direction. Now you then transfer that into some kind of a marketing message that doesn't sell out the notion that this is very important work that they're doing, but at least speaks to their concern that they're not going to be wasting their time for 60 hours.

Provost Freeman responded let me address that two ways. The first is to get at the general question about how we make students see the value proposition in these customizable pathways associated with NIU Plus. I think that's got to be part of our marketing message. We have to show students how the narrative that they will sell to employers when they sell themselves will be different with NIU Plus than a conventional approach to general education. If I'm a student who wants to work in environmental science

and public policy and I'm taking the NIU Plus sustainability pathway versus going through a traditional general education curriculum. If I was the student who went through traditional general education, checked off the boxes, I would basically be able to take those achievements and sum it up like I took a broad range of courses that prepared me for life. If I was NIU Plus student, I would be able to say I elected a sustainability pathway and focused my education throughout my four years on how the environment and public policy interact. I took courses like Environmental Law and Environmental Science to prepare myself for a public policy career and then those courses prepared me to have an engagement experience as an unpaid intern at a federal agency that deals with water toxicity in the urban core of American cities. Then while I was doing that I had to work because my internship didn't pay very much but my employer allowed me to get professional development training so that I have broad experience communicating with people who come from different walks of life so if you hire me you get this advantage. I think that's one way of selling our general education NIU Plus umbrella program. But going back to the community college question, one thing that we heard yesterday at the College of DuPage is that they're trying to tackle the same thing of getting students more excited about general education. They don't have all the tools we have because they're not a research university, but they have something that they call their Edge Program and there was a lot of excitement about marrying College of DuPage's Edge Program with NIU Plus in a meaningful way and having students see that that's a particular opportunity so that if you start planning your four year pathway from the College of DuPage into NIU at that transfer point that suits your major, that suits your family situation, that suits whatever you can have, the Edge at the College of DuPage and the Plus at NIU and together those two institutions will prepare you. So I think that that can be part of how we interact with our community college partners and it's going to vary a little bit with each community college. They were very excited at DuPage yesterday about our Plus program and how we could work with them.

Trustee Butler commented, so just as a quick follow-up, we're working here against at least 40 years of practice whereby the university system and the community college system have attempted to bring together the work that they do. What I think we're going to be facing in the short term and I mean in the next decade, is an increasing demand for that first two years at Northern to be credentialed in some manner, to be in and of itself something that the student can take away and claim I completed this. I think the quicker we move into a position whether it's through reverse articulation, certificate programs, some way of making certain that if a student leaves after 60 hours, however they're configured, they get something for it. Because I think the marketplace is going to become increasingly uncomfortable with the idea that they spend 60 hours here and leave with nothing, for lack of a better term. Obviously we know they leave with much more, but they'll want something for that and if we keep moving in that direction which I think Plus is doing, I think we could truly develop something in the marketplace that is unique and is understood.

Trustee Coleman noted, when I look through the strategy, our enrollment strategy, there's no mention of scholarship dollars and I know we're doing something differently in the scholarship space so for the record I'd like somebody to talk about what are we doing differently in the scholarship space to help attract and recruit the kind of students we want at the university. Then I think in early February there is an effort made to consolidate or centralize some of the recruiters to a single department. I don't see that listed here either but I'd like us to discuss that at this time as well. Then my last comment is related to the slide that we have on the fall 2016 enrollment data where we compare, we show the departments where we have the marketing, electrical engineering, mechanical engineering, computer science, four departments that had increases in enrollment for the fall of 2016. My question related to that particular slide, is as an institution, and maybe this is part of the prioritization process, what are we doing to grow those departments? If those are growth areas, what are we doing with our budget dollars to grow those departments so we can attract and continue to attract more students? Now what's missing from this slide although I think this is a very good slide because this is an area that we need to take a closer look, is what are the departments that are significantly losing students year over year over year and what are those decreases? In addition, then we need to match that up against budget dollars. What are the budget dollars looking like? Are the budget dollars staying the same for departments that have lost significant students year over year over year? Have those budget dollars declined with the student decline? Where are we? And I know that's not an easy answer, but I think it would be great data to start



looking at to make some decisions.

Provost Freeman responded, you are correct that this is very relevant to program prioritization and the first tangible outcome of program prioritization from the academic task force report is what you just said. The first investment of resources in departments that are growing and have growth potential is how we launched our authorization to search for faculty. Because you know faculty hiring you have to search now for them to start in July to teach in the coming year. So we looked at the recommendations that came out of the task force in the context of the most up-to-date data on enrollment, on academic excellence, on other measures of success and excellence including diversity, etc. and we asked the deans to take the feedback we got in the action plans, what came out of the task forces, what the current situation was and use that data to prioritize their hiring requests for the colleges. Then the Provost's Office sat down and looked over those requests and obviously we consider things like public safety and accreditation requirements, but really enrollment and the potential to grow were probably the most important things guiding where we put more resources in terms of our academic hiring plan. Once the Provost's Office had gone through with the deans what their highest priority hires were, I sat down with the President, with Vice President Phillips, and we said this is what we need to do. So if you look at that list, electrical engineering and mechanical engineering, and computer science and geography and physics are all hiring and I don't actually remember about marketing off the top of my head. But they're hiring because they have capacity to grow and they have capacity to grow in specific areas. Within electrical engineering some of the emphases are growing faster than others and that's where we'll be recruiting faculty or encouraging the colleges to do that. In terms of moving resources away from departments that are shrinking, we are looking at you know all, when a position opens up, a vacancy, whether it's administrative or academic, it moves centrally. Departments don't own those positions and those positions are reallocated according to the opportunities available across campus. In the departments where enrollment has been growing, we're working very hard with them to develop and really with the deans and the department head too have been leaning forward tremendously, to develop what the best strategy is for that unit to grow enrollment. Because that's going to differ across the campus and we want to make sure that every department has declining enrollment is employing a rational strategy for transforming their enrollment.

Trustee Coleman note, so this is good, this is good dialog, and I'm going to put a request in to Chair Strauss that we get a report like this at a much more comprehensive level where we can see all departments and see what kind of growth or declines that we're seeing within the departments at our next Ad Hoc meeting on Enrollment.

Provost Freeman note, if you remember though, at least I think it was earlier this week when we set the agenda for the AASAP committee, Academic Affairs, Student Affairs, and Personnel we did discuss the potential for a program prioritization update and so some of this could come out there.

Trustee Coleman added, so this may need more time to talk about it and talk about some of the decisions that are associated with this, but my request is that we find a way to take a closer look at some of these numbers. Also when I talked earlier, when I made the statement earlier that Trustee Strauss also emphasized this, that we need to make sure that we've got people that are being held accountable for some of these numbers, right and we need to have targets. We need to have real targets. So we need to sit back and see how we do this. Where this is a collective effort as a university to change these numbers and to change these trends. I do have one other, you know I had two other questions and I'm not sure Eric if you can answer those questions first and then I have a follow-up.

