Love of Place: A Collaborative Partnership of the 2014-2015 Faculty Senate and Student Government at the University of Nebraska at Omaha

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Forward

As our title suggests, we embarked on this collaboration because we have great pride in our university and wanted to contribute to making it even better. It is our hope that the information provided in this document will foster continued partnerships across all parts of the University of Nebraska at Omaha to creatively respond to our students’ needs.

Lisa, Lyn, Jordan, Patrick, and Marshall

Ever Onward!
Summary of UNO Student Survey

HISTORY:
An ad hoc survey team was formed in March 2014 consisting of 3 UNO Faculty Senators and 3 Student Government Senators following the Faculty Senate approval of a motion coming from the 2013-2014 Faculty Senate Goals of Directions Committee and a similar motion from the UNO Student Government.

WHO:
Faculty Senators: Lisa Scherer (President-Elect, 2013-2014; President, 2014 -2015)
    Lyn Holley (Goals & Directions Committee, 2013-2014; Vice President, 2014-2015)
Student Senators: Jordan Koch (Speaker of the Senate, 2013-2014; President & Student Regent, 2014-2015)
    Patrick Davlin (Pacific Campus Senator, 2013-2014; Speaker of the Senate, 2014-2015)

WHAT:
A 28-item anonymous online survey consisting of 4 open-ended questions and 23 closed-ended questions.

A. Four Open-Ended Questions Coded for Content and Analyzed Over 15 Months.
   1. In general, what do you perceive to be 3 major STRENGTHS or good qualities regarding your
      EDUCATIONAL EXPERIENCES at UNO?
   2. In general, what do you perceive to be 3 major WEAKNESSES or areas needing improvement
      regarding your EDUCATIONAL EXPERIENCES at UNO?
   3. In general, what do you perceive to be UNO’s 3 major STRENGTHS or good
      qualities OUTSIDE OF EDUCATIONAL EXPERIENCES (e.g., services, extracurricular
      activities, student life, etc.)?
   4. In general, what do you perceive to be UNO’s 3 major WEAKNESSES or areas needing
      improvement OUTSIDE OF YOUR EDUCATION EXPERIENCES (e.g., services, extracurricular
      activities, student life, etc.)?

B. Questions Focused on Specific Issues Developed by Student & Faculty Senators:

   Timeliness of Feedback from Instructor (Particularly Important to the Student Senators):
   1. Frequency of feedback within 2 weeks of exams, quizzes, papers, homework (in classes for
      major and non-major classes) [2 questions]
   2. Frequency of feedback on exams, quizzes, papers, homework (1000/2000 level classes and
      3000/4000 level classes) [2 questions]
   3. Frequency of feedback on exams, quizzes, papers, homework (small classes and large classes) [2
      questions]
4. Frequency of feedback on exams, quizzes, papers, homework (online classes, all classes in general) [2 questions]

5. Frequency of receiving feedback in time to improve learning and performance on subsequent assignments and examinations within the same course. [1 question]

6. Extent of agreement that timely feedback would improve academic performance. [1 question]

Blackboard Questions (Particularly Important to the Student Senators):

1. Student estimated % of their instructors who used Blackboard. [1 question]

2. Extent to which student preferred instructors to use Blackboard. [1 question]

Outcome Variables (Important to Entire Team, Especially Faculty Senators):

1. Overall level of satisfaction with all educational experiences (e.g., curriculum, faculty, amount learned, etc.). [1 question]

2. Overall level of satisfaction OUTSIDE of the classroom at UNO (e.g., services, extracurricular activities, student, life, etc.). [1 question]

3. Extent of agreement with being engaged with UNO. [1 question]

4. Overall academic and non-academic satisfaction with UNO. [2 questions]

5. Intentions to quit UNO. [1 question]

6. Intentions to quit college entirely. [1 question]

C. Demographic Queries:

Class rank
Gender
Age
GPA
Major
Transfer Student

D. “Other Comments” Question on How UNO Can Improve the Quality of Experience for Students:

WHEN:
The Survey team developed an online survey in March of 2014 and the link to the survey was provided to all UNO students via email and blackboard. Students completing the survey were entered into a drawing to receive Mav Items donated by UNO Student Affairs.
WHY:

**Primary Objective:** to better understand how to improve the quality of UNO students’ experiences, both in and outside the classroom, in order to ultimately maximize their learning and foster their career success and well-being.

**Goal 1:** To foster dialog around the issues raised in the survey in cooperation with all relevant parties at UNO including faculty, staff, administrators and students.

**Goal 2:** To widely distribute the results of the survey across UNO constituencies, units, and departments and provide input to the UNO strategic planning process, goals, and specific strategies.

**Goal 3:** To support UNO Administrators in their decisions about matters that involve students by providing information that accurately reflects their unprompted appreciations and concerns.

**Goal 4:** To aid the UNO Faculty Senate, the UNO Student Government, and the Staff Advisory Committee in determining how our goals and strategies can best align to help students succeed and prosper.

**Goal 5:** To provide specific feedback to faculty regarding the extent to which UNO students value timely feedback and grades on papers, projects, homework and exams within their courses and the extent to which they value the use of the UNO learning management system, Blackboard.

**Goal 6:** To determine the extent to which responses to the faculty survey are consistent or overlap with the appreciations and concerns from responses to the student survey.

**Goal 7:** To examine the relationships between appreciations and concerns and student engagement and intentions to quit college.

HOW:

**Overview of Methodology**

A total of 1478 students at UNO voluntarily responded to an anonymous online survey created by a six-member team of faculty and student senators. The link to the survey was distributed to the UNO students on April 2, 2014, a reminder was sent out with the attached link on April 15, 2014 and the survey was closed on May 2, 2014.

Over the course of nine months, the survey team focused primarily on coding the 12 open-ended responses provided by the survey participants, resulting in the development of a master coding scheme that was used to categorize almost 18,000 student responses. Pairs of faculty and student senators categorized different parts of the survey with four iterations of coding and consensus-reaching determined. The final step required all six senators to agree to the content coding of all responses to achieve 100% agreement.

**Results**

The results of the survey are originally grouped according to the four open-ended questions: The Top 10 Ranked Appreciations for Education, Top 10 Ranked Concerns about Education, Top 10 Ranked Appreciations for Non-classroom Activities & Service, and Top 10 Ranked Concerns about Non-classroom Activities & Services. Following examination of the data and given the sheer massiveness of the date, the survey team decided to combine all appreciations (academic and non-academic) and all concerns (academic and non-academic). The appreciations and concerns were categorized over multiple months, with multiple iterations and checks on rater consistency. Over 15,000 verbatim responses regarding appreciations and concerns from students were categorized, and the number of responses per category was calculated to form a ranked order of appreciations and a ranked order of concerns. Finally, based on the categorized verbatim appreciations and concerns, the survey team culled primary themes and example responses for each theme (exemplars) from the verbatim responses. The team also identified goals and possible strategic action groups to read and respond to student needs.
Final Report & Dissemination of Survey Results to Stakeholders

The results of the survey were divided into three reports: (1) an UNO Student Survey Executive Summary Report, consisting of the Rank Ordered List of Appreciations and the Rank Ordered List of Concerns and a Summary of Survey Development and Methodology; (2) the UNO Student Survey Full Report, which includes the Executive Summary Report plus the themes, exemplars, goals, and possible action groups for each category of student responses; and (3) the UNO Student Survey Full Report that additionally includes an Appendix of Verbatim Responses.

Spring Dissemination: Part 1

To enhance campus-wide knowledge of student appreciations and concerns, the UNO Executive Summary Report was emailed directly to all faculty members as well as members of Faculty Senate, Student Government, and Staff Advisory Committee, and web links to the report were posted on various constituency websites. Further, UNO administration invited the survey team to present the top 10 appreciations and concerns of students (in addition to the top 10 faculty appreciations and concerns from a corollary survey of faculty) to the UNO Strategic Planning Forum in January of 2015. Third, faculty members of the survey team mentored the student government team members to analyze and present at the UNO Research and Creative Activity Fair the quantitative results on student opinions on blackboard, academic satisfaction, engagement and intentions to quit. Fourth, the team submitted an application to present at the CUMU national conference which will be held in Omaha in October of 2015. Finally, the team has and continues to engage in discussions with stakeholder across the UNO campus to better determine possible collaborations and strategic action responses to better serve the UNO students.

Summer Dissemination: Part 2:

The survey team determined, subject to input from the UNO Executive Administrative Team and other constituencies, that it would pursue the following strategy to further disseminate the survey:

1. Provide UNO Student Survey Full Report & Appendix of Verbatim Responses (paper and electronic versions) to:
   - A. UNO Executive Administrative Team
   - B. Presidents of UNO Faculty Senate and UNO Student Government
   - C. UNO Strategic Planning Committee Chair

2. Provide UNO Student Survey Full Report Without Verbatim Responses (paper and electronic versions) to:
   - A. Dr. Hank Bounds, NU President (paper and electronic versions)
   - B. Bob Phares, President, NU Board of Regents (paper and electronic versions)
   - C. Others to be determined

3. *Provide UNO Executive Report (electronic) and specifically Relevant Subsections of the Verbatim Responses (paper only) to Internal Groups and People at UNO to allow more targeted possible responses to student needs. Examples of categories followed by identified action groups who would receive verbatim responses for that category include:
   - A. Building and Building Hours Category with Verbatim Responses to be distributed to:
     1) Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
     2) Stan Schleifer, Director of Support Services
     3) Wyattte Stuard, Director of Food Service
     4) Tammy Goldsberry, Interim Director of Student Center Business Operations
     5) Bill Pickett, Senior Director of Student Involvement
   - B. Involvement (of Students) Category with Verbatim Responses to be distributed to:
     1) Bill Pickett, Student Involvement
     2) Ben Jager, Associate Director of Student Activities
   - C. Graduate Teaching Assistants
     1) Deborah Smith-Howell
     2) Deans and Department Chairs Utilizing GAs (latter via each Dean)

*Note that UNO Executive Administrative Team will receive the Full Report with All Verbatim Responses]*

Time & Cost

Over 4000 faculty and student unpaid hours were devoted to the development and analysis of this survey in addition to report generation, dissemination and dialogs with UNO constituencies. This effort was entirely voluntary with most work
done during the summer, on weekends and in the evenings, conservatively producing an in-kind cost estimate of $500,000.

**Trends for Focused Closed-Ended Questions**

**Preliminary Comments on Trends for Likert-Scale Items**

Please note that the trends discussed below are based on correlational and regression data, and thus no causal inferences can be made. Follow up research on the trends identified is recommended to further understand the underlying reason for these trends. However, taken together with the analysis of the qualitative data, it appears that UNO students prefer faculty to utilize Blackboard and they appreciate outcome feedback within two weeks.

**Observations about Relationships between Demographics and Outcomes:**

- There is a significant negative relationship between class rank and nonacademic satisfaction such that the more senior a student becomes, the less satisfied they are with the nonacademic aspects of UNO.
- There is a significant negative relationship between class rank and intentions to quit UNO such that the more senior a student becomes, the less likely they are to quit UNO to attend a different school.
- There is a significant negative relationship between gender and nonacademic satisfaction. It appears that women and transgender students may be less satisfied with nonacademic aspects of UNO compared to male students.
- There is a significant positive relationship between age and the belief that timely feedback will improve performance such that the older a student gets the more likely they are to believe that timely feedback can improve performance.
- There is a significant negative relationship between GPA and intentions to quit UNO and intentions to quit college in general, such that as a student’s GPA increases, their intentions to quit UNO and college decrease.
- There is a significant positive relationship between GPA and academic satisfaction such that the higher a student’s GPA is, the more satisfied they are with their UNO education.
- There is a significant and positive relationship between GPA and engagement such that the higher a student’s GPA is, the more engaged they are with UNO.
- There are significant and positive relationships between some of the demographic variables and the feedback frequency variables; however, it is unlikely that these relationships are truly meaningful. For example, there is a positive relationship between class rank and major feedback, such that the more senior a student is the more likely they are to indicate that they received feedback from major courses in two weeks or less. These relationships are difficult to interpret, but they could indicate that older students actually receive feedback in a timelier manner.

