1. Fall 2024 Updates from Academic Affairs

i. New Tenure Track Faculty Hires (Interim Provost Shayne Cofer)

- Li Wang, Computer Science
- Lizi Zhu, Computer Science
- Kirsis Dipre, Counselor Education
- Kyle Goodwin, Counselor Education
- Jennifer Ventimiglia, Literacy, Leadership and Development
- Todd Irwin, Art + Design
- Denana Miodragovic, Chemistry
- Sara Salavati, Psychology

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1. Fall 2024 Updates from Academic Affairs (cont'd)

ii. Update on the 2024 Faculty Institute (Interim Associate Provost Sudha Srinivas and Executive Director Center for Teaching and Learning, Sandra Beyda-Lorie)

- 2024 NEIU-wide Faculty Institute focus: *Inspiring Student Learning Through Passion, Purpose and Partnership*
- NEIU Alumni Hall on *Thursday, August 22, 2024*
- 133 attendees, a plenary session with share out of student centered data and discussion, and 17 breakout sessions
- Home grown, interactive, peer to peer – no external speakers brought in this year
- Breakout sessions designed to resource faculty on issues such as AI, faculty role in supporting students with basic needs and mental health; career readiness; facilitative leadership in the classroom; etc.
- In addition, each college hosted their own college day of professional development

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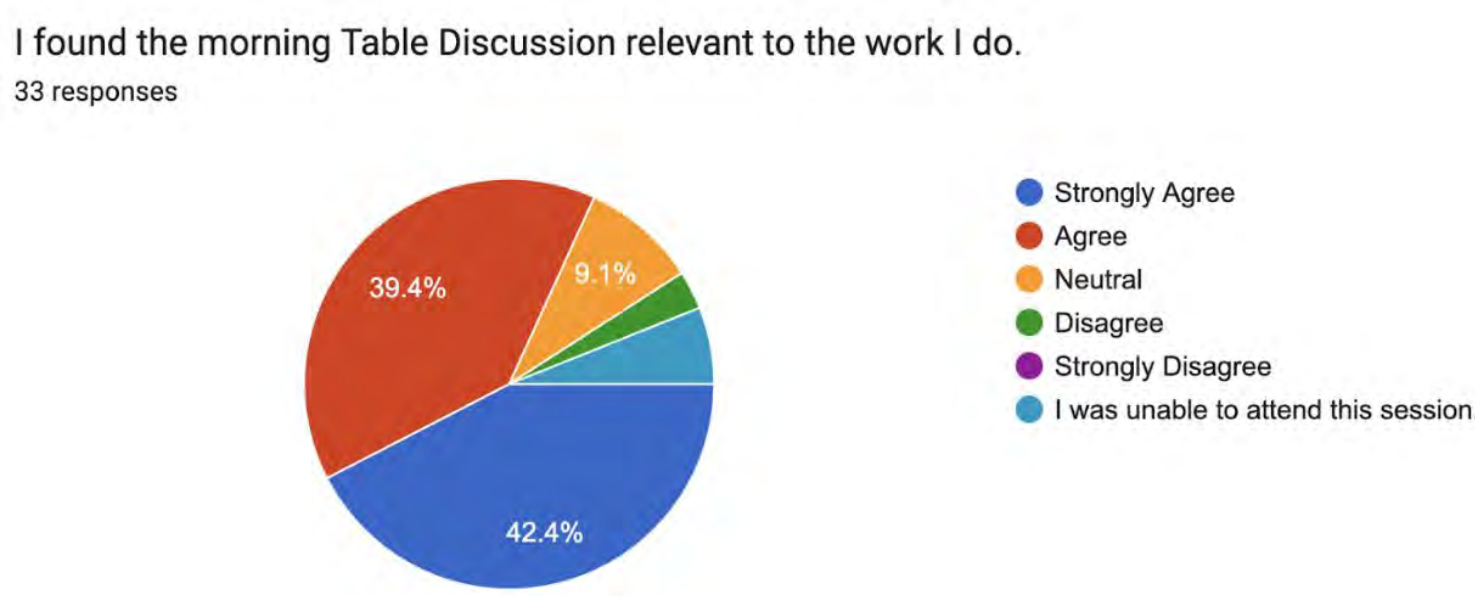
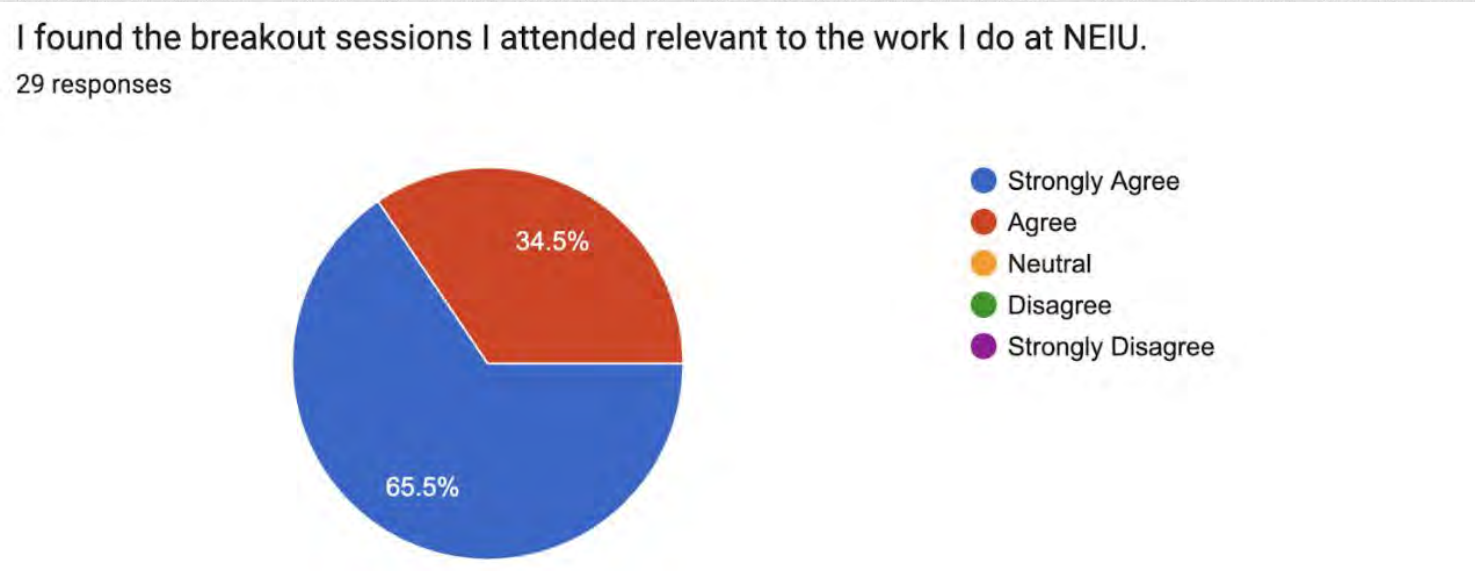
2024 Faculty Institute: Summary of survey results (26% response rate)

Relevance of Plenary Session



Relevance of Breakout Sessions



Event Agenda

NEIU Faculty Institute 2024

Thu, Aug 22, 2024

8:30 AM - 9:00 AM	**Check-In** Location: Alumni Hall
9:00 AM - 9:30 AM	**Welcome by President and Interim Provost** Location: Alumni Hall
9:30 AM - 9:40 AM	**Faculty Council on Technology Survey Results** Location: Alumni Hall
9:40 AM - 10:15 AM	**Adopting an Information-Informed Culture of Continuous Improvement** Location: Alumni Hall
10:15 AM - 11:20 AM	**Engaging the Conversation: Inspiring Student Success Through Passion, Purpose and Partnership** Location: Alumni Hall
11:20 AM - 11:30 AM	**Wrap up** Location: Alumni Hall
11:30 AM - 11:40 AM	**Transition to Breakouts**