Vice President Weldy responded, I'll address the scholarship question and you'll have to remind me of the one that came after that. I just want to remind everyone the work of the Institutional Aid Task Force looking at it from the standpoint of how we distribute our scholarship dollars as well as looking at tuition waivers. I believe that the Board of Trustees has received an update in regards to that progress and I know that there will be added updates. I just want to mention as well from the standpoint of scholarships, over the past three years we have made some changes and I also believe that there are some added things that we need to do as we move forward. One thing, you may remember the work of

Noel-Levitz, they were brought in really around my arrival just over three and a half years ago and so that decision was made prior to me stepping on campus, but the work of Noel-Levitz was essential doing financial aid leveraging and making sure that we're distributing our dollars in a way that will benefit students and impact retention. As a result, we made some changes. Some changes that we made for example were we made the decision to move from offering the two year scholarships to four year scholarships to better attract our student body. Also it got us away from what I call the bait and switch where students receive merit scholarship dollars for the first two years and then may be struggling their junior and senior year trying to finish up. I think that we've really seen the impact of that in our retention along with all the retention initiatives that are occurring throughout the academic departments and the colleges. The second thing in regards to the financial aid piece is that I do think that in moving forward we need to look at how we can increase our scholarship dollars and the benefits of that is that we pretty much run out of money around December 1st, that's our deadline and so there are other students who may not have gotten into their first choice in regards to the university that they would like to attend. I'm talking about highly academically qualified students who maybe didn't get their first choice, maybe we're their second choice and that happens across the board for all institutions. But by December 1st we've pretty much run out of money and we have not scholarship dollars to offer those students and so I think in moving forward we need to look at this whether than means going back to fundraising and increasing donor support and so forth. I think Catherine is here and she has been a wonderful supporter in regards to the changes that we have made as it relates to loosening the restrictions on some of our scholarship funds as it relates to our students. These are some of the things that I think in moving forward we need to take a serious look at.

President Baker added, just a couple more data points on what we're doing there. The financial aid task force did do a complete inventory of the 750 sources of financial aid, found that that wasn't coordinated and we weren't giving them out in a strategic way. So they did inventory those. We've purchased and implemented a software system that allows the coordination of those. Sometimes it's called stacking so if you get a Pell Grant or a MAP Grant or some other grant everybody ought to be able to see it and know what a student already has. We are also getting the merit money out early. Those are out now and then we can wrap the need based merit in after that and we've moved the timeline back earlier a couple months on that. We're also going through a big change in FAFSA. That's the financial aid form that students have to fill out and nationally that has changed this year to a fall deadline rather than a spring deadline. We think that's good but that's allowed us to move everything back. Then this new data system is allowing us to wrap around our need based financial aid to the merit based that we've already got in a more coordinated fashion. There's a good deal of work underway there. More to do, but a lot of progress.

Trustee Coleman responded, in terms of running out of money in December, how does that happen? I know we have limited funds. Is it our reach or our target student or other students possibly getting scholarships, because it's almost like a first come, first serve kind of thing.

President Baker responded, no, it's actually a packaging system.

Trustee Coleman replied, no I'm not talking about the software, I'm talking about the comment that Eric made earlier where we run out of money in December.

President Baker responded, it's not a first come, first serve. The merit stuff is out now and then we package all of the financial aid to go out in January. That will all go out as a package to all the people that are going to get it. That's the packaging part. Put all that in and get it out to students. Then you oversubscribe that as you do like with an airplane because you know not everybody is going to take it, so to speak, and so you've got to have a certain capture rate that you're estimating and the number of offers that you give out relative to the yield rate. So you can always have more financial aid, but we have to spend up to the limit that we predict that people are going to accept it.

Trustee Coleman continued, my last question was around the centralization of the recruitment. In July, in this last meeting, it was announced that the recruiters from CHANCE would be centralized. I'd like you to address that please.

Vice President Weldy responded, just to let you know that there are some work groups or action groups in collaboration with not just enrollment management but with CHANCE and with the Provost's Office and we've been meeting the past few weeks from the standpoint of putting forth recommendations on centralizing some of those areas as recruitment piece, but also looking at orientation. We're looking at the recruitment piece as well as processing of applications.

Provost Freeman continued, this is one of NIU's formal process reengineering efforts so we're using a lean Six Sigma model and our goal is to look at admissions processing, orientation, and financial aid and make things more centralized but do it in a way that allows the CHANCE program, our special admissions program, to have access to the same technology that's used for the general admissions to the university through the CRM. This also allows us to make sure that the talent and the expertise of the CHANCE staff, their multi-cultural admissions, their experience with a holistic approach, are made more available widely across our admission office. We've had groups working to map the processes, to talk about the end goals, LaVonne Neal from Administration and Finance is leading the effort and she's a tough task master. I'd be happy to share the planning documents with the trustees in individual meetings if they're interested, but those things are moving along.

Trustee Coleman noted, I raised this when I first became aware of it and I want to raise it again. We've got the strike force that's out there, we've got our traditional freshmen, and we've got our CHANCE freshmen, we've got transfer efforts, and then we've got on-line and adult learners, and then we've got international. Correct me if I'm wrong, do we have separate and decentralized recruiters for each and every one of those efforts or is that all centralized?

Assistant Vice President Rollins responded, I'd say it's a little bit of both. We have just formally defined what constitutes an adult learner as part of one of those workgroups. Freshmen and transfer undergraduates is within the Office of Undergraduate Admissions. International is under International Student and Faculty Office. The recruiters are under separate offices but we are coordinating together.

Trustee Coleman added, I'm all in favor of centralizing because there's cost savings, there's synergies, there's standards that can take place. We've got to be careful about how we pick and choose our centralization. We are going to centralize CHANCE but we're not going to centralize the international recruiters. Or we're going to centralize CHANCE but we won't centralize some of the other recruiters. My thought is if we're going to centralize, let's centralize. What's good for CHANCE should also be good for the international students, should also be good for the others. Maybe this is the first step and I understand baby stepping things, but at the same time I think we need to be really honest with ourselves if we want to centralize because we think there's a common structure and process then let's do it. Let's go all the way. Let's centralize and then let's establish those shared services where we do no harm and that's a structure in governance that has to be implemented on top of any action.

Assistant Vice President Rollins responded, yes and I think Dr. Freeman in her presentation will cover some of those things with regard to CHANCE specifically and the philosophies therein. I think some of those questions will be answered.

Executive Vice President and Provost began, let me just address centralization versus decentralization with duplication and efficiency versus level of decentralization with appropriate coordination particularly when you're talking about why CHANCE doesn't equal graduate doesn't equal international. And that's because there are some issues that are very unique to a graduate recruitment effort or to an international recruitment effort that don't exist for a domestic recruitment effort. These are things that you have to be very careful about. Visa issues, the SEVIS program, international student recruitment is fraught with risk management issues related to national security related to specific knowledge and even in universities where international and undergraduate admission are together, they're together in an office but they're separate within the office. If we were to move all of our international student recruitment into the admissions office, then the office that does the same type of Visa risk management decision making for faculty for other types of scholars would lose access to that. So there's a very good

reason that we need to make sure we coordinate our efforts. There are also sometimes very good reasons for why we partition things the way we do with an attempt to coordinate. Graduate program recruitment depends a lot on the graduate program. A lot of that goes on at the college and the program level because this is a research university and people aren't just coming to get a master's or a doctoral degree in Physics, they're coming to work in work in Accelerator Physics with Professor X and the outreach and the recruitment happens through physics meetings that take place at Fermi Lab and at CERN and at physics conferences around the nation. The Admissions Office doesn't have the bandwidth to send recruiters to the high energy physics place but our faculty go there anyway and they're the ones who are building those local reputations. So there are some graduate programs where we do that type of recruiting through the central office as well and coordinated with the department, but there are others where it really makes sense not to have everything centralized. We want to be efficient and we want to be coordinated, but those things don't always equal centralized.