**Observations about Relationships between Feedback Variables and Outcomes:**

- There is a significant negative relationship between intentions to quit UNO and all of the feedback variables (except for online courses), such that the more frequently students receive feedback, the less likely they are to quit UNO.
- There is a significant and positive relationship between intentions to quit UNO and intentions to quit college entirely.
- There are significant positive relationships between academic satisfaction, nonacademic satisfaction, engagement, and all of the feedback variables, such that the more frequently students receive feedback in their courses (with the exception of online courses), the more satisfied they are with UNO’s academic and nonacademic aspects, and the more engaged they are as well.
- There are significant negative relationships between intentions to quit UNO, intentions to quit college, and both types of satisfaction and engagement, such that the more satisfied and engaged students are, the less likely they are to consider quitting UNO.
There are significant positive relationships between engagement, academic satisfaction, nonacademic satisfaction and the percentage of instructors who use Blackboard for posting grades, such that the more instructors use Blackboard, the more engaged and satisfied students are.

There is a significant positive relationship between the percentage of instructors who use Blackboard and the frequency with which students receive grade feedback in all types of classes (expect 3000-4000 level courses).

There is a significant negative relationship between the percentage of instructors who use Blackboard and intentions to quit UNO and college such that the more instructors use Blackboard, the less likely students are to considering quitting UNO and college.

Observations of Mean Differences:

- Feedback in major courses is significantly more frequent than non-major courses.
- Feedback in 1000-2000 level courses is significantly more frequent than 3000-4000 level courses.
- Feedback in online courses is significantly less frequent than large and small courses.
- Feedback in large courses is significantly less frequent than small courses.
- There are no significant differences between class rank on academic satisfaction, nonacademic satisfaction, engagement, or intentions to quit UNO or college in general.
- There are no significant differences between genders on academic satisfaction, nonacademic satisfaction, engagement, or intentions to quit UNO or college in general.
- There are no significant differences between age ranges on academic satisfaction, nonacademic satisfaction, engagement, or intentions to quit UNO or college in general.
- There are significant differences in GPA ranges. Those students with GPAs ranging from 2.5 to 3.0 are less satisfied with UNO’s academics compared to students with GPAs ranging from 3.5 to 4.0.
- Those students with GPAs ranging from 2.1 to 3.0 are significant more likely to quit UNO and college compared to students with GPAs ranging from 3.1 to 4.0.

Observations about Drivers of Academic Satisfaction, Non-Academic Satisfaction, and Engagement

- The main drivers of academic satisfaction are engagement, receiving feedback in time to improve learning and performance, nonacademic satisfaction, the frequency with which feedback is received in all classes, the frequency with which feedback is received in major courses, and the percentage of instructors who use Blackboard to post grade feedback.
- The main drivers of non-academic satisfaction are engagement and academic satisfaction. Receiving feedback in time to improve learning and the frequency with which feedback is received in all classes are significant predictors when academic satisfaction and engagement are not included in the model.
- The main drivers of engagement are non-academic satisfaction, academic satisfaction, receiving feedback in time to improve learning, and the percentage of instructors who use Blackboard to post grade feedback.

Observations about Drivers of Intentions to Quit UNO and College

- Academic satisfaction is the greatest driver of intentions to leave UNO and intentions to quit college in general.
- Engagement and the frequency of receiving feedback in major courses also drive intentions to quit UNO.
Brief Synopsis of the Analysis of Student Open-Ended Verbatim Responses

Students were asked to provide three appreciations and three concerns regarding their educational/academic experiences at UNO.

Student were also asked to provide three appreciations and three concerns regarding experiences outside of traditional academic sphere. Thus, each student could provide a total of 12 different open-ended responses, yielding potentially 18,000 verbatim student responses that were then categorized.

All verbatim student responses were classified into one of 100 categories, which were subsequently reduced to 98.

Five rounds of ratings occurred with consensus reached among the six people on the survey team.

As students did not always distinguish between educational and non-educational appreciations and concerns, the decision was reached to collapse across the educational and non-educational appreciations and to also collapse across the educational and non-educational concerns.

What follows is a rank order of student appreciations followed by a rank order of student concerns with rank order determined by the frequency of student responses for each category.

Note, this approach, while extremely labor-intensive, allowed us to understand what students think is important without any prompting. Further, it elegantly portrayed the danger of averaging and generalizing; for some issues, a number of students might find their experience in one area to be appreciated whereas others might list it as a concern. Further, the appreciations and concerns would disappear were they to be averaged. Finally, listing a category (e.g., Professors/Quality of Teaching) either could be listed as one of the top appreciations or one of the top concerns by students (e.g., Professors/Quality of Teaching); either way, it indicates how important the category topic is to students. The bottom line is that this approach allows for greater ease in prioritization of limited resources.

Following are the appreciation rankings and concern rankings of the 100 topics/categories. The full report consists of each category with example responses organized by themes in addition to possible goals and suggested action groups.

Questions for thought?

- Are the strategic goals, priorities and investment of time and money by the university and by the faculty and student senates aligned with what this student constituency is telling us in addition to what we learned from the survey of the faculty constituency?

- What was surprising?

- Where do we go from here to turn ideas into action and improve the UNO experience for everyone?
### Rank Ordering and Frequency of Appreciations Collapsed Across Educational (Q7) and Non-Educational (Q9) Appreciations

<table>
<thead>
<tr>
<th>Rank Order of Appreciations</th>
<th>Master Category Descriptions of All Appreciations</th>
<th>Frequency of Appreciations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professors/Instructors: General Comments on Professors/Instructors and Quality of Teaching Comments</td>
<td>425</td>
</tr>
<tr>
<td>2</td>
<td>Student Perception of Their Own Strengths and Weaknesses</td>
<td>355</td>
</tr>
<tr>
<td>3*</td>
<td>Identity/Community/Culture of Caring/Collaboration/Sense of Connection with Others/Friendly Place</td>
<td>243</td>
</tr>
<tr>
<td>3*</td>
<td>Campus Events/Student Life</td>
<td>243</td>
</tr>
<tr>
<td>4</td>
<td>Professors/Instructors: Relationships with Students</td>
<td>213</td>
</tr>
<tr>
<td>5</td>
<td>Accessibility and Quality of Learning Resources NOT Tied to a Particular Class or Major</td>
<td>211</td>
</tr>
<tr>
<td>6</td>
<td>Facilities/Buildings: General Comments, Study Areas, Group Spaces, Trash Cans</td>
<td>204</td>
</tr>
<tr>
<td>7</td>
<td>Wellness Center</td>
<td>202</td>
</tr>
<tr>
<td>8</td>
<td>Course, Certificate and Program Offerings</td>
<td>198</td>
</tr>
<tr>
<td>9</td>
<td>Class Size</td>
<td>196</td>
</tr>
<tr>
<td>10</td>
<td>Academic Department(s)/Academic-Related Program(s)/Specific Courses/Colleges</td>
<td>168</td>
</tr>
<tr>
<td>11</td>
<td>Extracurricular Activities</td>
<td>163</td>
</tr>
<tr>
<td>12</td>
<td>Library</td>
<td>156</td>
</tr>
<tr>
<td>13</td>
<td>Clubs/Student Organizations</td>
<td>154</td>
</tr>
<tr>
<td>14</td>
<td>Community Engagement/Service Learning/Volunteering</td>
<td>139</td>
</tr>
<tr>
<td>15</td>
<td>Dorm Life</td>
<td>136</td>
</tr>
<tr>
<td>16</td>
<td>Campus Aesthetics, Grounds, and Landscaping Cleanliness, Maintenance, Beauty</td>
<td>134</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>17</td>
<td>Professors/Instructors: Perceived Content Expertise</td>
<td>133</td>
</tr>
<tr>
<td>18</td>
<td>Course Pedagogy</td>
<td>123</td>
</tr>
<tr>
<td>19</td>
<td>Educational Experience (General)</td>
<td>103</td>
</tr>
<tr>
<td>20</td>
<td>Omaha Community</td>
<td>98</td>
</tr>
<tr>
<td>21</td>
<td>Athletics</td>
<td>93</td>
</tr>
<tr>
<td>22</td>
<td>Involvement</td>
<td>87</td>
</tr>
<tr>
<td>23</td>
<td>Online Courses and ALL Online Issues</td>
<td>83</td>
</tr>
<tr>
<td>24</td>
<td>Advising</td>
<td>82</td>
</tr>
<tr>
<td>25</td>
<td>Course Scheduling &amp; Frequency of Course Offerings</td>
<td>73</td>
</tr>
<tr>
<td>26</td>
<td>Communication/Promotion/Advertisement/Awareness Enhancement</td>
<td>67</td>
</tr>
<tr>
<td>28*</td>
<td>Food</td>
<td>64</td>
</tr>
<tr>
<td>28*</td>
<td>Shuttles: Driver, Shuttles in General, &amp; Specific Comments About Shuttles for Dodge-Pacific Travels and Shuttles to Remote Lots</td>
<td>64</td>
</tr>
<tr>
<td>29</td>
<td>Services</td>
<td>61</td>
</tr>
<tr>
<td>30*</td>
<td>One-on-one with Faculty/Staff Regarding Academic Issues and Opportunities</td>
<td>60</td>
</tr>
<tr>
<td>30*</td>
<td>Technology/IT Issues: UNO computers, Wi-Fi Printers</td>
<td>60</td>
</tr>
<tr>
<td>31*</td>
<td>Blackboard</td>
<td>59</td>
</tr>
<tr>
<td>31*</td>
<td>Diversity of Students/Overall Diversity at UNO</td>
<td>59</td>
</tr>
<tr>
<td>32</td>
<td>Discounts/Freebies</td>
<td>58</td>
</tr>
<tr>
<td>33</td>
<td>Clubs: Fraternities and Sororities Including Academic Honor Societies</td>
<td>56</td>
</tr>
<tr>
<td>34*</td>
<td>Costs: Educational</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>34*</td>
<td>Applied Educational Experiences for UNO Students</td>
<td>53</td>
</tr>
<tr>
<td>35</td>
<td>Physical Size of UNO/Ease of Getting Around Campus</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>Reputation/Status/Academic Standards of UNO</td>
<td>40</td>
</tr>
<tr>
<td>37</td>
<td>Course Difficulty/Level of Challenge</td>
<td>38</td>
</tr>
<tr>
<td>38*</td>
<td>Diversity/Inclusion/Accommodation: All Forms of Diversity Issues</td>
<td>38</td>
</tr>
<tr>
<td>39</td>
<td>Intramurals</td>
<td>36</td>
</tr>
<tr>
<td>40</td>
<td>Research Opportunities</td>
<td>33</td>
</tr>
<tr>
<td>41</td>
<td>Career Counseling, Career Fairs, Occupational Post College</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Career Help and Support/ACDC</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Campus Security and Safety</td>
<td>25</td>
</tr>
<tr>
<td>43</td>
<td>Responses with Multiple Issues</td>
<td>24</td>
</tr>
<tr>
<td>44</td>
<td>Student Employment</td>
<td>23</td>
</tr>
<tr>
<td>45*</td>
<td>Bookstore</td>
<td>21</td>
</tr>
<tr>
<td>46</td>
<td>MavLink</td>
<td>19</td>
</tr>
<tr>
<td>47*</td>
<td>Financial Aid</td>
<td>18</td>
</tr>
<tr>
<td>47*</td>
<td>Health Services</td>
<td>18</td>
</tr>
<tr>
<td>48</td>
<td>Counseling Services or Counseling Center (Mental Health)</td>
<td>16</td>
</tr>
<tr>
<td>49</td>
<td>Program: Study Abroad/International Study</td>
<td>14</td>
</tr>
<tr>
<td>50*</td>
<td>Funding for Students: Scholarships</td>
<td>12</td>
</tr>
<tr>
<td>50*</td>
<td>Administration or Administrators' Decisions or Affairs</td>
<td>12</td>
</tr>
<tr>
<td>51</td>
<td>School Spirit</td>
<td>10</td>
</tr>
<tr>
<td>Page</td>
<td>Topic</td>
<td>Rating</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>52*</td>
<td>Course and UNO Academic Policies</td>
<td>9</td>
</tr>
<tr>
<td>52*</td>
<td>Student Government &amp; Student Regents</td>
<td>9</td>
</tr>
<tr>
<td>52*</td>
<td>Veterans and Military Issues (Including SAC)</td>
<td>9</td>
</tr>
<tr>
<td>52*</td>
<td>Feelings/Issues of Distance Education Students</td>
<td>9</td>
</tr>
<tr>
<td>53*</td>
<td>Course Grading: Timeliness of Posting Grades</td>
<td>8</td>
</tr>
<tr>
<td>53*</td>
<td>Parking</td>
<td>8</td>
</tr>
<tr>
<td>53*</td>
<td>Transfer Student Issues &amp; Graduate Students Coming from Other Universities</td>
<td>8</td>
</tr>
<tr>
<td>53*</td>
<td>Nonpartisan/Tolerance for Different Viewpoints</td>
<td>8</td>
</tr>
<tr>
<td>54*</td>
<td>Disability Accommodations</td>
<td>7</td>
</tr>
<tr>
<td>54*</td>
<td>Environmental Sustainability</td>
<td>7</td>
</tr>
<tr>
<td>54*</td>
<td>Wellness Issues &amp; Activities</td>
<td>7</td>
</tr>
<tr>
<td>55*</td>
<td>Mav Pantry</td>
<td>6</td>
</tr>
<tr>
<td>55*</td>
<td>Diversity of Faculty</td>
<td>6</td>
</tr>
<tr>
<td>56*</td>
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*Ranks with an * indicate tied rankings*
### Rank Ordering and Frequency of Concerns Collapsed Across Educational (Q8) and Non-Educational (Q10) Concerns