11:40 AM - 12:30 PM
50 Minute Breakout Sessions

Location: Various

Supporting Multilingualism in HSIs Beyond Language Instruction and Across the Curriculum
11:40 AM - 12:30 PM
Location: Recital Hall
Speaker: Gabriela Veronelli

Learning Conditions as Working Conditions & Conditions as Shared Purpose
11:40 AM - 12:30 PM
Location: B-146
Speakers: Olivia Cronk, Amanda Goldblatt, M.F.A, Robin Heggum, MPH, Erica Meiners, Ph.D., Sophia Mihic, Ph.D., Ryan Poll

Creating Courageous Spaces
11:40 AM - 12:30 PM
Location: SU 215
Speaker: Emma Draves

IRB 101: (Re)Discover the IRB
11:40 AM - 12:30 PM
Location: LWH 1001
Speakers: Shedeh Tavakoli, Ph.D., Eleni Makris, Ph.D., Mary Thill

"Be Curious Not Judgmental": Igniting Passion and Balancing Skepticism with Openness and Wonder
11:40 AM - 12:30 PM
Location: LWH 1002
Speakers: Maureen Erber, Andrew Young, Shannon Saszik, Ph.D., Lori Cuevas M.A., Masami Takahashi, Ph.D., Breckie Church Ph.D., Melinda Storie

Power up your D2L course design with AI
11:40 AM - 12:30 PM
Location: SU 217
Speaker: Sik Son

The Art of Facilitative Leadership in the Classroom Part 1
11:40 AM - 12:30 PM
Location: CTL (LIB 310)
Speaker: Jeremy Babcock M.A.

The NEIU Land Acknowledgement: its history and usage guidelines
11:40 AM - 12:30 PM
Location: SU 003
Speakers: Laurie Fuller, Joe Hibdon

Interactive Public Speaking and Improv Practice
11:40 AM - 12:30 PM
Location: Alumni Hall
Speaker: Rob Cook

12:30 PM - 12:35 PM **Break**

12:35 PM - 1:20 PM

45 Minute Breakout Sessions

Location: Various

How to Use Handshake for Faculty and Staff

12:35 PM - 1:20 PM
Location: SU 003
Speaker: Tamara Martin

Working Better Together: Improving Collaborative Learning in the University Classroom

12:35 PM - 1:20 PM
Location: SU 214
Speaker: Jody Siker, Ph.D.

The United Nation's Strategic Development Goals: An Invitation to Discuss how to use SDGs as a Framework for Learning

12:35 PM - 1:20 PM
Location: SU 215
Speaker: Cris Toffolo

Peace Corps Prep Certificate Program at NEIU

12:35 PM - 1:20 PM
Location: SU 216
Speaker: Denise Cloonan

Intercultural Competence in Teaching

12:35 PM - 1:20 PM
Location: SU 217
Speaker: Ismira Dacic, M.A.

Career Readiness: The Purpose of Assignments Beyond the Classroom

12:35 PM - 1:20 PM
Location: B-146
Speakers: Ashley Elrod, Stacey Goguen, Ph.D.

Turn Reading into Vibrant Discussion with Hypothesis

12:35 PM - 1:20 PM
Location: Recital Hall
Speaker: Sik Son

The Art of Facilitative Leadership in the Classroom Part 2

12:35 PM - 1:15 PM
Location: CTL (LIB 310)
Speaker: Jeremy Babcock M.A.

What Role Should Faculty Play in Supporting Student Success from a Holistic Perspective to Assist with Student's Basic Needs and Mental Health?

12:35 PM - 1:20 PM
Location: LWH 1002
Speaker: Paola Vargas

1:20 PM - 2:00 PM

Lunch

Location: Cafeteria

Fall 2024 Updates from Academic Affairs (cont'd)

iii. IBHE Pell 55 Update (Interim Provost Shayne Cofer)

Illinois Board of Higher Education (IBHE) Pell 55 Grant: *The Fiscal Year 2024 budget includes $3,000,000 for grants to public universities that have over 55 percent of their students receive Pell grants. In Fiscal Year 2024, IBHE distributed these funds using a model similar to the equity-based Pell model used in the IBHE public university budget recommendations. This same methodology will be used in Fiscal Year 2025. These funds can be used to provide academic, social emotional learning, basic needs, or other student support.*

NEIU received $ 2,240,000 for FY2025 to be used for academic and other student support

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2. American Association of State Colleges and Universities (AASCU) Student Success Equity Intensive (SSEI) (Executive Director, Center for Teaching and Learning, Sandra Beyda-Lorie)

NEIU received a grant from the American Association of State Colleges and Universities (AASCU), funded by the Bill & Melinda Gates Foundation, to join cohort 3 of regional public universities in a learning experience of a multiple step continuous improvement process through AASCU facilitation and tools.

The 2023-2024 Academic Year was year 1 of the partnership and faculty and staff from multiple areas participated in the intensive throughout the year. The result was a comprehensive self study that identified priority areas to be addressed in the 2024-25 academic year.

In 2024-2025 the focus of the AASCU SSEI is on improving the advising experience and onboarding process for our students.

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Student Success Equity Intensive (SSEI)

2023-2024 (initiated, ongoing)

- Participating in virtual sessions with AASCU subject matter experts and cohort members
- Engaging in one-on-one coaching sessions
- Completing the Institutional Transformation Assessment (ITA) tool
- Taking part in subsequent sensemaking and strategic planning sessions
- Engaging in two-day intensive retreat to identify two goals that will impact student success
- Attending AASCU Pre-conference on best practices in readiness for planning

2024-2025 Focus

- Developing a Universal Advising Model
- Establishing an Intentional “Intent to Enroll” Onboarding Process

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Alignment of SSEI to IL Equity Plan Work

2023-2024 (initiated, ongoing)

- Building a New First Year Experience (FYE)
- Leveraging College Equity Teams with Equity Teams Toolkit and Data Analysis Process
- Expanding Use of Affordable Course Materials (ACM)

2024-2025 Focus

- **Developing a Universal Advising Model***
- **Establishing an Intentional "Intent to Enroll" Onboarding Process***
- Developing a Clear Protocol for Communications between NEST and Living Learning Community Students
- Implementing a Holistic Approach to Financial Access & Support
- Increasing Integration of Co-curricular Programming

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Qualitative and Quantitative Levels of Review & Assessment

- Program accreditation review or program review by external reviewer (7 year cycle)
- **IBHE review cycle (2-year cycle of a review one year, followed by an update the next year)**
- Higher Learning Commission (HLC) accreditation and re-accreditation (10 year cycle)
- HLC mid-cycle review (4th year)
- Unit accreditation review by Council for the Accreditation of Educator Preparation (CAEP)
- College accreditation review by Association to Advance Collegiate Schools of Business (AACSB)
- Yearly assessment of student learning by program (annual)
- Annual reporting by programs (annual)