Trustee Coleman added, I want to be respectful of your comment and your insight and I agree with you that there are times segmentation is important. The same argument that you made for the grad students could be made for CHANCE and so there's arguments both ways. I'm raising my hand once again. If we're going to do centralization under the premise that we need standardization in place and that we think it's more efficient in that we're going to have a shared service model where there's no harm, then we've got to look holistically and at all the segmentation that we have in place for the recruiters. So I'm saying we shouldn't be picking and choosing when do we centralize and when don't centralize. If we're going to do segmentation because we think there's specific needs then let's do the segmentation and if we have strong governance in place to make sure that we get the standardization that we're looking for, and that we're getting the efficiencies that we want to seek, then holding people accountable for the delivery of the end game and that is recruiting students.

Executive Vice President and Provost noted, I think we fundamentally agree.

Chair Strauss added, I want to look both back and forward. So for two years we have spent periodic time together talking about smaller pieces of what's involved with recruitment and retention. Those pieces involved financial aid, our marketing effort, whether or not we have the basic blocking and tackling in the admission office, certain specialty admission programs and trying to understand their operation and also taking a look at results. I said before, I wanted to talk about value proposition, that's what I'd like to do because the missing piece of this is how everything gets coordinated. This is part of what Trustee Coleman was talking about, it's part of what Trustee Struthers was talking about. It's also part of what Trustee Butler mentioned because there could be other ways to package programs where we have mid points so there's not a binary option, either you complete a four year degree program or you don't complete a four your degree program. There are certificates that measure your progress and represent value to our student and our employers if we have students that stop out for any reason. My concern is that what we have to take a look at is a purposeful approach that delivers a mode for what the university should look like in terms of the programming because even though we have growing departments if you will or majors, we don't have information that we've heard about whether those deliver their programming at a profit, if you're going to be crude about it. We could have a wonderful outreach program that results in having a music school that consists entirely of tuba players because they're the only people who are capable of paying the tuition in that year's class. This is a ritually complex area but the coordination is the part that we haven't talked about yet and how we get to being able to define that value proposition for the university. I think logically that is the next topic for us to talk about. That is the critically important missing piece while we continue to see whether in each of these subsidiary areas we can manage to continue to make progress. I'm certainly sympathetic with those members of the committee that want to find a way to be able to measure our progress, but I'm not sure that we know yet what our goal is so defining the appropriate measurement technique may not be possible today. I want to move us in the direction so that we can define what those things are. We've got some missing pieces as well so when you talk about a value proposition, what we haven't talked about is should we have differential tuition? How do you price appropriately? Do we have programs that can command a premium? Are there alternative revenue streams that we ought to be looking at to develop that might help offset some of this? Now to my mind part of what surfaced from today's presentation is that we

have an alarming drop in first year enrollment for traditional freshmen students. While we have looked at ways in which we can mitigate the impact that it has on us financially by identifying other streams at the top of the funnel that produce credit hours and have revenue, the revenue contribution from a traditional freshmen student is different than it is from the generation of these other credit hours. So this is not something that we can delay and it's seasonal. We're in the midst of the season now where we're going to make next year's class. So while we have this larger conversation, my view is that we have to do whatever we can to focus on the horrible elephant that we have in the room. Nobody is happy with the result last year nor the trend over the last three or seven years, define the relevant period, it doesn't matter, the result is the same. My hope is that what we will do is continue to work on each one of these pieces, but I want our agenda for the next meeting to include this coordination piece. How are we defining the overall value proposition? How do we all work together to be able to address the larger issue? These smaller ones, they're going to have to be resolved. I'm not ignoring them at all. But until we have an answer to this larger question, we won't know how to resolve some of the smaller ones. I hope that's what we can spend some time during our next meeting. Having said that, we're way behind schedule. Here's what I would propose that we do. I know that there are people who prepared the P20 presentation for today, but I'd like to defer that until our next meeting in the interest of trying to finish today. I apologize for putting people to the task of coming today and then not being able to make a presentation on that topic. I would like to move into the CHANCE, Promise, and Academic Support Service agenda item.

Trustee Marshall added, I had only one quick question. How many hours can be transferred back to a community college, are we limited?

President Baker responded, yes, but I don't know the number. I think 30, but I'll have to check. I will get you that answer.

#### **Agenda Item 7.b. CHANCE. PROMISE, and Academic Support Services**

Provost Freeman began, let me say that it is certainly my pleasure to be here to give this presentation that was specifically requested by this ad hoc committee at our last meeting. Vice Provost Birberick is going to be speaking about academic support services and it is indeed my pleasure to talk about CHANCE and PROMISE. It is my privilege to talk about CHANCE and PROMISE because Dr. Denise Hayman the director of those programs had a professional conflict. I know that in the audience we have a lot of people who will be able to help me if I get stumped by questions. So if members of the CHANCE staff could please stand to be recognized. Faculty who teach CHANCE students and/or CHANCE alums may be with us if you would also please stand to be recognized. Thank you very much for being here today. I appreciate it. I know that the trustees may have questions that you'll be better positioned to answer. The structure of my presentation this morning is to start out by giving some background on CHANCE program and then I'm going to talk specifically about the metrics that might be in a CHANCE dashboard. Something that I know the trustees have specifically requested. The slide shown now shows not only what the acronym CHANCE stands for but is also expresses and articulates the CHANCE mission and vision. The mission of CHANCE is to identify, recruit, admit, and assist capable students whose pre-college education has not fully enabled them to take maximum advantage of their potential and the opportunities in higher ed. I want to say a little bit about this because I think this speaks to our mission as a student centered, regional public university in that it's our responsibility to the region to make sure that we don't squander human capital. Because it's our responsibility to the region to make sure that we have educated citizenry and a workforce that's appropriate to recruit and sustain economically thriving businesses here. The students who are eligible for admission to CHANCE take basic college prep high school courses. They attend target high schools or they're first generation college students or they receive reduced lunch or participate in certain academic preparatory programs like the Trio programs or they're veterans of the US Armed Forces. These are students who bring something special to the learning community on our campus. This is a special admissions program, but it's not the only special admissions program that NIU has. We admit talented musicians and we admit talented athletes all of whom enrich our campus environment through their different lived experiences and the opportunity for all of our students to see things through a variety of different lenses. CHANCE has a storied history and I urge