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<td>283</td>
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<td>228</td>
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<td>192</td>
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<td>Communication/Promotion/Advertisement/Awareness Enhancement</td>
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<td>Dorm Life</td>
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<td>Extracurricular Activities</td>
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<td>Professors/Instructors: Relationships with Students</td>
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<td>Athletics</td>
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<td>Course, Certificate and Program Offerings</td>
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<td>Clubs: Fraternities and Sororities Including Academic Honor Societies</td>
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<td>Accessibility and Quality of Learning Resources NOT Tied to a Particular Class or Major</td>
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<td>Course Difficulty/Level of Challenge</td>
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<td>Library</td>
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<td>Feelings/Issues of Off-Campus, Commuter, Night, Part-time Students</td>
<td>38</td>
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<td>33*</td>
<td>Class Size</td>
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<td>Wellness Issues &amp; Activities</td>
<td>37</td>
</tr>
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<td>Campus Security and Safety</td>
<td>36</td>
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<td>34</td>
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<td>Course Grading: Timeliness of Posting Grades</td>
<td>32</td>
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<td>Transfer Student Issues &amp; Graduate Students Coming from Other Universities</td>
<td>31</td>
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<td>38</td>
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<td>30</td>
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<td>Bookstore</td>
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<td>29</td>
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<td>Student Work-Life Issues</td>
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<td>26</td>
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<td>Career Counseling, Career Fairs, Occupational Post College Career Help and Support/ACDC</td>
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<td>Program: Study Abroad/International Study</td>
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*Ranks with an * indicate tied rankings*
Appreciations and Concerns

Themes
Example Comments
Potential Goals for Action and
Suggested Action Groups
For Each Category of Student Responses
Academic Department(s)/Academic-Related Program(s)/Specific Courses
Includes any mention of a specific academic department, a specific course or course lab, or an academic-related program such as the Bachelor of General Studies, Thompson Learning Community, Goodrich, and Multicultural Affairs.

All Appreciations (Rank = 10; N = 168)  *TOP 10 APPRECIATIONS*

Appreciation Themes & Exemplars: General and, then, Organized by College
1. GENERAL
   - “Good Colleges”
   - “Tests”
   - “Application of courses to our daily lives”
2. COLLEGE OF ARTS & SCIENCES
   - “General Education course professors are good at keeping things interesting”
3. COLLEGE OF BUSINESS ADMINISTRATION
   - “Business”
   - “Business school offers quality classes with knowledgeable instructors”
   - “Educated business professors”
   - “Excellent business professors with real world business experience”
   - “Good professors for the most part in CBA”
   - “good business school teachers”
   - “Great facilities and solid core of professors in the business colleges”
   - “Great business professors with real experience.”
   - “I like the College of Business”
   - “The business college has great teachers”
   - “The college of business has a great reputation”
   - “The concepts covered in CBA are useful at my job”
4. COLLEGE OF COMMUNICATION, FINE ARTS & MEDIA
   - (No college-level appreciations; only department-level comments which are listed below)
5. COLLEGE OF EDUCATION
   - “COE has wonderful instructors”
   - “college of education teachers”
   - “Good Education Instructors”
   - “CACREP standards (Council for Accreditation for Counseling & Related Educational Programs)”
   - “Great Education Program”
   - “Great college of education”
   - “Some professors in the CoE are exceptionally talented”
   - “Most education professors are very informative and willing to assist students”
   - “The diversity of students and teachers in the College of Education”
6. COLLEGE OF INFORMATION SCIENCE & TECHNOLOGY
   - IS&T is great
7. COLLEGE OF PUBLIC AFFAIRS & COMMUNITY SERVICE
   - (No college-level appreciations; only department-level comments which are listed below)
8. UNL COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
   - (No college-level appreciations; only department-level comments which are listed below)
9. UNL COLLEGE OF ARCHITECTURE
   - (No college-level appreciations; only department-level comments which are listed below)
10. UNL COLLEGE OF ENGINEERING
    - Good engineering community on south campus.
    - Architectural Engineering program is one of the top of the nation
The Engineering program is one of the best Engineering programs in the region (No college-level appreciations; only department-level comments which are listed below)

Appreciation Themes & Exemplars: Department/Unit Comments in Alphabetical Order within Colleges

1. GENERAL (no specific college or department mentioned)
   - “departmental response time is quick”

2. COLLEGE OF ARTS & SCIENCES ACADEMIC DEPARTMENTS
   - BIOLOGY
     - “The biology advisor”
     - “Biology”
     - “Biology department”
     - “Biology Dept”
     - “Biology Faculty”
     - “Biology with Mark Schoenbeck and Jeremy White was spectacular.”
     - “The biology department offers very interesting classes”
     - “I like alot of the biology departmen professors”
     - “The professors that teach the biology classes are very engaging”
   - BLACK STUDIES
     - “Good opportunities in black studies department for extra learning opportunities”
   - CHEMISTRY
     - “Chemistry department really cares about its students”
     - “chemistry office activities”
     - “Dana Richter-Egger and the amazing feats that he pulls to help students learn”
   - ENGLISH
     - “English department”
     - “Great English classes”
   - FOREIGN LANGUAGES
     - “Spanish professors with different dialects is nice”
     - “Amazing Arabic classes”
   - GENDER STUDIES
     - “Gender Studies”
   - HISTORY
     - “history”
     - “history advising group are very helpful”
     - “history professors very educated and teach well”
     - “The professors. I’ve been inspired by the majority of the professoers I’ve had, esp. Mark Scherer.”
   - MATHEMATICS
     - “math”
     - “math”
     - “MATH”
     - “Math professors are very knowledgeable”
     - “My experience in the math department has been good.”
     - “Trigonometry”
     - “the whole math set up I guess for lack of better words”
     - “Has good resources especially the math lab.”
   - NATIVE AMERICAN STUDIES
     - “Great Teachers: I’ve never learned as much in a class than I did in Prof Zendjas(?) IntroNativeStud”
   - PHYSICS
“Physics professors are very knowledgeable and willing to help”
“My experience with the Physics department has been excellent”

- **POLITICAL SCIENCE**
  - “Great Political Science professors.”
  - “political sc”
  - “My political science classes were excellent”

- **PRE-MED**
  - “pre-med advisors and biology/chemistry professors”
  - “Pre-med Committee”

- **PSYCHOLOGY**
  - “Psychology”
  - “Psychology”
  - “Industrial-Organizational psychology program is top notch”
  - “In the Psychology department, ways to earn extra credit through research participation”

- **RELIIGIOUS STUDIES**
  - “world religion”

- **SOCIOLOGY**
  - “sociology”

3. **COLLEGE OF BUSINESS ACADEMIC DEPARTMENTS**

- **ACCOUNTING**
  - “accounting is certified”
  - “Good business and accounting accreditation”

4. **COLLEGE OF COMMUNICATION, FINE ARTS & MEDIA ACADEMIC DEPARTMENTS**

- **ART & ART HISTORY**
  - “Art”
  - “art”
  - “art program”
  - “My art professors have all been very passionate.”
  - “the enthusiasm of my art ed. Instructors”
  - “Video Art with Russ Nordman was the best the most free class to take. There needs to be more like it”

- **SCHOOL OF COMMUNICATION**
  - “Great Communication instructors”
  - “Having a good Communications department.”
  - “Good instructors for speech”
  - “My advisor Chantel Dunn is probably the best advisor I have ever worked with” (Communication Part-time Instructor)
  - “Speech with Cameron Logsdon”
  - “Friendly engineer staff in the TV Department”

- **MUSIC**
  - “Exceptional teachers within music department”
  - “reat university ensembles for performance”
  - “music”
  - “Music Ensembles”
  - “Music Faculty”
  - “music program”
  - “The music department staff is full of great teachers that care about individual students.”