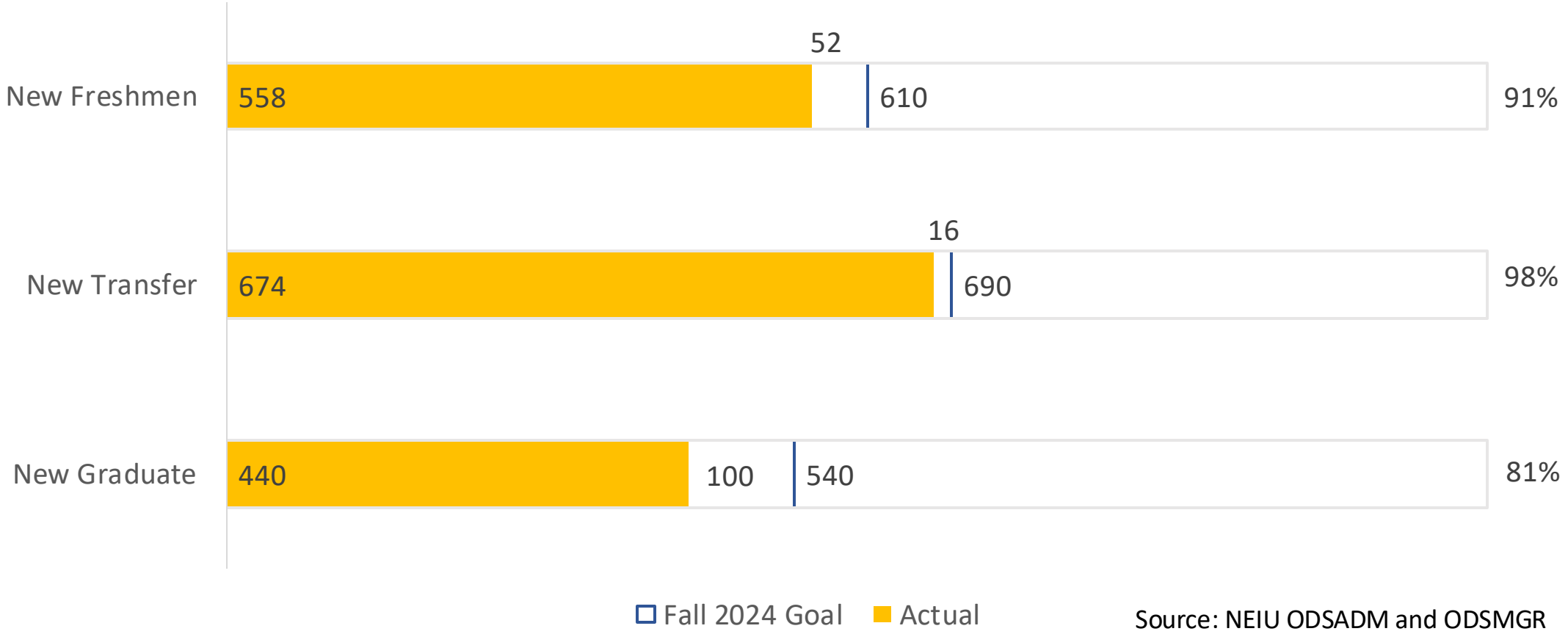
Program Realignment

IBHE review cycle (2-year cycle of a review one year, followed by an update the next year) requires annual Academic Program Efficiency and Effectiveness Reporting (APEER) on the enrollments in our academic programs. Based on IBHE requirements, academic programs focused on the Environment, Earth Science and Geography were asked to identify synergies, realign, and/or consolidate.

Academic Program	# of Majors (Fall 2023)
Environmental Studies	13
Geography	10
Earth Science	2

In 2024-25 Geography, Environmental Studies and Earth Science will work on the curricular governance process that will result in these three programs merging into a single academic program with 3 distinct concentrations.