everybody to go see the exhibit that's currently in the university library's regional history center on activism in Northern Illinois. CHANCE was born at a time with some similarities and some differences to the time we live in today. The first pilot for CHANCE occurred in 1968 and the program started in 1969 and I have not only a yearbook photo up here but something even more important, a quote from the inaugural address in 1968 from NIU President Rhoten Smith. What he entitled his inaugural address was "Excellence and Opportunity." I want to say that opportunity is really part of excellence because you can't claim excellence as an institution of higher learning especially a public institution if you turn your back or exclude students who experience structure inequality from the ranks of higher education. I think Rhoten Smith was ahead of his time and I think we are very fortunate to have him among the presidents who've served NIU. I think the program we're going to discuss today is a legacy program that speaks to NIU's identity. We often talk about our access mission, but access alone isn't really what we're here for. We're here for excellence and opportunity is indeed part of excellence. In 1969 NIU was a predominantly white institution and CHANCE was almost entirely made up of African American students, but over time things have changed because our region has changed. If you look at the slide now we're looking at the CHANCE student population by ethnicity and the NIU student population by ethnicity. We have in the very bottom bar all NIU freshmen in 2009. The bar above it, CHANCE students in fall 2009 and then if you look at the top two bars they're from 2016 and again the all new freshman bar appears below the CHANCE bar. As you read left to right you see the percentages for Asian students, black students, Hispanic students, other students, and Caucasian students. What you can really see over time is that between 2009 and 2016 both NIU freshmen and CHANCE became more diverse. For example if you look at NIU freshmen in 2009 they were 10% Hispanic students and in 2016 it's 15% Hispanic students and that really reflects the demographic changes in our region. If you look at the CHANCE student population, you'll see that there's a decrease in African American students, you have more Caucasian students, then about stable Hispanic population and that actually reflects the changing demographics of the high schools that feed CHANCE. These programs reflect the programs that feed them. Things are never static. They've not static in our world and so they're not static on our campus. When we talk about CHANCE as a special admissions program, we have two pathways into the CHANCE program. I talked previously about the minimum requirements in terms of taking a certain set of high school courses, coming from a targeted high school, being your first in your family to go to college, but you can be admitted to CHANCE either automatically because you meet what Dr. Hayman has defined as the preferred profile, and that is having a grade point average greater than 3, a high school ranking greater than the 70th percentile, or an ACT greater than 17. This is defined as the preferred profile because we know that students with this profile have a very high chance of succeeding at NIU on the basis on the data that we've collected over the rich history; 30 plus, 40 years of this program. CHANCE can also accept students who don't meet the preferred profile. In that category we have students who have a grade point average greater than 2, and ACT greater than 13, they pass a basic math test, and they're admitted through a holistic review process that considers course work, essay, lived experience and community service. Again this is not the only admissions process we have on our campus that's holistic because we do the same for other populations again musicians and athletes. I do want to point out, if you look at the trends between 2013 and 2016, the percentage of students that are admitted with the preferred profile automatically into the CHANCE program actually increased over that time. We sometimes hear people who are uninformed, unaware of our data, saying that we've decreased the academic standards in the CHANCE program and that even within the CHANCE these academic standards have decreased over time and that's simply not true. This slide shows the percentage of NIU freshmen that are admitted through the CHANCE program versus other mechanisms. You can see in fall 2011 it was about 17%, 20% in 2013, and 18% in 2015, and in 2016 I made this slide before the student profile was available, but it's 22%. There hasn't been a wide swing in the percentage of our overall freshmen class who are CHANCE students in many years. This slide lists the services that CHANCE provides to the students who enter through the program. If you look at all of the bullets except the bottom two, you can see that this is a transition program. CHANCE provides services to students to help their transition into the first year of university. There are pre-college academic enhancement activities, getting students used to the culture of a university. A lot of these activities focus around math because none of our students always optimally sequence their math courses in high school getting ready to enter college. There's financial aid counseling and follow-up, transition skills building, individual and group personal and career counseling and this is not only for students but also for families. There's tutorial assistance, a service that we offer all of our students and Dr. Birberick

will talk about this a little more. Peer mentoring and then there's exit counseling for students who withdrawal or transfer from NIU and that counseling occurs whether they withdraw in poor or in good academic standing. The bottom two bullets talk about academic recognition. There's a lot of positive reinforcement that goes on in CHANCE and in fact CHANCE students are eligible for membership in Chi Omega Epsilon a national honor society that's based on high academic achievement of students who enter universities through special admissions programs. This is something that we all take very seriously celebrating the success of our students in any of the honor societies that exist on our campus because we know that that gives students something to strive for. I really like the slogan of Chi Omega Epsilon "The tassel is worth the hassle" I think that sort of says a lot right there. Another thing that CHANCE offers our students because of the long and rich history of the program is academic, professional and alumni networks. We know how important this is to the life and career success of all of the students that come to NIU or to any other university. If you ask people why an Ivy League education, where's the value add? A lot of the value add isn't because the faculty there are any better than our faculty. A lot of the value add is because of the professional and academic and alumni networks that you can create. In Chicagoland, where we're drawing students from diverse backgrounds and most of our students want to stay and work in the Chicagoland area, access to the academic, professional and alumni network associated with CHANCE is a key competitive advantage for our students and it's something that the program has worked very hard to build. So even though CHANCE is really designed largely as a first year transition program, students identify with CHANCE throughout their four years at the university and for many, many years into the workforce because it's something that really enabled their success. Alumni of the CHANCE program want to make sure that they reach back and help the students who are going through the program now. That's a very important aspect of the program. I'm going to switch now and talk a little bit about the dashboard metrics that I think the trustees may be interested in following as we look at CHANCE and other programs and they're really the same dashboard metrics we used to look at the academic success and persistence of all of our students. So the graph here shows fall to spring retention, so retention between the student's first and second semester at NIU. Reading from the bottom up we're again looking at a trend: 11, 13 & 15. The darker bars are all new freshmen and the lighter bars are CHANCE. We can see that our overall freshmen retention fall to spring is about 88% for all new freshmen and in the lower percent for CHANCE. The next slide is fall to fall retention. The slide is laid out the same way. You can see, as you know, that our overall retention rate has climbed since 2011 going up to 73% in 2015 and it's actually a little higher in 2016 and we think that our intentional focus on retention under President Baker has made a difference there. If you look at our CHANCE fall to fall retention rate you'll see disappointingly that we have a drop-off in 2015 and it's hard to know exactly what caused that, but I think we would be foolish to think that the financial insecurity of the State of Illinois and the failure of the State of Illinois to guarantee MAP funding to our students hits this student population harder than it hits all others. So I think what we're seeing there is a failure of the State of Illinois to deliver on its promise to our students. This is a slide that talks about the people who aren't retained, the people who don't persist, and the freshmen who leave NIU at the end of their first year. The top line shows all freshmen at NIU. The bottom line shows CHANCE, and this is the fall 2014 to 2015 cohort and that's because that's where the most recent data were available when I made the slide. I want to make just a couple of different points here. First, that most of the students who leave NIU in poor academic standing are not CHANCE students; and many students leave NIU in good academic standing, both CHANCE students and students who are admitted through our traditional admissions processes. The students who leave NIU in good academic standing we interview them. We try to intervene. We know what they're saying and it's a combination of things. It can be homesickness, it can be a life event, it can be a failure to connect to the university, but in many cases it's financial. For both CHANCE students and for all of our students we're working hard to try to be able to keep students who are leaving NIU because of a small financial balance in school. The trustees have heard Vice President Squires talk about the Angle Touch program that's being replicated at the college level using the unrestricted Foundation funds that are awarded in programs because we don't want students who are eligible to reenroll who have attended NIU in good academic standing to leave. We don't want them to leave if they're CHANCE students, we don't want them to leave if they're NIU students. This slide shows the new freshmen term grade point averages in fall 2015 for all of our freshmen. The CHANCE students are the darker bars and all NIU freshmen are the lighter bars. What you can see is for CHANCE and all new freshmen, most students earn GPA's over 2.0 and for CHANCE students a quarter of them earn GPAs