- **THEATRE**
  - “Film History & Appreciation class - Mark Hoeger is the BEST professor ever! #FACT” (Part-time Instructor in Theatre)
  - “theater”
5. COLLEGE OF EDUCATION ACADEMIC DEPARTMENTS

- SPECIFIC ADVISOR MENTIONED
  - “Donna at the College of Education advising office”
- GENERAL
  - “college of education teachers”
  - “Good Education Instructors”
- SPECIAL EDUCATION AND COMMUNICATION DISORDERS
  - “Dr. Hagaman” (Faculty, Special Education and Communication Disorders)
- EARLY CHILDHOOD PROGRAM
  - “Early Childhood Program is AWESOME”
- EXERCISE SCIENCE
  - “Great exercise science program”
  - “Good instructors in the Exercise Science program”

6. COLLEGE OF INFORMATION SCIENCE & TECHNOLOGY ACADEMIC DEPARTMENTS

- SECURITY TECHNOLOGY EDUCATION AND ANALYSIS LABORATORIES (STEAL)
  - “The STEAL labs are a great way to learn vulnerability issues “
- INFORMATION ASSURANCE (MS DEGREE)
  - “In depth IA degree program”
- MANAGEMENT INFORMATION SYSTEMS (MIS)
  - “MIS “Business school offers quality classes with knowledgeable instructors”
- COMPUTER SCIENCE
  - “Good Computer Science program”
  - “I found one awesome professor in the computer science department who has had a big impact on my life”

7. COLLEGE OF PUBLIC AFFAIRS & COMMUNITY SERVICE ACADEMIC DEPARTMENTS

- SPECIFIC ADVISOR MENTIONED
  - “Ashley Cunningham. Excellent adviser and easy to get in touch with when you need help” (Criminal Justice Academic Advisor)
- AVIATION
  - “aviation”
- CONTINUING STUDIES
  - “Continuing education”
  - “continuing studies program”
  - “The Division of Continuing Studies has the most attentive advising staff I've ever worked with”
  - “Distance education program”
  - “General Studies program for non-traditional students”
  - “The Continuing Studies (BGS) program”
  - “Variety of classes offered through Continuing Studies program”
- CRIMINOLOGY & CRIMINAL JUSTICE
  - “Brilliant criminal justice instructors”
  - “Lt. Laurie Scott. She is exceptional when it comes to real life, hands on knowledge about CJ” (Adjunct Professor for Criminology and Criminal Justice)
  - “The administration for the Criminal justice college is helpful”
  - “The Criminal Justice program is one of the nest in the country, and I cannot disagree.”
- SOCIAL WORK
  - “Great Social Work Program”
  - “Great social work program”
  - “Intimate learning environment in the Grace Abbott School of Social Work”

8. UNL COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES ACADEMIC DEPARTMENTS
9. **UNL COLLEGE OF ARCHITECTURE ACADEMIC DEPARTMENTS**
   - (No comments)

10. **UNL COLLEGE OR ENGINEERING ACADEMIC DEPARTMENTS**
    - “Good engineering community on south campus.”
    - “Architectural Engineering program is one of the top of the nation”

11. “The Engineering program is one of the best Engineering programs in the region”

12. **OTHER UNITS**
    - “Wonderful academic advisor (Cara Ortega)” (Associate Registrar)
    - “Offutt Ed Center UNO Reps”

13. **SPECIAL ACADEMIC PROGRAMS FOR DISADVANTAGED STUDENTS**
    - **OFFICE OF MULTICULTURAL AFFAIRS**
      - “Multicultural affairs”
      - “Multicultural Affairs”
      - “MULTICULTURAL AFFAIRS”
      - “Being able to go to ms cindy k for help” (Cindy Krafka)
    - **GOODRICH PROGRAM**
      - “Goodrich teachers / advisors”
      - “goodrich program”
      - “Goodrich program is very great”
      - “Goodrich scholarship”
      - “Goodrich Scholarship Program”
      - “Goodrich Scholarship program”
      - “Goodrich Scholarship Program and Davis-Chambers Scholarship”
      - “Goodrich!!! made me feel right at home and accepted”
      - “the Goodrich Scholarship!!!”
      - “My Goodrich Program professors and peers push me to do the best I possibly can.”
    - **PROJECT ACHIEVE**
      - “Project Achieve”
    - **THOMPSON LEARNING COMMUNITY**
      - “Thompson Learning Community”
      - “Thompson Learning Community”
      - “TLC”
      - “TLC”
      - “TLC”
      - “TLC”
      - “TLC advisors”
      - “TLC advisors”
      - “TLC Community”
      - “TLC Courses”
      - “The TLC program has been fantastic!”
      - “THOMPSON LEARNING COMMUNITY”
      - “Being involved in Thompson Learning Community classes”
      - “Buffett”
      - “Buffett”
      - “Having a Thompson Learning Community advisor”

14. **MULTIPLE PEOPLE OR PROGRAMS MENTIONED WITHIN ONE RESPONSE**
    - “a lot of great academic support by Goodrich and the TLC programs”
    - “Instructors in Chemistry and Biology”
    - “science”
    - “science”
“Good science instructors as well”
“The rigor of the science department is truly something about which is worth bragging!”
“Some excellent professors (paul audi, constance sorensen-birk, dana radatz, brianna chase)”
“(Paul Audi-Faculty-Philosophy; Constance Sorensen-Project Achieve (English Specialist); “
“Dana Radatz-Doctoral Student/Part-time Instructor-Criminal Justice; Brianna Chase” (Latter Adjunct Professor-Criminal Justice)”
“These Three Professors: Dr. Claudia Garcia, Dr. Thomas Sanchez, and Dr. Adam Tyma”
“Claudia Garcis-Faculty Foreign Lanuage; Thomas Sanchez-Faculty Sociology; Adam Tyma-Faculty Communication)”

15. UNCERTAIN DUE TO ABBREVIATION
“Great CM program”

All Concerns (Rank = 4; N = 201) 

*TOP 10 CONCERNS*

Concern Themes & Exemplars: General and then Organized by College

1. GENERAL
   - “More Major Tutors”
   - “There needs to be more cooperation between different programs of study. Don't limit opportunities.”
   - “Professors need teaching technique & how to manage a classroom/ take a College of Education class”
   - “Non-science major classes seem to cancel classes more often”
   - “If classes are too similar, consider combining or removing one of them.”

2. COLLEGE OF ARTS & SCIENCES
   - “The lack of funding for the Arts and Sciences majors can hurt learning opportunities.”
   - “Terrible Requirement in College of A & S

3. COLLEGE OF BUSINESS
   - “need more human resource electives other than the bare minimum to graduate”

4. COLLEGE OF COMMUNICATION, FINE ARTS & MEDIA
   - “Would rather have journalism degree other than broadcasting degree”
   - “no film studies”

5. COLLEGE OF EDUCATION
   - “Have to pay for PPST (Pre-Professional Skills Test)”
   - “More classes need to be offered in the College of Education department during all semesters”
   - “Education classes not promoting curriculum restructuring of education”
   - “Gas money for practicums in education”
   - “CoE deadlines are a pain to keep track of with no automated email!”
   - “Overall unorganization of programs and technology in the COE”

6. COLLEGE OF INFORMATION SCIENCE & TECHNOLOGY
   - “Segregation and discrimination between majors at PKI”
   - “poor communication between faculty in PKI”
   - “UNO must remove Professor X and Y in IS&T as they are an embarrassment to UNO” (names deleted)
   - “better professors for the IT classes”

7. COLLEGE OF PUBLIC AFFAIRS & COMMUNITY SERVICE
   - “General Studies degree needs a different name (ex: interdisciplinary degree)”
   - “Feel inferior to others b/c of the name Bachelors of General Studies; appears I have no direction”
   - “remove BS of General Studies condescending to BS of Public Affairs and Community Service”

8. UNL COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
   - (No college-level appreciations; only department-level comments which are listed below)

9. UNL COLLEGE OF ARCHITECTURE
   - (No college-level appreciations; only department-level comments which are listed below)

10. UNL COLLEGE OF ENGINEERING
- “Engineering classes can cost thousands more with no change in cost of attendance”

11. UNCLEAR OR MULTIPLE CATEGORIES
- “Better statistic lab hours for full-time workers who also attend school.”
- “College of Education and Music classes do not correspond well at all”

Concern Themes & Exemplars: Department/Unit Comments in Alphabetical Order within Colleges
1. GENERAL
   - “Good Colleges”

2. COLLEGE OF ARTS & SCIENCES
   - BIOLOGY
     o “X Professor in Biology should not be allowed to teach at UNO, unfair, tries to fail you, aweful” (name removed)
     o “In biology II lab, we have to teach ourselves the materials, it's EXTREMELY FRUSTRATING!”
     o “Should require all bio students to take a writing in biology class - highly necessary”
     o “Would like to see more of a focus in biology on plant/animal/ecosystem and not medicine.”
     o “more course offerings applicable to biotechnology degree in the 4000 range”
     o “Need to allow to get minors that will overlap ex:biology degree want a environmental science minor”
     o “offer more biology classes in the summer”
   - CHEMISTRY
     o “The chemistry department”
     o “The Chemistry teachers are more often than not incompetent as instructors.”
     o “weed out classes are unfair, should not be designed to fail you Organic,” (Organic Chemistry)
     o “Chemistry 1140--the textbook does not provide useful information. The instructor's notes are better”
     o “Teachers choose textbooks and class materials with no regard for cost vs. effectiveness (chemistry)”
     o “Chemistry Department”
     o “The chemistry program here is HARD and the professors aren't very helpful”
     o “Chemistry department”
     o “Chemistry department workload is ridiculous.
     o “Poor utilization of technology developed in the last 2 decades (chemistry).”
     o “chemistry program”
     o “teachers in the chemistry program”
     o “Chemistry Department (they have unreal expectations)”
     o “The chemistry department. A lot of the teachers there are extremely condescending/mean.”
     o “Chemistry department”
   - ENGLISH
     o “English”
     o “English”
     o “English”
     o “English department, teachers not helpful, hurt chance of students graduating/achieving.”
     o “Some of the English TA's and Teachers are not that great”
     o “English Teachers expect too much and then when you do what they say they down grade you.”
   - FOREIGN LANGUAGES
     o “More upper-level Spanish class offerings”
     o “Lack of options for classes -- especially in foreign language dept.”
     o “More sections/classes available for Spanish students. It was always difficult to get into those.”
     o “Terrible Spanish Classes”
     o “more language offerings”
     o “Offer tutors for language courses”
• Some foreign language classes stop at 2000 level—requires study abroad in order to fulfill grad. Req
• “Not a large variety of Spanish courses above the 3000+ level beyond lit & grammar”

• GEOLOGY
• “Geology”

• HISTORY
• “The History professors at UNO could be better and more available”
• “World Civilizations 1”
• “us history”
• “Have more history classes available.”
• “History”

• MATHMATICS
• “pre calc teacher is worst I have ever had, doesn't even use the required book.”
• “UNO needs Math Professors who speak ENGLISH as their primary language!!!”
• “More real, quality tutors (not peer-to-peer) for Math classes.”
• “Math lab—the program is helpful, but students should have more time in the lecture”
• “‘having classes, especially Math classes, that are hybrid classes - in class and online”
• “Have the math department stop catering to the needs of the Math Education students.”
• “The times for the Math Lab retakes are very inconvenient for students who work or have early classes”
• “math for non math majors - get rid of the requirements! I will never use Algebra as a history major!”
• “lack of math tutoring for upper level stuff”
• “Math lab is a total waste of time”
• “Math lab”
• “Math Lab”
• “Math set up - Lab for full time worker”
• “Have better teachers for mathematics”
• “Math at the Darham Center, tried 3 different math classes and finally gave up & went to Metro”
• “Math”
• “The Mathlab is not easily accessible for students that work full-time”
• “The math department does not allocate enough times for students to learn.”
• “Math program needs to be reconsidered, had much greater success at MCC for math.”
• “The math lab has ZERO statistics tutors”
• “Math Lab Sucks”
• “Math”
• “MathLab Tutors teach differently from the professors, leading to some confusion/inaccuracies.”
• “Some math professors are unwilling to assist students or answer questions”
• “Some math professors are extremely hard to understand due to their accents”
• “Most of the math professors are terrible.”
• “Calculus”
• “The way Math 1310 is designed (TAs teaching class and the math lab in general)”
• “The graduate student ‘teaching’ program used by the math department is a disgrace to true education.”
• “UNO Math lab”
• “Math department has severe lack of social skills.”
• “Math department does not have a soul, or X Faculty (name deleted) when it comes to family emergencies.”
• “Math”
• "The college algebra math lab is ridiculous"
• "Math department not willing to work with students who are in crises."
• "The math lab needs to go, and math classes need to SLOW DOWN!"
• "Math"
• "Too much time required in the Math lab."
• "Advertise student services such as Math Lab more."
• "Math program is horrible"
• "Mandatory Math Lab"
• "Required 3 lab hours for Math with no open weekend times."
• "Math classes very inconsistent"
• "Hours of math lab-hard for full time workers to meet 3 hr expectaton when closed on weekend"
• "No Math lab"
• "Hours of math lab-hard for full time workers to meet 3 hr expectaton when closed on weekend"
• "No Math lab"
• "The way math is taught"
• "The math program is overall very lacking and difficult"