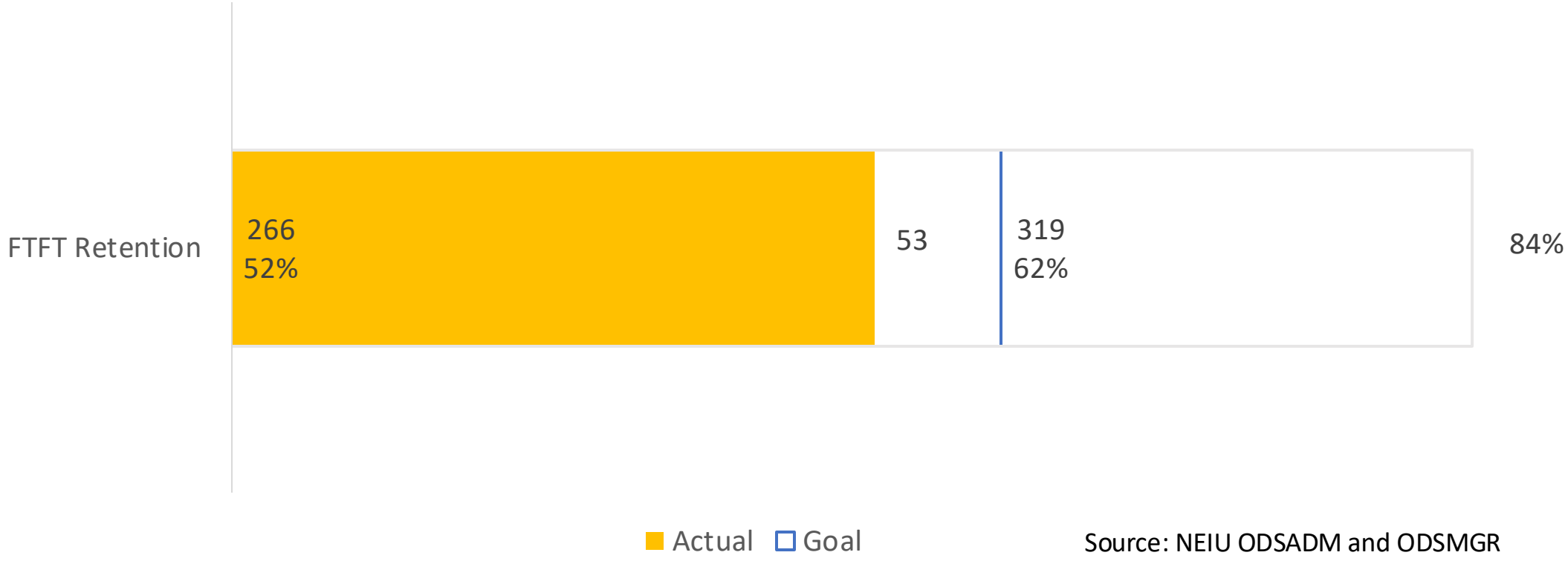
Fall 2024 Enrollment Goals



Source: NEIU ODSADM and ODSMGR

Internal Information Only

Fall-to-Fall Retention Goal for First-Time, Full-Time Students

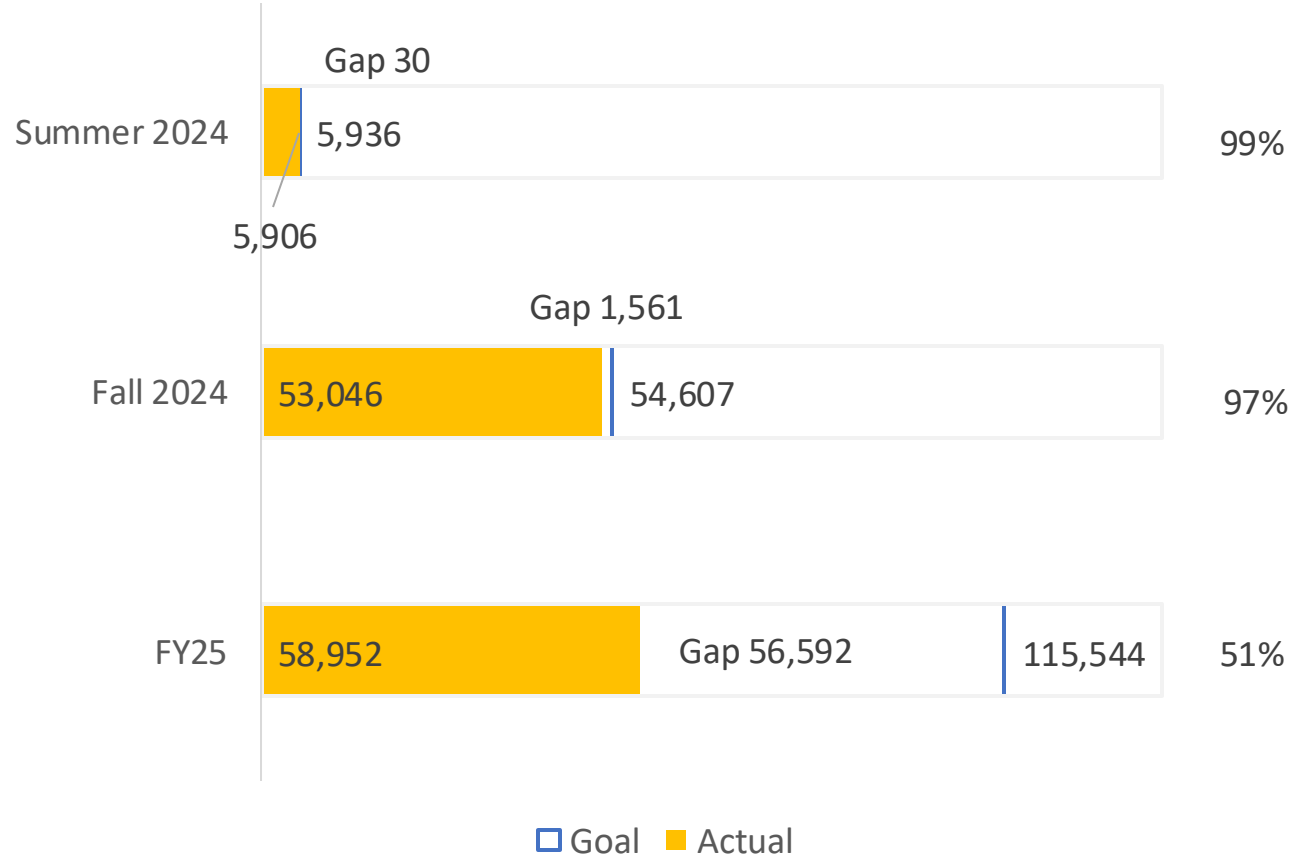


Source: NEIU ODSADM and ODSMGR

Fiscal Year 2025 Credit Hour Production

Term	Actuals	Summer Proportion
Summer 2024	**13,423**	**5,906**
New Undergrad	1,257	553
New Graduate	665	293
Continuing Undergrad	7,156	3,149
Continuing Graduate	4,345	1,912
Fall 2024	**53,046**	**53,046**
New Undergrad	16,108	16,108
New Graduate	3,054	3,054
Continuing Undergrad	27,691	27,691
Continuing Graduate	6,194	6,194
Total	**66,469**	**58,952**

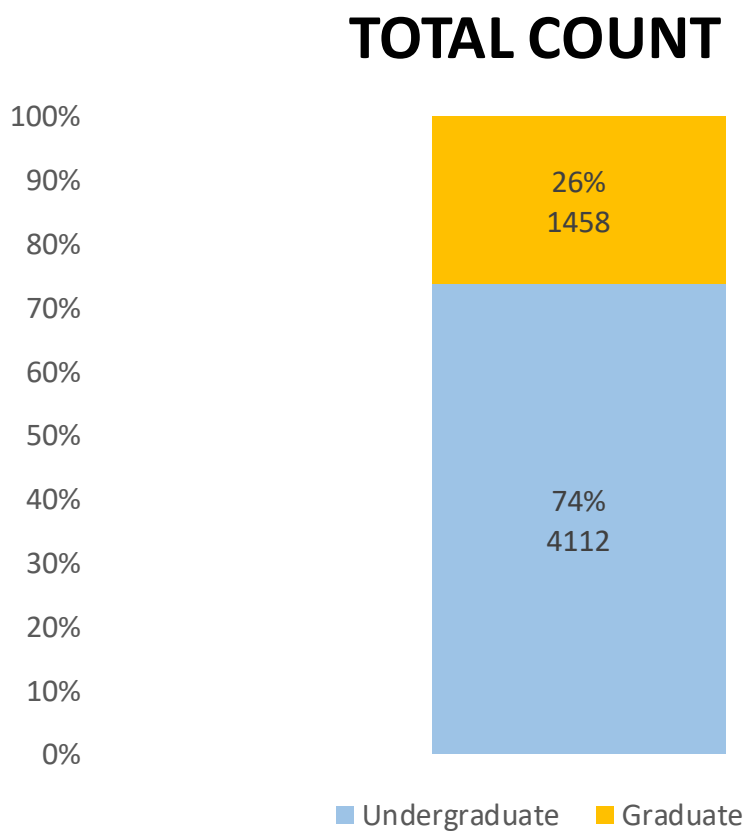
Note: Summer Proportion – 44% of the total Summer 2024 and 56% of the total Summer 2025 are counted towards Budget goals.

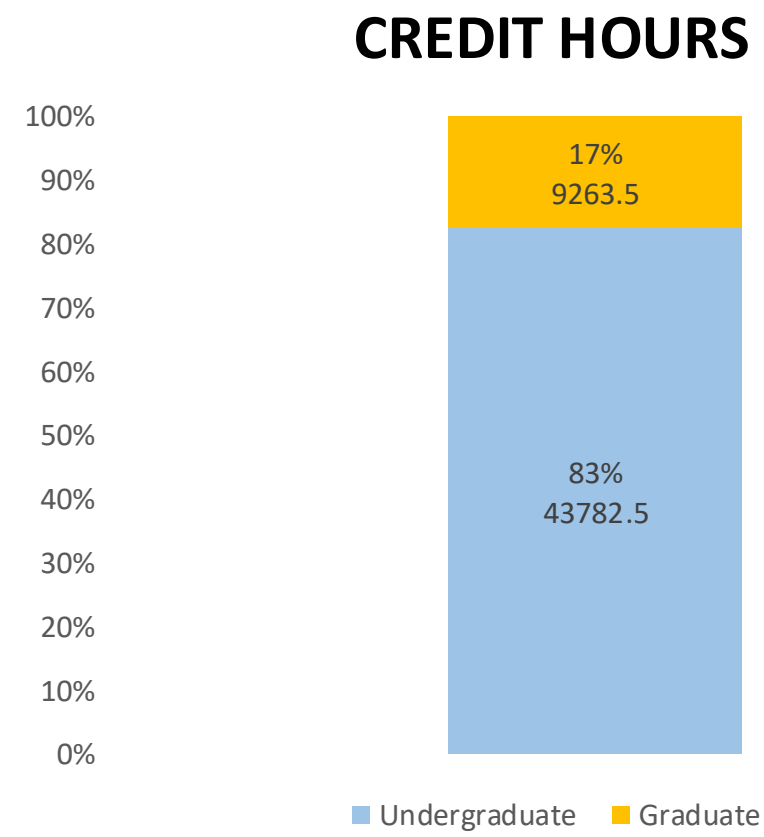


Source: NEIU ODSADM and ODSMGR

Internal Information Only

Overall Enrollment Numbers as of Today





Internal Information Only

Enrollment: Recruitment, Retention and Completion

Outlook 2024-2025

Overview: The strategic plan for the 2024-2025 academic year aims to strengthen NEIU's enrollment outcomes by addressing recruitment, retention, and completion rates. This holistic approach covers program development, workforce demands, prospect management, new student growth, current student retention, credit accumulation, time to degree, graduation, and student employment. The plan aligns with the NEIU Strategic Plan and includes specific efforts to optimize current practices and future strategies. Full metrics for evaluation will be established post-census data analysis to set realistic and impactful goals.

Five Strategies to improve Recruitment, Retention and Completion

Strategy One: Data Interrogation Page 2
Strategy Two: Relationship Building Page 4
Strategy Three: Student Completion Page 5
Strategy Four: Student Satisfaction Page 7
Strategy Five: Technology Enhancements Page 9

Strategy One: Data Interrogation

The Data Interrogation strategy at NEIU is designed to optimize the allocation of human and financial resources by leveraging a comprehensive analysis of both internal and external data. This strategic approach focuses on understanding enrollment trends, student demographics, and market dynamics to identify key opportunities for investment. By systematically interrogating data, NEIU aims to make informed decisions that maximize return on investment, particularly in enrollment efforts. The ultimate goal is to ensure that resources are directed towards initiatives that will drive institutional growth, improve operational efficiency, and enhance overall student success.