over 3.0. I'm now going to talk about the student achievement measure. This is a very colorful and somewhat complex graph. I think it's an important concept to understand. We have thrown around a lot in the newspapers in casual conversation the term graduation rate, the concept graduation rate. NIU is required to report graduation rates to a number of federal agencies. When we talk about the definition of the federal graduation rate, what we're really talking about is tracking a limited number of students, the first-time, full time students who start at one institution and their graduation from that institution. But as time goes on all of our students are more mobile. To give universities a better handle on seeing what's happening to the students who start at their university, a number of higher ed organizations, American Association of Universities, Association of Public and Land Grant Colleges, the American Council on Education and many others develop this student achievement measure. This allows you to get a more complete picture of undergraduate student progress within the higher education system. The way the data are managed is we take the students who enroll at NIU and at various intervals, four, five and six years are the conventional intervals, we look at who graduated from our institution, but we also use that student data to consult a national clearing house that tracks students throughout higher education at accredited four year institutions. What you can see in the purple bar here is the students who start from NIU and graduate from NIU after four years in the top line, after five years in the middle line, and after six years in the bottom line. The next bar which is kind of a light lavender shows the students who graduate from another four year institution. So these are students who left NIU but did not leave higher ed and who attained a baccalaureate degree at another institution. The bright blue bar shows the students who are still enrolled at NIU at four, five and six years and you can see that that bar shrinks between four and six years as the purple bar grows because the students who were enrolled are in fact walking across the stage with a diploma in their hand. The light blue bar shows students who are still enrolled in another institution and again in this data set that's a baccalaureate granting institution. The green bar up there it says status unknown, but that doesn't mean that we don't know anything about where these students are in the world, it means that the national clearing house doesn't have them still remaining within the higher education system. If you look at the bottom bar at six years you can see that we have 50% of the students who start at NIU graduating from NIU within six years. Another 12% graduating from another baccalaureate institution and smaller fractions still enrolled in other universities or of colleges. Here we see the student achievement measure calculated for CHANCE students. What you can see is that the trend is similar. The number increases between four and six years whether you're looking at graduation from NIU or whether you're looking at graduation from another four year institution, but we only have 25% of the CHANCE students who start at NIU graduating from NIU within six years and another 6% of them graduating from another four year institution. This measure as it was defined by the higher ed agencies don't show you the students who graduate with an associate's degree from a two year school. There's another achievement measure that's used for that so that information is lost here. Then you can see the number of students who start in the CHANCE program at NIU who remain enrolled either at NIU or at another institution at four, five, and six years. I think the major message on this slide and the previous slide is that we need to do better for all of our students. We need to raise our graduation rates for all NIU students and we need to raise our graduation rates for CHANCE students because we want every student who starts at NIU to walk across the stage at an NIU commencement within six years if not sooner. I said that just because the clearing house doesn't know where our students are, it doesn't mean that we don't know where our students are. NIU does alumni surveys of all NIU graduates and the CHANCE program has tracked its alumni very carefully because they care deeply about that alumni network that I spoke about earlier. The data that are shown on this slide are old. They're from 2002. But in 2002 the CHANCE program did a very comprehensive survey of alumni going back to the very first year of the program because that was a year of celebration for the CHANCE program and so this is probably the most comprehensive sample of CHANCE alumni available and that's why I picked it even though it's a little older. What I want to point out here is if you look at the top two categories of employment, business and education, you see that that's where the largest number of CHANCE alumni work in those two sectors. And as you look down social service, finance, health services, technology, engineering, you see that the percentage of alumni engaged in those professions decreased. This is very consistent with national data. Students who come from underserved populations, students who are the first in their family to go to school, students from communities of color, tend to go into professions where there's an obvious societal impact to them, to their families, and to everybody. That's really unfortunate because it deprives some of the other professions of having broad perspectives and



having people with diverse lived experiences participating in those professions and you see the costs. I'm a life scientist and my profession works very hard to get more people with more diverse backgrounds and lived experiences coming into the life sciences because we know when we have more diverse perspectives we do a better job and a lot of the data that's coming out now in terms of pharmacology and drug development shows that we're really neglected some communities in terms of doing the research and figuring out how to cure some of the most important diseases plaguing all of our communities and that's resulted in exacerbating rather than ameliorating health disparities. That's one example of how we really want all of the professions that are fed from NIU to reflect the diversity of our student body. This is something that we want to work on. This is something that I know Dr. Denise Hayman cares deeply about and so deeply about that it really led for her to be the principal investigator on a National Science Foundation initiative called PROMISE. The acronym PROMISE stands for providing resources and opportunities to maximize interest in STEM education. Because the first thing you learn if you want to be a program director is you need a good acronym and I think PROMISE is a really good one. If you look at the goals of promise it's to encourage NIU students to pursue STEM careers, expose students to the practical applications of STEM majors. We know that a lot of times when students leave math, leave science, it's because they're asking themselves three questions. They're asking themselves do I belong here when I don't look like the other people in the room. Am I as capable at succeeding here as the other people in the room, and what's the point? I think that you know part of PROMISE is to help students see the point of being in a STEM major, seeing how it can have the same societal impact as an education or a business major. It's to provide students with exposure to a diversity of corporate and research work environments and to support students through scholarships and stipends so they have time to study and to succeed. PROMISE was successful in getting funded by the National Science Foundation in the first round of application and these are very competitive grant applications programs. A very small percentage of these are funded because we built PROMISE on the strong foundation that CHANCE provided. The elements that you see on the right hand column are the program elements of PROMISE. Some are math enrichment, academic advising and tutoring, authentic research experience, a themed curricular experience through a learning community or a seminar, industry tours and seminars, job shadowing, internships, those high impact practices that we know retain students both in their major and at the university, and then also an element of faculty development so faculty understand how to engage all students in the classroom equally. The program partners for PROMISE include the colleges, CHANCE and the academic advising center. All of these can nominate students or encourage students to apply for PROMISE and then Career Services is the partner who helps with the job shadowing and the industry tours. I just want to point something out here. You know when I spoke to the board in this ad hoc committee format in July, we talked about closing the equity gaps at NIU and we talked about the importance of having an equity mindset and not a deficit mindset. I think one of the things that PROMISE does is it takes the same activities that are an integral part of the CHANCE program and it takes away any suggestion of a deficit mindset because we have PROMISE scholars in a themed learning community preparing themselves for dynamic STEM careers and I think that's a really important distinction to make between PROMISE and CHANCE and I think it's something that we can learn to do in all of our programs. If you look at the 2012 cohort of PROMISE scholars, this was the first cohort, but it's really representative of every cohort thereafter. It's an extremely diverse group of scholars. It's 40% African American, 27% white, 5% Asian, 8% multi-racial, 14% Hispanic. Because this was a grant and because we had to be accountable to the National Science Foundation who gave us millions of dollars to do this work, we had to be able to say in a very tangible way were we being successful. So instead of comparing the PROMISE scholar's cohort to all students at NIU, we worked with an educational evaluator to construct an appropriate comparison group based on student demographics and student major. So you can see when you look at the PROMISE scholars comparison group in the 2012 cohort, they have virtually identical ACT composite scores. The high school percentile and the high school GPA of the PROMISE scholars is slightly higher than the match comparison group and there is undoubtedly selection bias because students are nominated for PROMISE, you can't get rid of that but that's not necessarily a bad thing because if you construct programs that students want to come in and they come in and they succeed, that's a good thing. That's what happens to the students who come in to PROMISE. This is retention data over 8 semesters for the first PROMISE cohort, and again I'm showing the first cohort because we have the largest number of semesters worth of data. By the end of the 8th semester there's a 12 point gap between the PROMISE scholars retention in STEM, so this is retention in the STEM major not just