PHYSICS
• "physics professors"
• "Physics"

PSYCHOLOGY
• "Poor availability for some classes (especially upper level psychology), need more sections"

MULTIPLE DEPARTMENTS WITHIN THE COLLEGE OF ARTS & SCIENCES
• "need to look at some of the educators in the physics and chem departments-- some need fired"
• "Limited open times for sciences/labs"
• "science"
• "Science course requirements for undergraduates (3 total; 2 w/ lab, 1 without lab)"
• "need more math lab hours"
• "more helpers at the math and science learning center"
• "Teachers in certain science departments enjoy students struggling"
• "The science degree in general seems unsupported, could not receive the help I needed."
• "very little science lab experience"
• "more availability when it comes to math/statistic homework"
• "Math and science classes are horrible as well"
• "Science department is Horrible"
• "There is little integration between science courses with "real-world" experiences"

3. COLLEGE OF BUSINESS ADMINISTRATION

GENERAL
• "Professor X is a weakness for the Business School. Students avoid his classes." (name removed)
• "Quality of Specific Professor in College of Business" (name deleted)
• "not enough offerings for business law"

FINANCE, BANKING, AND REAL ESTATE
• "Finance course should not be able to be taken as one of your last courses. Should be a prereq"
• "Need a help lab for Fnbk 3250"

MARKETING AND MANAGEMENT
• "need more human resource electives other than the bare minimum to graduate"
• "Need more entrepreneurial offerings"

4. COLLEGE OF COMMUNICATION, FINE ARTS & MEDIA

ART HISTORY
• "No evening art history classes"
• JOURNALISM AND MEDIA COMMUNICATION
  o “Need to update some software in the broadcasting department”
• COMMUNICATION STUDIES
  o “I find the speech course very poorly designed, not to mention archaic.”
  o “speech lab availability”
  o “A lack of advanced speaking courses (A in APS, and I learned nothing useful in the class)”
  o “Communication Studies”
• STUDIO ART
  o “Studio art program is not friendly to working adults
  o “not a lot of choices in evening art classes”
  o “Not near enough space in sculpture lab”
  o “Missing full time, dedicated professors in certain areas (i.e. Ceramics)”
  o “Studio majors are required to attend 3 lectures a semester- I work at all the times these occur”
  o “Not a large variety of art courses”
  o “More specialized classes in my major of graphic design”
• THEATRE
  o “THEA 2310 is a waste of time. It does nothing to improve students' learning or skills”
5. COLLEGE OF EDUCATION
• TEACHER EDUCATION
  o “Not enough time out in the field for elementary education majors”
  o “Teacher Education 4000 practicum is only in the morning (need flexibility)”
• SCHOOL OF HEALTH, PHYSICAL EDUCATION AND RECREATION
  o “More Public Health classes should be available during summer and not overlap with others.”
  o “Not enough class times offered in Exercise Science”
  o “more sections offered for public health courses”
  o “a lot of classes in Exercise Science have one time and one teacher so not a lot of options”
  o “physical education classes are NOT non-traditional/part time student friendly”
• SPECIAL EDUCATION AND COMMUNICATION DISORDER
  o “some professors in speech-language department have bad reputation in community”
  o “Speech Communication class selection”
  o “Horrible Deaf Ed instructor, and she is the only one that teaches the classes.”
6. COLLEGE OF INFORMATION SCIENCE & TECHNOLOGY
• COMPUTER SCIENCE
  o “Some Comp Sci Classes up on north campus, should be on south”
  o “Better quality CS teachers”
  o “More comprehensive coverage of CS basics (algo class)”
  o “Certain Computer Science teachers should focus more on making sure students understand material”
  o “The computer science depart is full of professors that are horrible at teaching”
  o “computer science theory classes should include more real world applications”
  o “Programming classes need supplemental labs. The subject matter is hard and lectures aren't ideal for”
  o “There is a large learning gap between some sequential classes (calculus, java programming)”
• INFORMATION ASSURANCE
  o “Disorganized IA program”
7. COLLEGE OF PUBLIC AFFAIRS & COMMUNITY SERVICE
• CONTINUING STUDIES
  o “Before I found DCS (Dept. of Continuing Studies) I didn't have a 'point person' to help guide me through the process” (A compliment but student put in under a weakness, pointing out lack of point person elsewhere)
• CRIMINAL JUSTICE
Criminal Justice Statistics

PUBLIC ADMINISTRATION
  - “More concentration options for Emergency Management”

SOCIAL WORK
  - “Lack of adequate staffing in social work dept”

8. UNL COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES
   - (No college-level appreciations; only department-level comments which are listed below)

9. UNL COLLEGE OF ARCHITECTURE
   - (No college-level appreciations; only department-level comments which are listed below)

10. UNL COLLEGE OF ENGINEERING
    - “Engineering classes can cost thousands more with no change in cost of attendance”
    - “Offer AutoCadd, I shouldn't have to take an engineering course at Metro.”
    - “Not enough construction management focused professors”

11. UNCERTAIN CATEGORIZATION
    - “Comp II”

**Potential Goals & Actions:**

1. Curriculum such that required courses are at the level and content appropriate for students to attain their goals that also is sufficiently flexible to permit students to pursue their particular interests
2. Faculty members, both new and current, are oriented and continually kept informed regarding resources available to enhance their teaching
3. Faculty members, both new and current, are skilled in pedagogy and knowledgeable about content of the courses they teach such that students are provided with an optimal opportunity for learning
4. Determine a mechanism for advisors to systematically and regularly communicate curriculum needs or desires expressed by students to deans, department chairs, curricular committees and other relevant parties. Provide clear statements of articulation agreements and policies on the UNO website
5. Identify the needs of transfer students prior to their attending UNO
6. Articulate the process and criteria for accepting courses from other schools
7. Reevaluate the math lab program and how it improves student learning. Look into how the math lab can be connected to the Math & Science Learning Center

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team, particularly the SVC of Academic & Student Affairs
2. Deans and department chairs
3. Holly Miller, Center for Faculty Excellence
4. Imafedia Okhamafe, Chair, Goodrich Program
5. Dustin Crichton, Thompson Learning Center
6. Jermaine Jones, Avenue Scholars
7. Regina Toman, Assistant Dean, College of Public Affairs and Community Service; Director, Division of Continuing Studies
8. All Academic Advisors

**Accessibility and Quality of Learning Resources NOT Tied to a Particular Class or Major**

Includes Writing Center, Project Achieve, Trio, tutors, study groups. Excludes the Library and resources attached to a particular department such as Math Lab.

All Appreciations (Rank = 5; N = 211) *TOP 10 APPRECIATIONS*

**Themes & Exemplars:**
1. Appreciation for specific academic resources and learning centers
   - “Math Science Learning Center is the best thing UNO has to offer science students Great.”
   - “Help for studies (Writing Center, Speech Center, MSLC).”
   - “Speech center.”
   - “The writing center is a great resource.”

2. General appreciation and accessibility of resources
   - “There are many resources available when I need extra help with my classes.”
   - “Easy access to resources.”
   - “Numerous support services, tutoring, etc.”
   - “UNO's vast options for assistance”

3. Appreciation of tutors
   - “Good tutors”
   - “Great science tutors”

All Concerns (Rank = 29; N = 43)

Themes and Exemplars:
1. Specific services/resources perceived as not being available or accessible
   - “I'm a huge fan of learning communities within majors but they haven't quite taken hold it seems like.”
   - “Online tutors.”
   - “Find more studying groups.”
   - “More tutoring for finance students!”
   - “More help for those struggling academically.”

2. Greater number of current resources
   - “Find more studying groups.”
   - “having more tutors available.”

Potential Goals & Actions:
1. Improved connection and communication with students regarding UNO administration
2. Set consistent protocol for notifying students when teachers cancel courses
3. Evaluate whether skateboarding on campus is prevalent enough to be problematic

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Academic and Student Affairs
2. G. Travis Adams, Writing Center
3. Mel Clancy, Project Achieve/TRIO
4. Deans and department chairs
5. Regina Toman, Assistant Dean, College of Public Affairs and Community Service; Director, Division of Continuing Studies
6. Dana Richter-Egger, Math Science Learning Center

Adjuncts/Part-time Instructors
Includes any comments on adjunct or part-time instructors.

All Appreciations (Rank = 59*; N = 1)
Themes & Exemplars:
1. Adjunct Professors (only one appreciation)
   - “Adjunct Professors”

All Concerns (Rank = 53*; N = 10)

Themes & Exemplars:
1. Concern over adjunct qualifications and low standards for students
   - “There are adjunct instructors at the College of Business Administration that require zero from students; weakens the BSA program.”
   - “Adjunct faculty seem to care less about student learning than full time faculty.”

2. Accessibility of part-time/adjunct professors
   - “Part time professors can be difficult to meet with (limited office hours)”
   - “Adjunct faculty are not always readily available - need to hire more dedicated full time faculty”

Potential Goals & Action:
1. Evaluate and improve processes for selecting, onboarding, training of adjunct/part-time instructors and for monitoring their accessibility and performance

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Academic & Student Affairs
2. Deans and department chairs
3. Faculty Senate, particularly the Professional Development Committee

Administration or Administrators' Decisions or Affairs within Administrative Realm
Comments on administration and administrative decision making in general and in regard to skateboards, weather and school closings.

All Appreciations (Rank = 50*; N = 10)

Themes & Exemplars:
1. General expressions of appreciation for administrators
   - “Great Administration overseeing faculty”

2. Appreciation for helpfulness of Administrators
   - “The administrative staff is always helpful and professional.”

3. Appreciation for knowledge of Administrators
   - “The administrative staff is always helpful and professional.”

4. Appreciation for availability of Administrators
   - “Access to Administrators”

5. Administrative Decisions: Weather Announcements and School Closings
   - “Appreciated the weather notifications”
All Concerns (Rank = 20; N = 71)

Themes & Exemplars:

1. General expressions of concerns about Administration
   - “Administration”
   - “Incompetent administration – forms getting lost, information sent out late, etc.
   - “Administration is out of touch with reality. Students are being buried in tuition and fees.”