Effort	Description	Rationale	Date	Owner
IPEDS Data Review	Build out attrition levels and variable for Cohorts 2018-2023	Better understand reason why students are leaving and the financial loss attributed to the attrition loses	October 2024	Enrollment Management Office of Institutional Research & Assessment Finance
Name Purchase ROI	Measuring impact of prospect purchase for source to enrollment	Better spend financial resources and human capital on efforts that lead to ROI. Review and decisions will be made for undergraduate, international and graduate name purchases. This effort will also better inform causality of name purchase efforts. Update strategies based on evidence	October 2024	Enrollment Management
Workforce Alignment	Purchase Lightcast Analyst platform	Use workforce data to better align academic programs with marketing efforts and program packaging for	December 2024	Academic Affairs Office of Institutional Research & Assessment

		new student enrollment. This effort will contribute to increased alignment of workforce needs with graduate programs and post baccalaureate certificate development.		Enrollment Management Marketing and Communications
Data Literacy	Training College Equity Teams	Improve academic advising by training the College Equity Team on usage of NEIUStar Data. Build a data-informed continuous improvement plan for program review Equity Plan Strategy 1 and 2	October 2024	Academic Affairs Office of Institutional Research & Assessment College Equity Team *Illinois State Equity Plan 2024*

Strategy Two: Relationship Building

NEIU will focus on strengthening partnerships with community colleges and nonprofits dedicated to promoting economic mobility in underserved school districts, recognizing the significant market growth among adult learners who seek flexible schedules and financially accessible institutions. By aligning with the Illinois Board of Higher Education (IBHE) to address equity issues, NEIU will work to enhance the matching of high school students with institutions that best fit their needs. This initiative will be bolstered through collaborations with organizations like Common Application and Hope Chicago, ensuring a comprehensive approach to enrollment and student success.

Effort	Description	Rationale	Date	Owner
Hope Chicago	Increase number of Hope Scholars and route to Success Programs	Improve constituent management with Hope Chicago and improve coding, onboarding and engagement initiatives	December 2024	Academic Affairs Enrollment Management Student Affairs
Community Colleges	Showcase NEIU retention rates for transfers, academic programs and transfer process	Increase the rate of transfer from Chicago and local community colleges by including representatives from transfer, advising, veteran services and international students.	November 2024	Enrollment Management Academic Affairs
International Students	Strategic Packaging for local I-20 students	Connect with community college international services to provide a direct pipeline to continued domestic studies and explore leveraging The Nest in strategic packing	November 2024	Student Affairs Enrollment Services
CPS College Compact & Caminos Al Exito	Partnership for Pipeline	Improve partnership w/ CPS & Title V Caminos Al Exito grant to increase postsecondary transition to NEIU.	Ongoing	Academic Affairs Enrollment Management

Strategy Three: Student Completion

Ensuring timely degree completion is essential for NEIU's commitment to student success, as it directly impacts students' financial well-being, career readiness, and overall satisfaction. To achieve this, NEIU will implement strategies focused on reducing the time to degree, thereby helping students graduate on schedule and enter the workforce or pursue further education without unnecessary delays.

NEIU will prioritize initiatives that streamline the path to graduation, including academic advising tailored to help students map out efficient course sequences, identify and eliminate bottlenecks in course availability, and provide options for accelerated degree programs. By reducing the time students spend in their programs, NEIU not only lowers the overall cost of education but also increases the likelihood of students persisting through to completion. To monitor and drive progress toward student completion, NEIU will utilize momentum metrics that track key indicators of student success.

Effort	Description	Rationale	Date	Owner
Financial Retention SAP	Academic and Time Progress for Federal Aid	Monitoring students who have extended their financial timeframe, have a minimum hold or have suspended aid and developing appropriate interventions	December 2024	Enrollment Services Academic Affairs Finance
Time to Degree	Degree Progress and Momentum Metrics	Implementing tools and systems that allow both students and advisors to track progress toward degree completion, identifying any potential roadblocks early.	October 2024	Enrollment Services Academic Affairs University Technology Services Marketing and Communications

First Year Experience (FYE)	First Year Experience Realignment	Scale FYE course SLO's (Student Learning Outcomes) and instructor training		Academic Affairs College Equity Team *Illinois State Equity Plan 2024*
Developmental Education	Developmental Education Reform	Increase the rate of students placing or entering college-level courses. Scaling up credit-bearing co-requisite courses.	Ongoing	Academic Affairs Office of Institutional Research & Assessment *Developmental Education Reform Act 2022*
Summer Bridge	Transition and Retention Intervention	Revamp existing model to increase participation and improve persistence	June 2025	Academic Affairs
Student Retention Interventions	Intervention Plan	Leverage predictive analytics and NEIUStar data to determine intervention campaigns and outcomes	November 2024	Academic Affairs
Gateway Course Completion	Gateway Courses, Freshmen and Sophomore	Emphasize early success in foundational courses, which are critical for students' progress in their chosen majors.	Ongoing	Academic Affairs *Developmental Education Reform Act 2022*
AASCU SSEI Initiative	Year 2 of 3 in the AASCU Student Success and Equity Intensive Cohort	Establish universal advising model across professional and faculty advisors	Ongoing	Academic Affairs *AASCU 2023*

Strategy Four: Student Satisfaction

The Student Satisfaction Goal will be achieved by placing students' experiences at the heart of our initiatives. By fostering a strong sense of belonging, we aim to enhance course attendance, GPA, student engagement, and overall completion rates. This approach will involve evaluating the impact of classroom instruction, ensuring alignment between student engagement opportunities and academic goals, and conducting surveys to gauge campus-wide sentiment on climate and environment. Additionally, we will develop an efficient model to address students' immediate needs and streamline their educational journey. This comprehensive focus on student experience is designed to create a supportive and responsive environment that promotes academic success and satisfaction.

Effort	Description	Rationale	Date	Owner
Inclusive Pedagogy and Practices	Teaching methods and practices which depict the whole student	Develop and leverage the Equity Teams toolkit to improve student belonging by increasing their awareness of pedagogical practices which align to student demographic. Equity Plan Strategy 3	Fall 2024	Center for Teaching and Learning/Academic Affairs Equity Team *Illinois State Equity Plan 2024*
Student Engagement and Co-curricular Programming	Course delivery/outcomes alignment with campus programming	Improved alignment with course student learning outcomes and co-curricular programs which lead to improved GPA and course completion. Equity Plan Strategy 5	Ongoing	Student Affairs Academic Affairs Equity Team *Illinois State Equity Plan 2024*
Campus Climate Survey	HEDS Diversity and Equity Campus Climate	Administer a comprehensive campus-wide climate	Mid October 2024	Office of Institutional

		survey (including all employees and students)		Research & Assessment *Illinois State Equity Plan 2024*
One Stop Center	Centralized model for transactional student needs	Develop physical and virtual platforms for assisting students with registration, retention and completion transactions.	Fall 2025	Enrollment Services Academic Affairs Facilities
Study Abroad	NEIU students attending international institutions	Increase the amount of students studying abroad in short to medium term academic sessions	January 2025	Enrollment Services Academic Affairs

Strategy Five: Technology Enhancements

To enhance student outcomes, NEIU will strategically invest in advanced technology designed to support and elevate student success and retention. This includes implementing comprehensive systems for tracking student engagement, which will monitor interactions with academic resources and campus activities to identify patterns and areas needing additional support. Advanced predictive analytics tools will analyze data such as academic performance and attendance to forecast potential challenges and enable proactive interventions. Additionally, real-time updates on academic progress will be provided through degree auditing systems, offering students and advisors immediate visibility into academic standing, completed credits, and remaining requirements.