retention at NIU, and the comparison group. That difference has only gotten wider over the life of the program. PROMISE is succeeding and keeping a very diverse group of students engaged in a STEM major and headed towards a STEM career. If you make the possible comparison, so you can't have balanced numbers here just because of the nature of the participants and the programs, but if you compare students in the CHANCE program who are PROMISE scholars to students in the CHANCE programs to non-CHANCE students at NIU and you look at fall to fall retention, you see that the CHANCE/PROMISE students have an 88% retention compared to 63% for CHANCE and 71% for non-CHANCE. I think this validates the approach used by PROMISE. Obviously it's not a statistically significant sample, but it shows that when you provide students with activities that engage them, you address their needs in tangible ways and incorporate them into the life of the research university they persist even in STEM professions. I think this is a nice way to lead into a slide that wasn't in the trustee's material but that I felt was sort of a good way to conclude this discussion. You did see this slide when I spoke to you in July. It's a comparison using 2015 data, because I spoke to you in July, of the NIU student cohort to the Illinois high school graduates and the Illinois high school graduate sample was pulled based on people who took ACT in Illinois so it's a college eligible sample. When you talk about the value proposition of NIU and you talk about a competitive advantage of NIU in the marketplace, I think that this and the data on the previous slide speak very strongly to that. NIU serves students who look like the students who are graduating from high school in Illinois today. NIU has a head start over many other institutions in figuring out the best practices for insuring the success of those students and for building a campus community that exposes all students to a variety of lived experiences and opportunity to learn from each other and then to succeed in global work place in a diverse and dynamic region like Chicago. If we didn't have programs like CHANCE and PROMISE we would be creating them because we would need them to recruit and retain the talented students who are graduating from high school in Illinois. When you look at some of the most prestigious universities in the country, I was just reading an article about Harvard, they're having trouble recruiting and retaining talented students who are representative of today's high school graduates because they don't know how to build the programs that we've been successful in building. That doesn't mean that we can't do better, we always need to strive for continuous improvement and that's why we need a dashboard with metrics so we can make sure that the things we're trying to do to make things more effective are actually working. But we have a great head start and CHANCE and PROMISE are a real point of pride for the university, although I wish Denise was here to receive the accolades for her work and to relieve me of the responsibility of giving this presentation. I am really honored to have been able to present this data to the audience today. Now I'm actually going to turn the presentation over to Vice Provost Birberick.

Chair Strauss added, before moving to the academic support services portion of today's program, it may be good to see whether we have questions or comments regarding the first two components.

Trustee Butler responded, thank you to everyone who's come to this meeting today and patiently waiting for us to get to the subject that you came here to hear about. We greatly appreciate it. This is one of the great advantages of having this ad hoc committee is to dive deeper into these programs. You can see how long that takes and how difficult that would be if we attempted to do that in the regular standing committee environment. In addition, to that I just want to echo the point Dr. Freeman just made which is we would be creating this program if we didn't have it and I think that's very true. This is one of our points of pride. It's something that we can say we're industry leaders in this area. I do believe there are a number of institutions that would work very hard to create what we have here, although I'm not a STEM person, but I think I'm right about that. Thank you for the presentation and thank you particularly for that point because I think that's very important. We would be working really hard right now trying to create a program just like this if we didn't have one already.

Chair Strauss added, one of the things that we had asked for previously was some way to be able to benchmark the success of this program. I think what we had in mind was whether there were comparative statistics similar to the ones that were presented for the operation at NIU that would allow us to make a comparison to other institutions. Now the programs I'm sure are not identical and so there would have to be some interpretation involved in looking at that data. The question was asked not with any intent to be critical but to try to understand and be able to respond to people in the public who are asking questions because they have some idea about what the success rate is for our program, but we

don't have a way to be able to have an informed conversation about whether or not we're achieving our objective in that sense. Is that data that might be available?

Provost Freeman responded, we can certainly do a deep dive looking at the programs that participate in Chi Omega Epsilon to see if we can get the type of data that you're requesting from programs that look similar. A lot of the time whether you're looking at that type of consortium of programs that's there to celebrate academic excellence or you know with the National Science Foundation where programs are deliberately funding because they look slightly different because there's an effort to define effective practices. You can certainly get data but you're not going to get data where you can always make an apples to apples comparison because NSF is deliberately putting the money out to figure out what works best so then they can disseminate that to a broader audience. So I think we do have an opportunity to look for closely matched programs. I think we can certainly give you a better sense of what's defined nationally based on data as effective practices and show that we're implementing them and moving from the deficit mindset to an equity mindset isn't something somebody came up with in the middle of the night, it's very data informed by a lot of work that's been done and so I think we can get other examples similar to that. I believe I did share with the trustees in their packet, although time precluded me from showing the slide, a comparison of graduation rates from the CHANCE students compared to graduation rates at Illinois public universities and so you do have the opportunity to compare the CHANCE graduation rate to the overall graduation rate at Chicago State and Northeastern Illinois which are minority serving institutions and our Illinois public cohort and our CHANCE students do better. But we can certainly work on trying to find the best possible comparison group. While I'm on the comparison group conversation, I didn't put a lot in this presentation because maybe I didn't understand that that was what the trustees were asking for not just about that type of benchmarking, but also about the work that's going on to integrate the cultural competence in CHANCE and the Technology and Admissions office. But I will say as a result of that effort we have been benchmarking how those two functions come together at different universities to see what works. A number of us have spoken to St. Elizabeth's University in Texas where there's a program called CAMP which serves migrant workers at that university. It's similar in many ways to CHANCE in terms of the duration and history of the program. It's a smaller program as a percentage of their overall population. They would probably be willing to share more data with us, but we have spoken extensively to them about how the orientations for CAMP and their St. Elizabeth students overlap and about how they use the undergraduate admissions function. It's fully integrated there to get CAMP applications both through undergraduate admissions, through a special CAMP application, through the Common Application, and balance the holistic admissions process that's so essential to that type of special admissions program with the streamlining and efficiency that comes with undergraduate admission. So we are looking to other institutions and I think we'll try to get more partnerships and more data to address the trustees concerns.

Chair Strauss responded, I think that would be valuable and also accepting as a given. The people associated with the CHANCE program are interested in achieving the best result possible just like our faculty is interested in achieving the best result possible overall for our students and having that data available allows them to be informed about whether or not the intervention that their trying is working and if not, then we have to take a look at something else.