2. Concerns about allocation of resources and transparency
   - “Transparent Administration”
   - “Extreme inconsistencies in professor/instructor pay and workload.”
   - “disconnect with university administration (transparent operations)”
   - “…spend less on “crap” (i.e., parties and events and fund education)”
   - “Show students the budget to help us understand where our tuition and fees are going”

3. Concerns about dealing with faculty incompetence
   - “System for dealing with incompetent professors
   - “Instructors who have no idea how to teach, but are tenured for research”
   - Concerns about change
   - “The requirements for programs change too often”
   - “Changing requirements often, resulting in wasted money on courses no longer needed”

4. Concerns about communication and cooperation across departments
   - “Everything is departmentalized”
   - “Interdepartmental communication”
   - “Different departments of the college do not always work together for the benefit of the students”

5. Specific issues
   - “Want a place to hear about classes & teachers from other students (good, bad, ok?)”
   - “UNL is trying to take over UNO Engineering, no benefit for the student body… “
   - “Really hard to find the right phone numbers for offices”
   - “It’s a very long walk from ASH to Durham in 15 minutes.”
   - “Contacting the students when days are missed and having to find out once you get to class.”
   - “Notifying students when classes are cancelled”
   - “Open campus in -10 degrees.”
   - “ban the skateboards!!!!”

Potential Goals & Actions:

1. Improved connection and communication with students regarding UNO administration
2. Set consistent protocol for notifying students when teachers cancel courses
3. Evaluate whether skateboarding on campus is prevalent enough to be problematic
4. Consider these concerns, particularly in relation to issues of communication and transparency
5. Improve communication to students across campus about how the addition of new facilities on buildings affects student fees (increase, decrease, or stay the same)

Suggested Action Groups:

1. UNO Senior Executive Administration Team
2. Erin Owen and Sarah Casey, University Communication (regarding weather announcements and communication of school cancellations)
3. UNO Public Safety
Advising

Perceptions of general, routine, academic, and course sign up advising. Excludes a specific mention of a particular staff or faculty advisor or mentor.

All Appreciations (Rank = 24; N = 82)

Themes & Exemplars:
1. General expressions of appreciation for advisors
   - “Advisors”
   - “Good advising”
   - “The advisors are outstanding!”

2. Appreciation for helpfulness of advisors:
   - “Helpful advisors”
   - “Advisors that are willing to go above and beyond to assist students and their goals.”

3. Appreciation for knowledge of advisors:
   - “Academic advisers are knowledgeable.”
   - “Advisors really paint the right pathway that will correspond with your interests.”
   - “AMAZING professors who are both qualified and enthusiastic

4. Appreciation for availability of advisors/advising:
   - “Easy to make appointments with advisor.”
   - “Advising...great advisor and access to help.”
   - “Lots of help when it comes to advising.”

All Concerns (Rank = 5; N = 199)  *TOP 10 CONCERNS*

Themes & Exemplars:
1. General expressions of concerns about advisors or advising:
   - “Advising”
   - “Advisors are never on the same page and give bad advice on classes way too often.
   - “Advising is poor.”

2. Concerns about advisors’ helpfulness:
   - “Some advisors aren’t very helpful or responsive
   - “THE ACADEMIC ADVISORS, rude and not helpful at all.
   - “… advisors are teachers first, so advisees get pushed to the side.”

3. Concerns about advisors’ knowledge of how to advise:
   - “Frequent advisor changes or lack of knowledge in the advisor themselves”
   - “Academic advisors do not give good advice regarding class choices and educational paths.”
   - “Advisors need more training”

4. Concerns about availability of advice:
   - “Small numbers of advisors”
   - “Availability to reach/contact advisors”
   - “I don’t even know who my advisor is”
• “Hard to get in to see an advisor”

**Possible Goals & Actions:**
1. Create an UNO inventory of student advisement approaches per educational unit (faculty does the advising, unit has a specialized advisor position, some combination of this approach, or etc.) and numbers, types and qualifications of advisors
2. Identify strengths of each approach to advisement and support staffing actions needed to improve weaker programs
3. Expand adviser development opportunities, and mechanisms that connect advisers for purposes of mutual help
4. Advisor evaluations similar to course evaluations. Each one can be catered to specific college advising and be split up between professional and faculty advisors. Create an ACE system for student evaluation of advisement each semester

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team, particularly the SVC, Academic and Student Affairs
2. Deans and Department Chairs
3. College and Department Advisors
4. Cathy Pettid, Director of ACDC
5. Regina Toman, Assistant Dean, College of Public Affairs and Community Service; Director, Division of Continuing Studies
6. University Division, (Webpage for Advisors-dead link: “Page not found”)

**Ageist Attitudes and Resentment of Older Faculty/Instructors**

*Influence of ageism on perceptions of faculty, students, or staff.*

**All Appreciations (Rank = 60*; N = 0)**

**Themes & Exemplars:**
1. No appreciations listed

**All Concerns (Rank = 59*; N = 4)**

**Themes & Exemplars:**
1. Mandatory retirement for faculty.
   • “All professors with over 25+ years at UNO should be removed.”
   • “Out with the old profs.”
   • “Older students often hinder the rest of the student’s learning.”

**Possible Goals & Actions:**
1. Reliable information re UNO-wide perceptions of diversity of students, faculty and staff available to UNO administration
2. Conduct a diversity audit
3. Develop a program to identify, coordinate and expand opportunities at UNO that explicitly support critical self-examination and personal growth of students, faculty and staff in relation to embedded stereotypes.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team, particularly the SVC, Academic & Student Affairs,
2. Deans and Department Chairs
3. Diversity Cabinet
Alcohol or Drugs

Includes any mention of alcohol, drinking or drugs.

All Appreciations (Rank = 55*: N = 5)

Themes & Exemplars:
1. Advantages of dry campus
   - “dry campus keeps me to my studies and not at parties”
   - “Extra activities offered on weekends to keep minors away from alcohol/drug abuse”

All Concerns (Rank = 50*; N = 13)

Themes & Exemplars:
1. Concerns about drinking, especially underage drinking, on campus
   - “underage drinking in the dorms”
   - “too many students drink on campus”

2. Disagreement regarding campus being dry
   - “on-campus bar”
   - “make campus "wet" as opposed to dry”
   - “Too much focus on trying to prevent underage drinking / dry campus”

Possible Goals & Actions:
1. Explore viability of having a dorm for older students (over 21) where alcohol is permitted
2. Enforce policies regarding alcohol use on campus, particularly in dormitories

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the Vice Chancellor, Student Affairs & Enrollment Management
2. Nate Bock, Interim Director of UNO Counseling Center & Alcohol and Drug Education
3. Marcia Adler, Director, Health Center
4. Jonathan Orlich, Director of Housing, UNO Pacific Campus
5. Trent Frederickson, Director of Housing, UNO Dodge Campus
6. Phil Covington, Director of Student Conduct and Community Standards

Applied Educational Experiences for UNO Students

Includes internships, practicum/general reference to applied experiences, field experiences, job shadowing, networking opportunities.

All Appreciations (Rank = 35; N = 50)

Themes & Exemplars:
1. Appreciations for pre-professional opportunities
   - “practicums”
   - “internships opportunities”
2. Appreciations for networking opportunities
   - “good business connections”
   - “great networking opportunities and speakers”

3. Appreciations for career resources
   - “career center benefits”
   - “help with job placement”

All Concerns (Rank = 50*; N = 13)

Themes & Exemplars:
1. Student post-graduation preparedness
   - “more support for developing student leadership and preparing students for after graduation”

Potential Goals & Actions:
1. Enhance the process of disseminating information about career center resources and internship and job placement opportunities and to students.

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Academic & Student Affairs and the Vice Chancellor, Student Affairs & Enrollment Management
2. Deans & Department Chairs
3. Cathy Pettid, Director, ACDC and her staff
4. Paul Sather, Service Learning Academy, and his staff
5. Kathe Olsen-Lyons, Director, Civic & Social Responsibility

Artistic Opportunities and Funding
Perceptions of artistic opportunities and funding.

All Appreciations (Rank = 56*; N = 4)

Themes & Exemplars:
- Appreciation of art facilities, buildings, and campus decor
  - “Large art facility for smaller mediums i.e. Painting, drawing, print-making.”
  - “Venus de Milo statue near A&S Building is stunning and appreciated.”

- Appreciation of art support
  - “We promote the arts really well in our buildings. The support is really nice.”

All Concerns (Rank = 54*; N = 9)

Themes & Exemplars:
1. Funding & Activities
   - “Art funding.”
   - “Need more artistic activities.”

2. Facilities
   - “Arts facilities.”

3. Student art
   - “It would be nice to see more student art on campus.”
Potential Goals & Actions:
1. Examine and improve amount and strategic allocation of funds for art
2. Assess and if feasible increase amount of student art on campus

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Academic and Student Affairs
2. Gail Baker, Dean, College of Communication and Fine Arts
3. Melissa Berke, Acting Director, School of Music
4. Amy Morris, Interim Coordinator, Art & Art History
5. Sara Woods, Assistant to the Senior Vice Chancellor for Community Engagement
6. Heike Langdon, CEC Manager of Possibilities and CEC Liaison Committee

Athletics
Includes any mention of athletics, sports, or a particular sport. Excludes attendance at athletic events, school spirit, intramurals, and athletic or sport event awareness/promotion/advertisement/awareness.

All Appreciations (Rank = 21; N = 93)

Themes & Exemplars
1. Support for UNO athletic teams, especially hockey:
   • “Good sports environment”
   • “Mav Sports, seems to unify the student body and lift moral”

All Concerns (Rank = 25; N = 57)
1. Lack of football/wrestling:
   • “Trashing the football team hurt more than just the football players”
   • “Bring back some real sports or something people want to see”

2. Sporting facilities:
   • “Need for a baseball field”
   • “Location of sporting events”

Potential Goals & Actions:
1. Increased student attendance at UNO athletic events, especially leading up to and following the opening of the new arena
2. Identify and remove barriers to attendance (e.g., arrange for transportation to local campus events; organize transportation to “away” games)
3. Ensure that information about event schedules is easily accessible and available to all students (e.g., online and commuter students)
4. Identify and implement effective ways to engage students and other fans at a distance, which also promote attendance (e.g., create an online, interactive UNO soccer trivia or some similar game with prizes)
5. Engage students, staff and faculty in fun spirit activities/competitions on campus that raise money for athletics or support travel

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Bill Pickett, Student Involvement
3. Trev Alberts, Vice Chancellor of Athletic Leadership and Management, and his staff
4. UNO Spirit Committee
5. UNO Athletic Committee
6. Patrick Morris, Assistant Athletic Director of Development
7. Josh White, Senior Associate Athletic Director

**Blackboard**

*Includes any reference to Blackboard, UNO’s online learning management system.*

**All Appreciations** (Rank = 31*; N = 59)

**Themes & Exemplars:**
1. Ease of use:
   - “Blackboard of awesome to use and navigate”
2. Effective organization tool:
   - “Blackboard is a very good way to stay on top of grades, assignments, etc.”
3. Increases student probability of success:
   - “the professors that use Blackboard are the ones I do better with”

**All Concerns** (Rank = 12; N = 129)

**Themes & Exemplars:**
1. System complications:
   - “Blackboard often malfunctions”
   - “Blackboard
2. Instructors don’t use Blackboard/Lack of use on campus:
   - “Some professors don’t use Blackboard or do not post any grades until the end of the semester”
   - “Blackboard isn’t always used which makes it difficult to get class materials and know your grade”
3. Ease of Use:
   - “For new students it can be tough to navigate”

**Potential Goals & Actions:**
1. More use of Blackboard by faculty/instructors across campus
2. Communicate findings of closed ended survey responses from student survey to faculty
3. Have a better system for students to report glitches that occur in the system so problems can be fixed

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. President, UNO Faculty Senate
3. President, UNO Student Government
4. Deans and Department Chairs
5. Holly Miller, Center for Faculty Excellence
6. John Fiene, Chief Information Officer, and his senior staff, particularly Lanyce Keel and Joyce Crockett
7. Michael Perdunn, Systems Analyst, Administrative Information Services
8. Erin King, Academic Partnership for Instruction
Bookstore

Includes any response with the word bookstore except the cost of textbooks.