Effort	Description	Rationale	Date	Owner
NEIUStar Predictive Analytics	Model of non-descriptive variable and risk levels	EAB to provide high reliability predictive model and top independent variables leading to reduced risk levels	Fall 2024	Academic Affairs University Technology Services
Affordable Course Materials	Affordable course materials to cost less than $40	Expand the amount of courses using texts which cost less than $40 to promote student retention. Provide faculty support for course adoption. Equity Plan Strategy 4	In progress	Center for Teaching and Learning/Academic Affairs Equity Team *Illinois State Equity Plan 2024*
Predictive Analytics	NEIUStar output of predictive analytics tool	Further integrate independent variables to help prove statistically significant intervention efforts associated with student retention risk levels	Spring 2025	Academic Affairs University Technology Services
Chat	University-wide chat functionality	Deploy chat function for enrolment	June 2025	Enrollment Services

		related areas during the roll-out of the One Stop Center model		Academic Affairs Finance
CRM	Automated communication plans for departments	Expanded communications campaigns to Graduate Admissions, International Programs and Financial Aid to improve enrollment	November 2024	Enrollment Services
Degree Works	Degree auditing to assist with time to degree	Provide a user friendly tool to assist students and advisors in reviewing necessary courses to complete a program of study.	Fall 2024	Enrollment Services University Technology Services
Banner Update	New student information system upgrades	Expanded services in the student portal, with emphasis on a new graduation application to improve student degree completion to conferral.	Fall 2024	Enrollment Services University Technology Services
Universal Calendar	Advising calendar functionality	Leverage a singular platform for students to make appointments with their advisors for either in person or virtual (all advisors).	October 2024	Enrollment Services University Technology Services Academic Affairs

References:

American Association of State Colleges and Universities (AASCU) and Student Success Equity Intensive Cohort 3 (2023)

Northeastern Illinois University (NEIU) Developmental Education Reform Act (DERA), Submitted to IBHE (2022)

Northeastern Illinois University (NEIU) State Equity Plan, Submitted to IBHE (2024)

Northeastern Illinois University (NEIU) One Stop Center Plan, Created by UPBC (2024)

Northeastern Illinois University (NEIU) Data Digest (2023)

Retention Rates of First-time, Full-time Undergraduates
Fall 2013 to Fall 2022

		Enrollment Headcount										Percent Retained in the Second Year									
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total Cohort		**764**	**726**	**708**	**767**	**792**	**425**	**432**	**352**	**314**	**498**	**60.3%**	**60.6%**	**55.1%**	**46.4%**	**49.2%**	**58.8%**	**66.9%**	**60.8%**	**62.7%**	**61.0%**
Gender	Female	437	412	395	427	431	249	241	220	172	281	64.5%	63.6%	57.5%	48.7%	48.0%	60.6%	68.9%	63.2%	61.0%	61.9%
	Male	327	314	313	340	361	176	191	132	142	217	54.7%	56.7%	52.1%	43.5%	50.7%	56.2%	64.4%	56.8%	64.8%	59.9%
Race/Ethnicity	Asian	85	83	58	77	44	42	35	33	31	37	71.8%	74.7%	63.8%	61.0%	72.7%	66.7%	65.7%	78.8%	83.9%	78.4%
	African American	76	100	82	163	237	98	92	58	45	102	35.5%	33.0%	31.7%	28.2%	24.5%	49.0%	55.4%	34.5%	46.7%	54.9%
	Hispanic	394	325	379	329	349	181	207	171	138	239	56.6%	60.0%	53.0%	44.1%	53.6%	59.7%	68.1%	62.0%	63.0%	59.0%
	White	139	150	133	129	91	65	57	49	46	60	77.0%	73.3%	67.7%	62.0%	76.9%	72.3%	73.7%	69.4%	60.9%	58.3%
	Other/Unknown	70	68	56	69	71	39	41	41	54	60	61.4%	58.8%	64.3%	55.1%	60.6%	48.7%	78.0%	68.3%	64.8%	71.7%
Race/Ethnicity & Gender	Asian Female	50	50	33	37	19	23	13	20	11	12	76.0%	74.0%	66.7%	67.6%	84.2%	73.9%	92.3%	85.0%	81.8%	75.0%
	Asian Male	35	33	25	40	25	19	22	13	20	25	65.7%	75.8%	60.0%	55.0%	64.0%	57.9%	50.0%	69.2%	85.0%	80.0%
	African American Female	50	52	47	103	145	65	56	41	30	59	38.0%	38.5%	36.2%	28.2%	20.0%	46.2%	53.6%	26.8%	43.3%	50.8%
	African American Male	26	48	35	60	92	33	36	17	15	43	30.8%	27.1%	25.7%	28.3%	31.5%	54.5%	58.3%	52.9%	53.3%	60.5%
	Hispanic Female	226	184	206	177	177	105	124	112	79	144	61.1%	65.2%	53.9%	48.0%	55.4%	64.8%	68.5%	68.8%	62.0%	61.1%
	Hispanic Male	168	141	173	152	172	76	83	59	59	95	50.6%	53.2%	52.0%	39.5%	51.7%	52.6%	67.5%	49.2%	64.4%	55.8%
	White Female	71	84	74	72	45	32	32	23	27	33	81.7%	71.4%	70.3%	66.7%	71.1%	75.0%	75.0%	78.3%	59.3%	60.6%
	White Male	68	66	59	57	46	33	25	26	19	27	72.1%	75.8%	64.4%	56.1%	82.6%	69.7%	72.0%	61.5%	63.2%	55.6%
Admissions Type	Wentworth Scholars	0	0	132	97	154	86	68	69	26	0	-	-	46.2%	32.0%	40.9%	60.5%	64.7%	68.1%	73.1%	-
	Regular Freshmen	657	577	446	493	445	210	155	54	193	286	60.0%	58.9%	58.1%	51.9%	52.1%	61.4%	67.7%	61.1%	57.5%	61.5%
	CCICS All Stars Freshmen	7	10	2	6	2	3	11	6	1	5	28.6%	60.0%	100.0%	0.0%	0.0%	66.7%	81.8%	33.3%	100.0%	40.0%
	Project Success	51	53	33	76	85	37	55	118	30	80	64.7%	64.2%	48.5%	31.6%	31.8%	40.5%	60.0%	58.5%	56.7%	58.8%
	Proyecto Pa'Lante	37	56	59	50	56	44	86	61	30	86	59.5%	69.6%	54.2%	42.0%	66.1%	63.6%	68.6%	60.7%	73.3%	64.0%
	El Centro Success Program Freshmen	12	30	36	44	50	45	55	44	33	31	83.3%	70.0%	55.6%	54.5%	62.0%	53.3%	69.1%	59.1%	81.8%	54.8%
	El Centro Success Program Transfer	0	0	0	0	0	0	0	0	0	10	-	-	-	-	-	-	-	-	-	70.0%
	BAIS/UWW/Others	0	0	0	1	0	0	2	0	1	0	-	-	-	0.0%	-	-	50.0%	-	0.0%	-
Pell Received in Cohort Term	No	255	255	275	268	204	124	96	99	86	116	52.9%	49.4%	48.7%	40.7%	48.5%	47.6%	61.5%	48.5%	64.0%	58.6%
	Yes	509	471	433	499	588	301	336	253	228	382	64.0%	66.7%	59.1%	49.5%	49.5%	63.5%	68.5%	65.6%	62.3%	61.8%

Notes: First-time students are students who have no prior postsecondary experience (with certain exceptions) attending any institution for the first time at the undergraduate level.