Trustee Coleman added, Dr. Freeman thank you for your presentation. I also want to thank the CHANCE workers you do a yeoman's job. We appreciate you. Some of you may know, and some of you may not know, that 33 years ago I graduated from NIU in Applied Data Processing and I was a CHANCE student. I know I wouldn't be where I'm at today without CHANCE. I appreciate the work that you do. I know it changes lives. It changed my life. I say that and then also I know we've got some CHANCE alum in the room and I know they deeply care about NIU, deeply care about the CHANCE program and the impact it had on their lives as well. Now after saying that, I also looking at some of the numbers I have to tell you Dr. Freeman, and this is not just CHANCE but overall, we got to do better. Our retention rate, I don't know, even though I was one of the STEM programs before PROMISE, I guess you could classify me as a STEM guy without the PROMISE support. One out of two CHANCE students are not coming back fall to fall and then we've got one out of four freshmen students that are not coming back fall to fall. Those numbers, we've got to say what we can do to get better. Then we've got to look at the graduation rate within six years. What other support do we need to do, put in place, to bring about success? I shared

with Dr. Baker a personal story and I'm not going to go into all the details, but when I was on campus, first of all I was a first year college student in my family and even filling out the forms for financial aid was a challenge to get my parents to complete those forms, yet alone complete them in a timely manner. There were times when I had to fund from the dormitory administrators because my dorm bill wasn't paid and they cut my food off and threatened to take my ID card until I paid my bills. I also had many notices of being dropped from my classes because my tuition wasn't paid. In spite of it, somehow I was able to survive and it had to do with the community of support. Year after year we lose students because of financial consideration and we've got to figure out how we can find a way to keep students that have good grades in our institution and support them. I do have one question and I hope you have the answer, somebody can have the answer, if they can identify the high school feeders. I think you used the term high schools that feed the CHANCE program. Is that a small group of schools?

Provost Freeman responded, you can actually look on the CHANCE website and it's a very extensive list of largely Chicago area high schools, but Illinois high schools that meet the criteria for being a CHANCE target school and that's based on socioeconomic status, the number of free lunch programs.

Associate Director of CHANCE Lisa King responded, my name is Lisa King. I am an NIU alum. I was admitted to NIU through CHANCE. I'm from Chicago and now I work for CHANCE and it is the joy of my life. We look at the high schools for students where the average ACT is lower than Northern's minimum, the average ACT at that high school. We look at students who receive free and reduced lunch, and pretty much that's it. We look at referrals and the State of Illinois is open. We have students from Virginia, Illinois so we don't turn anybody away. I'm sure that's more than the question.

Trustee Coleman asked, so there's a set of schools but it's not limited to those schools. Is that what I'm hearing?

Associate Director King responded, yes.

Executive Vice President and Provost added, I think the schools, if I'm getting what Lisa is saying and what I've known previously, that the schools have boundary conditions that define them because they're the schools where we're most likely to find the students that meet the CHANCE profile.

Trustee Butler asked, is there a dedicated group of counselors or recruiters who go to those schools to share with those institutions the opportunities of the CHANCE program?

Associate Director King responded, CHANCE has a recruiter that goes to those schools. CHANCE also goes to college fair. Most recently we did 100 Black Men which was in Chicago where every nationally recognized college or university is present. We work in tandem with admissions. So if admissions goes to a school, they can talk to students about CHANCE as an opportunity. I was not at the most recent open house, but the one prior to that and after the presentation is given, overall here's NIU, here's what we offer. In the event that you don't meet traditional requirements we do have an option which is CHANCE and so people flooded the table. So CHANCE is present with admissions and we work in tandem to spread the information or deliver information about CHANCE.

Trustee Marshall added, I wanted to speak to the issue of the volunteer alumni recruiters who assist our regular recruiters. Have you tied in numbers of alumni from the CHANCE program to assist in the recruitment effort? That may be a way of building it a little bit more.

Associate Director King responded, yes, actually we have and they come to us. I've been with CHANCE for some time and many of the students that contact us outside of their high school, and many of the counselors have come to NIU. So NIU is pretty popular in this region. They come back always asking what can we do. When we were at the 100 Black Men College Fair many alums came and asked if I can ever do anything, if you want me to talk to students about CHANCE. So yes, I don't know that it's a formally established program with regard to alums, but I know that alums are active in recruiting and talking to students and parents about NIU and CHANCE.

Trustee Marshall continued, one follow-up question. Could you give us not a complete list, but perhaps a little bit of a sampling of some of the high schools or areas that you hit for improvement. Like you have Chicago sitting there, we've got almost an invisible line from some years back where we didn't go beyond 180 in recruitment. Can you give us a general idea of your recruitment area?

Associate Director King responded, recruitment is not my expertise. What I can tell you is that we have a student from Olney, Illinois which is south. We have a student from Virginia, Illinois which is south. We have students from the south suburbs, we have students from the northern suburbs. We have students from Maine, we have students from Glenbard. So we have a wide variety. I'm sure somebody can get you that data, but our students span the region and span the state, because Olney, I just learned from the young man, he told me not to be crass, but everything in Olney is white including the squirrels and it's true because he showed me the website and they have white squirrels. I'm from Chicago I didn't even know white squirrels existed. So I think that we have a broad based student population that applies and attends NIU through CHANCE.

Trustee Marshall noted, and I think you just broadened our horizons a little bit.

Trustee Butler commented, I'm assuming there's a limited number of students that the CHANCE program can admit based on the capacity of the personnel to work with those students? Is there a number, let's say for fall 2016, that we're cut off at?

Associate Director King responded, I think our max where we've worked with regard to figure has been 500. I don't know right now what that number was and that number is, you know it varies based on who comes, but I think that's our max in terms of what we believe we're able to support with the academic departments and the university.

Trustee Butler added, then when you have students who meet the targeted entrance goals but you don't have the capacity for them, what sort of guidance do you provide them? Do they have an opportunity to come back after maybe a semester at a community college? What is the path for someone who just can't get in because of the numbers issue?

Associate Director King responded, we recommend community colleges across the board, for some students it's not the right time or it's not financially suitable, we talk to students about other options. Some students have looked at Kish as an option. I don't know in terms of numbers, it's not so packed that students can't get in, because there's always space. We do often lose students to traditional admissions because a student takes an ACT test in their junior year and then they repeat it in their senior year and their score rises.

Trustee Butler asked, that could be to the student's disadvantage, couldn't it be?

Associate Director King responded well students and parents think that. There are a host of students and parents that would love to be admitted through CHANCE because of the services and the kinds of support that they receive.

Chair Strauss asked Anne Birberick to begin with her presentation.

Vice Provost Anne Birberick began, this is actually a very good segue because we're talking about supporting students and that's what I want to discuss with you. I want to start by saying that all types of students at all types of institutions can find themselves at one time or another in need of academic support. I think sometimes there's the perception that its students with lower ACTs who are most likely to use academic support services and that's not the case. I think the quote from Northwestern captures it. Pretty much all universities nationwide whether you're talking about a Northwestern, a University of Chicago, a University of Iowa, a University of Wisconsin Madison, a Dartmouth; they all have as anchor support services tutoring services and writing services. So with that in mind, those are the two support