All Appreciations (Rank = 44%; N = 21)

Themes & Exemplars
1. Bookstore Services
   • “Offers book rentals”

2. Bookstore Stock
   • “The Ebooks from the bookstore”
   • “The location and amount of supplies available in the bookstore”
   • “Cute clothes”

3. Bookstore Image
   • “The bookstore is awesome on campus and offers a great selection”

All Concerns (Rank = 39%; N = 29)

Themes & Exemplars
1. Bookstore Stock
   • “Not having enough books in for a class at the beginning of the semester”

2. Bookstore Services
   • “Ways to provide books to rent for students”
   • “Book buy back/return program is a joke—limited time to return or sell, very frustrating”

3. Bookstore Prices
   • “Books are so expensive at the bookstore”
   • “Bookstore overpricing”

4. Bookstore Image
   • “Student Bookstore is kind of awful”

Potential Goals & Actions:
1. Extend time for students to return or sell their books
2. Order extra textbooks for heavily subscribed classes to ensure students have the books they need for class and
3. keep track of the courses/texts that are typically short in supply
4. Explore options and make faculty aware of ebook versions of course textbook. Automatically send to faculty (or at least to department chairs) information about the cost of the texts required for each course. Often faculty are not aware of how expensive textbooks are
5. Work with library to offer faculty the option of requesting a packet of readings for each course when faculty suspect that might cut costs without impacting quality
6. Analyze the number of students who register for course and match the number of books purchased by the bookstore especially for courses with a required disk or specific for university
7. Communicate with course faculty and instructors when book is sold out in the bookstore instead of having the students inform their instructor
Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Eric Hager, UNO Bookstore Manager
3. Tammy Goldsberry, Interim Director of Milo Bail Student Services

Building Hours and Business Hours
Includes comments about building and business hours at UNO. Excludes hours for library, math lab, writing center, and other resources

All Appreciations (Rank = 57; N = 3)

Themes & Exemplars:
1. Lab hours

All Concerns (Rank = 45; N = 21)

Themes & Exemplars:
1. Closing times of facilities
   • “All facilities shut down way to early.”

Potential Goals & Actions:
1. Building hours of operation that meet students’ needs for access to facilities and services
2. Explore the possibility of pilot testing increased hours of operation where indicated
3. Compare hours of operation for similar facilities in other urban, metropolitan universities that are reputed to having good services (perhaps a discussion at CUMU this fall)

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
3. Stan Schleifer, Director of Support Services
4. Wyatt Stuard, Director of Food Service
5. New Director of Student Center Business Operations
6. Bill Pickett, Senior Director of Student Involvement

Campus Aesthetics, Grounds, and Landscaping Cleanliness, Maintenance, Beauty
Perceptions of UNO campus grounds, landscaping – cleanliness, maintenance.

All Appreciations (Rank = 16; N = 134)

Themes & Exemplars:
1. General expressions of appreciation for campus
   1. “Great Campus”
   2. “Attractive campus and buildings”
   3. “I love the campus”

2. Appreciation for features of campus:
   • “campus layout”
   • “Cleanliness of campus”
   • “Broad walkways.”
• “The campus is always evolving, nice to know they are growing with students”
• “Small, walkable campus.”
• “Visually gorgeous”

3. Appreciation for favorite places:
• “Mostly the Plaza”
• “Use of area outside of Milo Bail.”
• “Pacific Campus”
• “Beautiful campus/areas to study”

4. Appreciation for maintenance of the campus:
• “Maintenance is fast, and good”
• “The campus is well-kept and inviting.”
• “Campus always looks visually appealing, never dirty or unprofessional.”

All Concerns (Rank = 51*; N = 12)

Themes & Exemplars:
1. Concerns about campus:
• “Construction.”
• “Construction is annoying while students are trying to work, late hour construction would be better.”
• “Concerns about maintenance”
• “More cleaning being done and stuff stocked”.

2. Concerns about features:
• “Campus is poorly organized – wind tunnels were created instead of brakes.”
• “Everything on campus seems to be a building or parking lot.”

Potential Goals & Actions:
1. Keep up the good work (e.g., recognize and reward staff).
2. Constant vigilance

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. John Amend, Assistant VC, Facilities Management & Planning
3. George Killian, Assistant Director of Planning, Design, Construction
4. Lowell Neuhaus, Manager of Landscape Services
5. Ed Johnson, Manager of Environmental and Custodial Services

Campus Events/Student Life
Includes comments mentioning "student life", "campus life", "night life" at UNO, and concerts, school parties, dances, free food events, student days, movies, free entertainment events including comedians, & bands, Midnight Mojo, Welcoming Week, and Homecoming. Excludes comments mentioning clubs, extracurricular activities, intramurals and athletics, and comments on the promotion, advertisement, communication of campus events.

All Appreciations (Rank = 3*; N = 243) *TOP 10 APPRECIATIONS*

Themes & Exemplars:
1. Many different events offered:
• “There is always something going on campus. It makes it fun to come.”

2. Big events are great, especially MavPro events and Durango Days:
   • “Durango Days is a very good experience not only for freshmen, but other class levels as well.”
   • “I love the events MavPro throws.”

   All Concerns (Rank = 9; N = 160)  *TOP 10 CONCERNS*

Themes & Exemplars:
1. Timing of events:
   • “Need a variety of times when activities take place”
   • “Spread out campus-wide events throughout the year, not just the beginning”

2. More activities offered:
   • “More campus events like bands and concerts to bring people together”

Potential Goals & Actions:
1. Increase availability of activities to students (e.g., organize activities so they are spread throughout the day and week).
2. Increase inclusiveness of activities (e.g., host a variety of events that cater to different individuals)
3. Host campus events at a variety of times, not just during the noon/lunch hour or in the evening. Later in the afternoon or morning could be something to try
4. Brainstorm how to communicate with non-traditional students who are not involved in student organizations

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Bill Pickett, Student Involvement
3. Ben Jager, Associate Director of Student Activities
4. President, Student Government
5. New Assistant Director of Student Affairs

Campus Security and Safety
Includes any comment about campus security, safety or comments regarding feeling safe or unsafe

All Appreciations (Rank = 41; N = 25)

Themes & Exemplars:
1. Emergency Texting Program
   • “I really appreciate the warning text system for on-campus students.”

2. Icy Sidewalks
   • “Sidewalks absolutely have to be salted and monitored during icy days.”

   All Concerns (Rank = 34; N = 36)

Themes & Exemplars:
1. Quicker Response Time
   • “Campus security needs a faster response time.”
3. Police Department
   - “Campus security needs to go to an actual Omaha Police unit.”

**Potential Goals & Actions:**
1. Work with new director public safety officer to determine how to better serve students
2. Communicate clear expectations for officers
3. Ensure highest quality onboarding, training, and performance review and feedback for public safety officers

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Charlotte Evans, Director of Public Safety
3. Paul Kosel, Manager of Campus Security
4. Stan Schleifer, Director of Support Services

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**Campus Tours**
Pertains to the quality of campus tours and those leading the tours.

**All Appreciations** (Rank = 58*; N = 2)

**Themes & Exemplars:**
1. Campus Tours
   - “Group of students who help show around the new students”

**All Concerns** (Rank = 61*; N = 2)

**Themes & Exemplars:**
1. Campus Tours
   - “The tour guides suck, they sound too fake and cheesy and like they’re reading a script”

**Potential Goals & Actions:**
1. Review and assess the training program for campus tour guides.
2. Use technology to gather performance evaluations for campus tour guides (send an online link of a short questionnaire for all students and parents on campus tours to complete immediately following their tour)

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Kristina Juarez, Senior Director of Leadership Development
3. Kate Bard, Student Assistant to Kristina Juarez

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**Career Counseling, Career Fairs, Occupational Post College Career Help and Support/ACDC**
Excludes applied experiences, networking, and student employment.

**All Appreciations** (Rank = 40; N = 29)

**Themes & Exemplars:**
1. Career Fairs
   - “Awesome job fairs and companies”
2. Resume Help
   • “Providing career fair and building your resume”

All Concerns (Rank = 42; N = 24)

Themes & Exemplars:
1. Graduate School Assistance:
   • “Assistance with preparation for those wishing to attend graduate school.”

2. Connect with Faculty:
   • “Have professors inform students about opportunities in their field.”

Potential Goals & Actions:
1. Maintain current level of assistance to students regarding seeking employment and building a career.
2. Improve assistance to students to prepare for and find opportunities in graduate school (e.g., encourage faculty to share information about graduate school and career opportunities to students in their classes).
3. Consider having a required “careers” course in other majors similar to the psychology department (1 hour week covers careers in psychology, graduate school info, opportunities on campus to enhance competitiveness, etc.).

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Cathy Pettid, Director of ACDC; Director of Achievement
3. Deborah Smith-Howell, Dean, Graduate Studies
4. Deans and department chairs

Class Size

*TOP 10 APPRECIATIONS*

Themes & Exemplars:
1. Small classes that allow students to get to know their professors, each other, and better learn course material
   • “Smaller classes are easier to retain information in.”
   • “Smaller classes meaning more personal help.”
   • “Relatively small class sizes for most things makes lectures more personal and more involved”
   • “Small classes allow for students to get to know peers better.”
   • “The class sizes are small enough to feel that I'm not just a number”

All Concerns (Rank = 33*; N = 37)

Themes & Exemplars:
1. Concerns about classes that are too large and decrease engagement, availability of help, and personal relationship with faculty
   • “So called “weed out” classes become too large for any extra help from the teacher or assistants”
   • “some classes have too many students in them, which hinders professor-student relations”
   • “Dept. typically combine two sessions that make classes bigger”
   • “Bigger classes are more of a challenge.”
**Potential Goals & Actions:**

1. Class size is appropriate for effective provision of learning opportunities.
2. Examine effectiveness of large or combined classes and take appropriate measures to ensure that all students in the class have optimal opportunities to learn.
3. For large general education courses exceeding a certain number, work with Math & Science Learning Center and Writing Center to hire tutors to fit those courses.

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team
2. Deans and Department Chairs

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**Clubs/Student Organizations: General**

*Includes any mention of student clubs, student organizations, and the Office of Student Activities. Excludes comments on fraternities, sororities, and academic honors and also includes communication, promotion, advertisement, or awareness of clubs or organizations*

**All Appreciations (Rank = 13; N = 154)**

**Themes & Exemplars:**

1. Large variety and number of clubs and organizations:
   - “There are so many different clubs and groups to allow pursuit of your passion.”

2. Ability to create your own organization:
   - “There is a variety of organizations to join, and the ability to make one’s own is great.”