*NEIU Data Digest, Retention Rates

Graduation Rates of Full-time First-time Undergraduate Students
Fall Terms 2010 - 2017

	Enrollment Headcount							Six-year Graduation Rates							Eight-year Graduation Rates					
	2011	2012	2013	2014	2015	2016	2017	2011	2012	2013	2014	2015	2016	2017	2010	2011	2012	2013	2014	2015
Cohort Total	886	1,000	764	726	708	767	792	23.0	21.2	21.1	23.1	21.3	18.6	16.8	29.7	28.2	27.5	27.4	28.7	24.9
Gender																				
Female	464	534	437	412	395	427	431	27.8	22.5	24.5	25.7	26.1	20.6	18.8	32.1	32.3	28.8	30.9	32.0	29.9
Male	422	466	327	314	313	340	361	17.8	19.7	16.5	19.7	15.3	16.2	14.4	26.6	23.7	26.0	22.6	24.2	18.5
Race/Ethnicity																				
Asian	93	85	85	83	58	77	44	26.9	25.9	27.1	33.7	34.5	26.0	40.9	35.1	34.4	34.1	36.5	41.0	37.9
African American/Black	74	112	76	100	82	163	237	8.1	8.0	10.5	6.0	9.8	5.5	5.5	12.0	9.5	12.5	13.2	8.0	12.2
Hispanic of Any Race	446	523	394	325	379	329	349	19.3	19.5	16.0	16.6	17.9	17.0	14.9	27.3	23.5	25.0	23.6	24.9	21.4
Other/Unknown*	60	70	70	68	56	69	71	15.0	21.4	20.0	38.2	19.6	21.7	21.1	28.1	25.0	27.1	24.3	39.7	21.4
Caucasian/White	213	210	139	150	133	129	91	36.6	30.5	38.1	36.0	33.1	33.3	38.5	39.1	42.7	39.0	41.7	38.7	38.3
Race/Ethnicity & Gender																				
Asian Female	40	36	50	50	33	37	19	32.5	30.6	24.0	34.0	30.3	21.6	47.4	40.8	35.0	30.6	32.0	42.0	36.4
Asian Male	53	49	35	33	25	40	25	22.6	22.4	31.4	33.3	40.0	30.0	36.0	29.2	34.0	36.7	42.9	39.4	40.0
African American/Black Female	52	64	50	52	47	103	145	7.7	4.7	14.0	9.6	10.6	5.8	5.5	11.4	9.6	9.4	14.0	11.5	12.8
African American/Black Male	22	48	26	48	35	60	92	9.1	12.5	3.8	2.1	8.6	5.0	5.4	13.2	9.1	16.7	11.5	4.2	11.4
Hispanic of Any Race Female	228	300	226	184	206	177	177	21.5	21.7	20.8	19.6	22.8	21.5	19.8	31.3	25.4	28.0	29.2	29.9	26.2
Hispanic of Any Race Male	218	223	168	141	173	152	172	17.0	16.6	9.5	12.8	12.1	11.8	9.9	21.5	21.6	21.1	16.1	18.4	15.6
Caucasian/White Female	113	102	71	84	74	72	45	50.4	31.4	42.3	36.9	41.9	37.5	37.8	42.7	55.8	41.2	47.9	39.3	47.3
Caucasian/White Male	100	108	68	66	59	57	46	21.0	29.6	33.8	34.8	22.0	28.1	39.1	35.1	28.0	37.0	35.3	37.9	27.1
Admissions Type																				
Wentworth Scholars	0	0	0	0	120	95	149	--	--	--	--	10.8	14.7	13.4	--	--	--	--	--	13.3
Regular Freshmen	792	853	657	579	459	502	453	24.6	22.4	21.9	26.4	24.0	20.9	20.3	30.2	29.5	29.0	27.9	32.0	28.3
CCICS All Stars Freshmen	10	10	8	10	2	6	3	0.0	0.0	12.5	10.0	100.0	0.0	0.0	0.0	0.0	0.0	12.5	10.0	100.0
Project Success	27	43	50	52	31	72	81	0.0	9.3	14.0	9.6	16.1	12.5	8.6	29.2	3.7	14.0	20.0	11.5	16.1
Proyecto Pa'Lante	42	62	37	55	59	48	56	14.3	21.0	13.5	12.7	22.0	12.5	14.3	31.9	26.2	25.8	24.3	18.2	25.4
El Centro Success Program Freshmen	14	31	12	30	36	43	50	21.4	12.9	33.3	6.7	22.2	18.6	12.0	11.8	28.6	19.4	50.0	20.0	22.2
BAIS/UWW/Other	1	1	0	0	1	1	0	0.0	0.0	--	--	0.0	100.0	--	--	0.0	0.0	--	--	0.0
Pell Received as of Cohort Term																				
No	288	356	255	255	275	268	204	21.9	21.9	20.0	24.7	21.5	17.9	21.6	33.6	25.3	28.7	26.7	27.5	24.7
Yes	598	644	509	471	433	499	588	23.6	20.8	21.6	22.3	21.2	19.0	15.1	27.5	29.6	26.9	27.7	29.3	24.9

Notes: First-time students are students who have no prior postsecondary experience (with certain exceptions)
(*) Other/Unknown includes American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Multi-racial, Nonresident alien, and students whose race and ethnicity were not known.

Office of Institutional Research and Assessment, September 2023

*NEIU Data Digest, Graduation Rates

Fall 2024 Occupancy Report

Total Rentable Beds:	428
Leased:	398
% of Rentable Beds Occupied:	92.99%

Leases In Process	10
Wait List	8
New Applications	2
Model Room	4 beds
Emergency Housing	4 beds
Offline Unit	4 beds

Note: As of 8.29.2024, NEST occupancy will continue to change before and after Census Date.

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Fiscal Year 24 - Rent Roll

Summary Amount By Cohort, Detail Code, and Fiscal Year 24 (July 1, 2024, to June 30, 2024)

	COMMUNITIES	Room Charge Total	Room Paid Total	Room Balance Total
FY2024	Afghan Transition Prgm 21-22	74,148.26	74,148.26	0.00
	CASEP Housing Awd Fall 2022	43,404.77	42,355.80	1,048.97
	Discover Yourself Fall 2021	13,924.46	7,933.46	5,991.00
	Discover Yourself Fall 2022	88,778.42	68,444.38	20,334.04
	Future Teachers Fall 2021	22,298.00	22,298.00	0.00
	Future Teachers Fall 2022	42,886.34	40,741.26	2,145.08
	Honors Housing Awd Fall 2022	71,739.00	69,109.39	2,629.61
	HOPE Scholarship	486,646.81	378,920.25	107,726.56
	Soc. Justice Housing Awd Fa20	27,610.12	24,835.08	2,775.04
	Soc. Justice Housing Awd Fa21	52,477.19	39,975.86	12,501.33
	Soc. Justice Housing Awd Fa22	73,062.32	54,109.58	18,952.74
	STEM Housing Awd Fall 2022	69,698.52	64,144.76	5,553.76
	General Residents	2,396,797.79	2,113,942.78	282,855.01
	Total	3,463,472.00	3,000,958.86	462,513.14

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NEST Financial Contributions

Note: For detail breakdown of the Financial Contributions and Coverage refer to the President's Report to the ASAET Committee of the Board of Trustees.

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IV. Artificial Intelligence (AI) (Interim Provost Shayne Cofer)

University Policy and Faculty Training: NEIU currently does not have a university-wide AI policy. Within NEIU, the College of Business and Technology recently adopted a college-level AI policy that was reviewed by NEIU's Faculty Council on Technology (FCT). Academic Affairs plans to leverage the interest and expertise of the FCT to continue to work with the academic colleges on college-level and university-level AI policies.

Faculty Training in generative AI: The Center of Teaching and Learning (CTL) has provided resources, conducted workshops and academies on AI training since Spring 2023 and has continued to ramp up its training workshops and study series in this area, and most recently offered a well-attended breakout session on the use of generative AI at the August 2024 Faculty Institute.