services that I'm going to focus on today. I'd like to begin with the ACCESS tutoring program. It has three strands to it. The first strand is the PAL tutoring. PAL stands for peer assisted learning. The PAL tutors are trained according to the standards that are set by the College Reading and Learning Association and they go through about a six hour training session. We have about 200 plus courses that the PAL tutors are involved with. We average around 80 plus student tutors. We have three locations in which students can receive these tutoring services. Two of these locations are residence halls - Grant and New Hall and then the third location is Founders Memorial Library. PAL tutoring is primarily walk-in services, however it does include the ability for students to make specific appointments and they can make specific appointments with a particular PAL tutor. So that does have that flexibility and option for it as well. We have found over the years that Founders Library is the most popular location. We've seen growth in the number of students who have taken advantage of that as well as the hours. It provides flexibility. You don't have to have a key card to get in like you do for the residence halls. We are able to offer hours at different times because the library is open and it also speaks to students who are transfer students in a way that the residence halls do not. The second program that ACCESS tutoring offers is something called A Plus. These are reading specialists. We have three of them. They do one-on-one work with the student or really small group work. This is appointments only and given the nature of the tutoring services, focus on reading strategies as well as study strategies. They assist students across the university and I'm just going to unpack one example. They work with the nursing students and the work they do with the nursing students is really important because the nursing students, if they want to get licensure, have to pass an exam called NCLEX, which stands for the National Council Licensure Exam. If you don't pass that exam at a sufficiently high rate given the cut rates, you cannot get licensure. The ACCESS A Plus reading specialists assist these students. The third program that ACCESS tutoring offers is the SI program which stands for Supplemental Instruction. Here again you have peer tutoring going on. An undergraduate student will sit in the class that has been designated as an SI class, so will take the class along with the students who are enrolled in the course. Then that SI leader works closely with the students as well as the faculty member teaching the course to determine what types of tutoring needs to take place outside the classroom. So it's much more intensive and it's really focused on that particular course. I can give you an example, we generally use SI for courses that have historically been challenging. So you'll see that accountancy is listed up there. An example, there's intro to financial accountancy which is accountancy 206 and in the students who attended that class, for the students who took advantage of the supplemental instruction sessions, those students ended the class with an overall 2.8 GPA, but for the students who did not take advantage of the supplemental instruction, they ended with a 2.18. So you can see that being able to have access to tutoring in this focused way is very helpful. This just gives you an idea of the number of hours that students use for tutoring. This is again only the peer assisted learning program and it primarily focuses on the three sites. If you want to look at tutoring from another perspective this is according to the colleges, but I want to point out that the areas of math and science are the areas in which you have the greatest need for tutoring. That crosses all colleges and all disciplines. We talked earlier about general education program, so we do have a university requirement in math and science as part of the general education program. That constitutes the large blue which is 78%. I'd now like to move on to the university writing center. What you see on this slide is a list of all the services that the university writing center offers. I hope that what you'll notice is two things. One, that the services are offered to both undergraduates and graduate students; and two that those services encompass the entire academic trajectory of a student here at NIU. So that can go all the way from courses that a student, and I'm going to talk about undergraduates right now, a student takes in his or her first year, first semester but the services that a student needs as that student is about to graduate completing a capstone project. I also want to signal the very last bullet point which is the writing infused graduation requirement. This academic year, 2016/17 represents the first year in which entering students are required, undergraduates I'm talking about, to fulfill a two course requirement for courses that have been designated as writing infused. That means generally that 25% of that course is designated to writing and then in some form or another there will be writing that constitutes at least 3000 words. The university writing center is going to be increasingly and important player because of this requirement. It's going to be called upon to support the faculty as they teach and design writing infused courses as well as the students who enroll in them. I'd like to give you a little bit of a sense of who uses the university writing center for that. One of the things, so you'll see in the first column, I'm going to unpack this slide a little bit; total number of session and that is the number of times that students meet

with writing coaches. Then as you move to the right of that you see the wide range of individuals who take advantage of the university writing center. So we've already talked about undergraduates and graduates, but I think you might be surprised to know that faculty and staff take advantage of the writing center as do alumni. Again, going back to that slide with that wide range of services that the university writing center has to offer. The numbers aren't going to add up, so the clients are not going to add up to the number of hours because some people go back repeatedly and some people it's only a very strategic one-time need. Continuing along the same line to parallel that slide with the ACCESS Tutoring, this gives you a sense of how the university writing center services are used if you look at all of the different colleges on NIU's campus and you can see it's used widely by all the colleges and it's used in different ways. I do want to talk briefly about dissertation support that is provided by the university writing center. So you'll see that there's both an increase in demand over the years and we're only talking about a six or so year period so that increase has grown, but the university writing center also offers a unique opportunity for graduate students and it's something called the Dissertation Boot Camp. In its current formation, the Dissertation Boot Camp takes place over the summer. It's a series of sessions that the students who enroll in the boot camp attend. It's about eight weeks long and at the moment there is no charge to attend the boot camp. We are talking and developing a business plan at this time. We've had some meetings over it about expanding what the Dissertation Boot Camp might look like in the future. Where we are at the moment in our thinking is to offer a couple of different flavors of the boot camp. So it would have some two-day offerings that would focus on graduate students who are ABD, but also on graduate students who are in that first step of the process and they're writing their proposal that needs to be approved. In addition to these two-day boot camps, we would also offer weeklong sessions of the boot camp. We would also think about offering them at other times, not just simply in the summer, so take advantage of the January period. Take advantage of spring break as well as the summer. We are discussing making the boot camps available to students who are non-NIU students because we do have a lot of students in the region who are working on their dissertations but they don't necessarily go to NIU and the other thing that we are exploring is charging to attend the boot camp. We're kind of teasing out all the implications of expanding the boot camp model and exploring the different flavors of that. I'd like to close with a kind of snapshot slide because we've been talking about the demographics of our student population and the demographics of the state. This is just, as I said, a snapshot. So if we look at fall 2015 and we look at the student population, undergraduate student population as of fall 2015, and we look at through the lens of ethnicity that's what the first column is. So you can see we have 15,000 plus students and this is how it breaks down. Now if we look at those students who used the ACCESS tutoring services that fall and we break it down according to ethnicity, that's what you get in the second column. Then if we do the same for the university writing center, that's what you see represented in the third column. So I want to go back to how I started which is all students at some time or another are going to need the assistance that academic support services such as the ACCESS Tutoring program or the university writing center can provide them. I think again that quote from Northwestern summed it up that part of learning is to learn when you need to seek assistance or help. I'd be happy to answer any questions that you may have.

Trustee Coleman asked, I'm assuming we have other programs for students that English may not be their primary language, is that part of this program or is that something separate?

Vice Provost Birberick responded, that's separate. We do have programs to assist students that are learning English as a second language. We find some of those programs housed in the Department of English and then we also work with an external private company who is here on campus and helps us provide to support to students in need of English language.

### **Agenda Item 7.c. Northern Illinois Regional P-20 Network**

Deferred to the next meeting

## **8. OTHER MATTERS**

No other matters were discussed.

## 9. NEXT MEETING DATE

Next meeting date will be determined at a later date.

Chair Strauss noted, I don't anticipate that will be until after the first of the year, but my notes reflect the following agenda items for that meeting, though I'm sure we'll have conversation about it before the next meeting occurs. First would be to talk further about value proposition items and higher level strategies that are going to dictate the way in which we implement enrollment. The second, at that point, we should be able to have the spring semester enrollment summary, CHANCE benchmarking data, and then the presentation that we deferred today regarding the P20 network. That should be more than enough to fill another agenda. I only regret that we won't get to it for a while.

## 10. ADJOURNMENT

Chair Strauss asked for a motion to adjourn. Trustee Marshall so moved and Trustee Holmes seconded. The motion was approved. Meeting adjourned at 12:19 p.m.

Respectfully submitted,

Kathleen Carey  
Recording Secretary

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