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CTL Faculty Development on Generative AI

Workshops and Initiatives

Spring 2025

- AI Action Plan submissions from Fall Learning Series
- Second iteration of the CTL AI for Teaching and Professional Practice: Faculty Learning Series

September-December 2024

- CTL AI for Teaching and Professional Practice: Faculty Learning Series

August 2024

- Power up your D2L course design with AI (Faculty Institute 2024)

May-July 2024

- ACUE's Teaching Excellence AI Quick Study Series Initiative

March-May 2024

- ACUE's Teaching Excellence AI Quick Study Series Initiative

February 2024

- Hypothesis Academy Trainings

January 2023

- Applying Generative in Your Classroom

November 2023

- Discussing Artificial Intelligence in Your Classroom

October 2023

- Two-Week Hypothesis Academy Courses
- 80 Ways to Use Chat/GPT in the Classroom (35- minute podcast)

September 2023

- AI and Your Classroom: Equipping Students for an Unpredictable Future (Guest Speaker: Dr. Cynthia Alby, Professor of Teacher Education at Georgia College)

August 2023

- Beat the Machine?: Exploring ChatGPT and Artificial Intelligence in Teaching and Learning (Faculty Institute 2023)

July 2023

- Hypothesis Academy: Social Annotation in the Age of AI

June 2023

- Hypothesis Social Annotation Professional Development
- Hypothesis "Hands on"

April 2023

- Helping Students Read, Think, and Collaborate with Hypothesis Social Annotation

February 2023

- Beat the Machine? Exploring ChatGPT and Artificial Intelligence in Teaching and Learning (View the slides from the session)

Resources

- Benefits, Challenges, and Sample Use Cases of Artificial Intelligence in Higher Education (Sept 2023). Hanover Report. Inside Higher Ed
- CTL's ChatGBT and Artificial Intelligence Guidance Document
- Critical Media Literacy Guide
- Cynthia Alby's "Best of" Resources: Artificial Intelligence: Recommended Reading, Listening, and Questions
- Gardner Institute's ChatGPT and AI Writing: The What, The Why, and the Oh My!
- Hypothesis Guidance Document
- People's Guide to AI
- Sample AI Syllabus Policy Statement

College of Business and Technology AI Usage Policy
Recommended by the Faculty for Approval November 29, 2023
Approved by the Dean December 5, 2023

1. Introduction

- This policy sets forth guidelines for the ethical and responsible use of Artificial Intelligence (AI) tools, including but not limited to ChatGPT, Bard, and other generative AI technologies. This policy aims to balance the innovative potential of AI with the need for academic integrity, critical thinking, and ethical considerations in the College of Business and Technology.

2. Purpose

- To establish a forward-looking approach that embraces AI to enhance learning and research while upholding academic standards.
- To ensure that the use of AI in the College of Business and Technology reflects the highest standards of integrity, innovation, and ethical responsibility.

3. Scope

- This policy applies to all students enrolled in CBT courses, faculty, and staff within the College of Business and Technology, encompassing AI use in coursework, research, and any College of Business and Technology-related activities.

4. Policy Guidelines

4.1 Ethical and Responsible Use

- Users must adhere to ethical standards that emphasize respect for data privacy, intellectual property, and the avoidance of bias in AI-generated content.
- The College should encourage awareness and discussion around AI ethics, including issues of algorithmic bias, data misuse, and the societal impact of AI technologies.

4.2 Academic Integrity and Originality

- The product of an AI Tool a student uses is not considered as that student's work.
- Students are required to produce original work and may use AI to enhance their learning, not replace it. Therefore, submitting the product of an AI tool will be

considered academic dishonesty unless explicitly directed by the instructor of record.
- Instructors should clarify expectations regarding AI tool use in assignments and exams in their syllabi.

4.3 Educational Innovation

- Faculty are encouraged to integrate AI tools in pedagogy. This could include using AI for interactive learning, data analysis, or as a topic of study itself.
- Promotion of critical digital literacy, including understanding the capabilities and limitations of AI tools.

4.4 Research and Advanced Application

- Researchers are encouraged to engage in AI projects that push the boundaries of current knowledge, taking inspiration from pioneering work.
- The College also supports interdisciplinary research that explores the intersection of AI with other fields, recognizing the increasingly cross-disciplinary nature of AI applications.

4.5 Adaptation and Continuous Learning

- Faculty development programs will be regularly offered, focusing on the latest AI advancements, ethical considerations, and innovative teaching strategies.
- The College of Business and Technology will regularly review and update its curriculum to include recent AI developments and insights from academic leaders in AI.

5. Compliance and Enforcement

- Violations of this policy by CBT's students, faculty members, or staff will be taken seriously and may result in disciplinary action consistent with university regulations.
- A system for reporting and addressing misuse of AI tools will be established.

6. Policy Review and Modification

- This policy will be reviewed bi-annually to incorporate the latest AI developments and best practices from academia.
- Faculty, students, and staff will be invited to contribute to the policy review process.

7. Additional Resources and Support

- The College of Business and Technology will provide a curated list of educational resources, including recent publications, online courses, and seminars.
- Regular workshops and seminars will be conducted, featuring AI experts and ethicists.

8. Contact Information

- For inquiries or concerns regarding this policy, please contact [Designated Contact Person/Office].
- AI Taskforce members will be available for consultations on ethical issues related to AI use in the College of Business and Technology.

9. Syllabus AI Policy Examples

9.A Permissive Policy:

Example 1: Using AI, generative models, or large language models is allowed in this class on a per-homework basis. You will not be penalized for using those tools, but academic integrity is paramount. Therefore, all content generated by such tools should be appropriately cited, including the name of the tool, the prompt used to generate the content used, and the date accessed.

Example 2: As in a professional environment, tools like AI generative models (GPT, Bard, Dall-e, etc.) can be utilized in some class work. However, per your professor's instructions, its use will be limited to only some of the work. Its use can be optional, encouraged, or even mandatory when authorized. However, academic integrity is of utmost importance. Therefore, any use of one such AI tool should be cited with the name of the tool, the prompt used to generate content, and the date accessed.

Example 3: As we move towards an AI era, we recognize the potential of generative AI to enhance our learning experience in this course significantly. We view AI as a supportive tool, promoting innovation and creativity rather than technology avoidance. In this direction, our course supports an open policy to empower students to use AI responsibly. To this end, this course invites students to actively participate in designing a framework specifically used for this class that thoroughly exploits the benefits of generative AI while upholding our commitment to academic freedom and integrity.

9.B Mixed Policy:

Example 1: The recent advancements in generative artificial intelligence (AI) have enabled generating images, coherent text, and music with minimal or without human intervention. While the results are fascinating, generative AI models suffer from hallucinations, the inability to consider recent information, mimicking behavior from the

training dataset, and the failure to reason, among other critical issues. It is, therefore, essential to identify tasks you may or may not use generative AI to perform. You may use generative AI tools to generate ideas, provide suggestions on the structure of your work, and survey existing research in a particular field. You must explicitly cite the tool used to perform the above-mentioned tasks. However, any submitted work must be your own, and you must not use generative AI tools to write a part or the whole of the submitted work. Any violation of these rules will be considered plagiarism.

Example 2: AI generative models can significantly help this class' coursework. Some aspects of this course's work allow AI tools to be used as source material and as fodder for ideas. Your professor will be happy to clarify its use in general or on a per-assignment basis. However, keep in mind that the product of such tools can have severe limitations, and it is not considered your own. Therefore, its presentation as your work will be considered plagiarism. In addition, as with any supporting material, you are expected to (a) scrutinize its contents and (b) cite it appropriately with the tool's name, the prompt used to generate useful content, and the day accessed.

9.C Unpermissive Policy: ChatGPT or any similar models are strictly prohibited during the completion of homework assignments and examinations for this course. These assessments are designed to evaluate individual understanding, critical thinking skills, and the application of course concepts. External assistance undermines these evaluations' purpose and compromises the learning process's integrity. Students must depend on their own knowledge, skills, and efforts to demonstrate their understanding of the course material. Student's commitment to upholding the principles of academic integrity is essential for the fair evaluation and successful learning experience of all participants in this course.