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**All Concerns (Rank = 23; N = 61)**

**Themes & Exemplars:**

1. Difficulty to access:
   - “Need easier ways to connect with student organizations.”

2. Cliquey:
   - “Some of the clubs and organizations can be kind of clique-y.”

3. Outreach:
   - “More days or times for clubs to showcase their opportunities.”

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**Potential Goals & Actions:**

1. Students have easy access to complete, current, and well-presented information about ALL clubs and organizations.
2. Provide opportunities for small student organizations to network with students
3. Encourage all clubs and organizations to join and utilize MavSync and better publicize information about and link to MavSync from department websites
4. Develop or purchase a computer application regarding clubs and organization events on campus or develop a calendar of public or open events hosted by clubs and organizations

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team
2. Bill Pickett, Student Involvement
3. Ben Jager, Associate Director of Student Activities
Clubs/Student Organizations: Sororities, Fraternities, and Academic Honor Societies
This includes any mention of Greek Life. It also includes academic honor societies.

All Appreciations (Rank = 33; N = 56)

Themes & Exemplars:
1. Relationships formed with other Greek students:
   - “Opportunities to connect with other students through Greek systems and other organizations.”

2. Adds to student life:
   - “The fraternity I have joined is the only good aspect of student life I have found at UNO.”

All Concerns (Rank = 28; N = 45)

Themes & Exemplars:
1. Want for Greek houses:
   - “Need to find a solution to Greek housing on-campus. The Greek system is growing so should housing.”

2. Involvement opportunities:
   - “Greek life is the only way it seems to get involved in campus activities.”

Potential Goals & Actions:
1. Provide students the opportunity for Greek life on campus.
2. Support Greek students through housing and campus events while making non-Greek students feel welcome
3. Support of ALL student organizations is appropriate and fairly shared.
4. Provide an easily accessible route for any student organization to question or request allocation of UNO support to their organization.

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Bill Pickett, Student Involvement
3. Dustin Wolfe, Student Activities (Fraternity & Sorority Life)
4. Lucy Morrison, Honors Director
5. Rita Henry, Assistant Vice Chancellor for Student Services
6. College Advisors
7. Advisors for UNO Academic Honorary Societies

Communication/Promotion/Advertisement/Awareness Enhancement
Includes any comment mentioning communication, advertisement or awareness of campus events, and excludes communication between faculty/instructors and students.

All Appreciations (Rank = 26; N = 67)

Themes & Exemplars:
1. Ease of finding information:
   - “Information is readily available for any/all questions that arise: financial aid, parking, and billing.”

2. Notification of events:
   - “Great at getting the information about events out to students in a timely manner.”
3. Social Media:
   - “UNO is great with communicating via social media.”

   **All Concerns (Rank = 8; N = 165)  *TOP 10 CONCERNS***

**Themes & Exemplars:**
1. Better promotion of events/activities:
   - “Need faster and better communication about upcoming events and opportunities.”
2. Cross-college communication:
   - “Lack of communication/cross-listing of courses between colleges.”
3. Athletic promotions:
   - “Need better communication on how students get tickets to sports activities.”

**Potential Goals & Actions:**
1. All students have easy access to complete, clear, and well-presented information about all campus activities and events
2. Improve and simplify promotion/advertisement of events, activities, and athletics
3. Ensure an informed contact person is listed and available to respond to any UNO event or activity
4. Collaborate with University Communication and Student Involvement to create a promotional strategy in order to increase attendance at on campus events

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Athletic Committee
3. Spirit Committee
4. University Communications
5. President, Student Government
6. President, Faculty Senate
7. President, Staff Advisory Committee
8. Deans and Department Chairs (via Deans)
9. Mike Byrd, NU Foundation
10. Brian Hastings, NU Foundation

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**Community Engagement/Service Learning/Volunteering**

*Perceptions of Community Engagement, Service Learning, and Volunteering at UNO*

**All Appreciations (Rank = 14; N = 139)**

**Themes & Exemplars:**
1. Appreciation for “real life” learning opportunities
   - “Opportunities to apply knowledge in real world settings e.g. Service Learning, Practicum, or Internship.”
   - “Opportunities to make practical use of course theories in the community ex. Service Learning.”
   - “Excellent hands on, real world learning applications.”
2. Appreciation for service:
   - “Excellent service projects available to entire school.”
   - “The community service that is available throughout the year.”
• “The volunteer programs that students can participate in during breaks.”
• “The service opportunities on campus are a lot of fun and organized very well.”

3. Appreciation for connection with the community:
   • “Community involvement.”
   • “UNO offers wonderful opportunities for students to become involved in the community”.
   • “Good connections with area businesses.”
   • “I’ve enjoyed the field experiences in various Omaha schools.”
   • “College gets students in touch with community.”

4. Appreciation for general support of service and engagement:
   • There is HUGE improvements happening with outside of education experiences. (Very Progressive).”
   • “Excellent amount of community involvement projects.”
   • “Emphasis on service and community engagement.”

All Concerns (Rank = 43; N = 23)

Themes & Exemplars:
1. Concerns about availability of opportunities:
   • “More Service Learning opportunity.”
   • “More volunteer opportunities.”
   • “More community involvement.”
   • “More outreach to schools in Omaha
2. Concerns about specific aspects:
   • “Not enough service opportunities available on campus i.e. student run community garden.”
   • “They only should let the students volunteer when there is nice weather.”
   • “Food for volunteers.”
   • “Lacking in promoting international volunteering – study abroad is not international volunteering.”

Potential Goals & Actions:
1. Maintain and continue growth of opportunities for student engagement
2. Keep up the good work – continue present emphasis and direction, consider specific suggestions for increasing on-campus service opportunities and reviewing programs for international volunteering.

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Paul Sather, Dir. Of UNO Service Learning Academy
3. Sara Woods, Assoc. to the Senior Vice Chancellor for Community Engagement
4. Deborah Smith-Howell, Associate Vice Chancellor for Academic Affairs
5. Heike Langdon, Manager of Possibilities, CEC

Costs: Educational
Includes cost of tuition, fees, textbooks, and testing as Pre-Professional Skills Test.

All Appreciations (Rank = 34*; N = 53)
Themes & Exemplars:
1. Affordability of Tuition
   • “Low tuition costs”
   • “Reasonable tuition compared to private colleges”

2. Affordability of Textbooks
   • “The textbooks are affordable, and professors actually use them so we get our money’s worth”

Themes & Exemplars:
1. Costs: Tuition and Fees
   • “Cost/credit hour and fees”
   • “too many fees”
   • “It is very expensive to go to school here”
   • “Fees are out of control at UNO. $225 distance education fee for online classes? Really?”

2. Costs: Textbooks and Materials
   • “The price of the materials (books) are outrageous”
   • “Expensive books make very hard for some people to attend”
   • “Books and software are outrageously priced when Blackboard is already there to use

Potential Goals & Actions:
1. To promote the cost of tuition being comparable to other peer institutions and reasonable
2. To review the costs of materials and textbooks and provide alternative vendors for purchasing those materials
3. Collaborate with University Communication and Student Involvement to create a promotional strategy in order to increase attendance at on campus events

Suggested Action Groups:
1. UNO Senior Executive Administration Team
3. Bob Phares, President, NU Board of Regents
4. Ron Withem, Senior Associate Vice President for University Affairs and Director of Governmental Relations at the University of Nebraska
5. Nebraska State Senators, Education Committee and Appropriations Committees

Costs: Non-Educational Costs
(Excludes cost of parking, mention of discounts or freebies, and educational costs)

All Appreciations (Rank = 60*; N = 0)

Themes & Exemplars:
No appreciations listed

All Concerns (Rank = 59*; N = 4)

Themes & Exemplars:
1. Costs of services
   • “prices of meal plan/meals @ scott hall in general”
“outrageous prices at the store and food court”

**Potential Goals & Actions:**
1. Students should have access to affordable food at UNO.
2. Review cost of food provided to students at UNO.
3. Determine how to allow students on meal plans to include dining at Dodge Campus, rather than just Pacific Campus, as an option on their plan.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Food Service Administration
3. Michael Perdunn, Systems Analyst

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**Counseling Services or Counseling Center (Mental Health)**

*Includes comments on mental health and counseling services offered by the UNO Counseling Center. Excludes advising career counseling and ACDC*

**All Appreciations (Rank = 47; N = 16)**

**Themes & Exemplars:**
1. Counseling Quality
   - “Counselors were very helpful”
   - “Counseling Services—great staff”

**All Concerns (Rank = 59*; N = 4)**

**Themes & Exemplars:**
1. Counseling Services Information
   - “I know nothing about who to seek for personal counseling on campus”

**Potential Goals & Actions:**
1. Review the dissemination of information about Counseling Services at UNO.
2. Review the nature of counseling programs available at UNO and what is needed

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team, particularly the Vice Chancellor for Student Affairs & Enrollment Management
2. Nate Bock, Interim Director of UNO Counseling Services

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**Course and UNO Academic Policies**

*Perceptions of UNO policies governing matters including attendance, lateness, work during “prep” week, grading*

*Includes the following: 1) professor/instructor policies on attendance, lateness and other policies; 2) professor/instructor policies consistent or inconsistent with UNO policies, such as the percentage of work due during "dead" week; 3) comments about grading policies of UNO (i.e., comments about A+ versus A versus A-); 4) ease or difficulty in understanding professors/instructors with thick foreign accents; 5) number of credits for courses; 6) consistency of quality and learning outcomes across instructors. Excludes differences in grading across professors*
All Appreciations (Rank = 51*; N = 9)

Themes & Exemplars:
1. Appreciation for professor leniency or consistency
   • “The objectives outlined in the syllabus are followed closely.”
   • “Extensions are given as needed.”
   • “Most professors are tolerant of my having coffee and my laptop in class. . .”

2. Appreciation for policy
   • “Love the GPA policy.”

All Concerns (Rank = 13; N = 100)

Themes & Exemplars:
1. Concerns about fairness of grading (tend to be focused on the “A-” grade):
   • “A- is below a 4.0 yet an A+ is not above a 4.0. Take notes from Creighton, or really any university.”
   • “No GPA reward for an “A+” over an “A”, but a GPA punishment for and “A-”
   • “We aren’t graded on understanding the material, but rather irrelevant things like attendance points.”
   • “The process of getting an Incomplete needs to be easier – keep in mind why it’s needed!”

2. Concerns about teacher lenience/compliance with requirements:
   • “Utilizing Prep Week as an actual Prep Week, not “cram as much stuff as possible before the final”
   • “Some professors have little or no office hours – be stricter with these.”
   • “Teachers need to crack down on phone/laptop usage in class.”
   • “Teachers are not allowing the use of laptops in class . . .”
   • “Limit the amount of time a teacher can be away from class, unless it’s an emergency.”

3. Concerns about consistency:
   • “The “3 absence rule” is said but never followed.”
   • “Attendance policies vary . . .”
   • “Inconsistency between sections of classes”.
   • “Expectations vary in courses.”

4. Concerns about aspects of instruction:
   • “All classes have papers and tests at the exact same time.”
   • “Foreign teachers (hard to understand.”

5. Other policy concerns:
   • “Science labs are poorly represented (Credit Hours vs. hours of time actually required.)”
   • “Repetitive requirements.”
   • “Not being able to test out of certain classes if you have a GED and didn’t attend high school.”
   • “Putting a hold on my account before each semester is irrational when I know what I need to take.”

Potential Goals & Actions:
1. UNO Administrators will have access to adequate information about functioning and impact of academic policies to take into account the impact of policies on students and faculty, and to assess the degree of compliance with policies across UNO
2. SVC Academic and Student Affairs and Institutional Research in collaboration with faculty, students and staff examine and expand as needed mechanisms for producing university-wide information about compliance with policies, and about the impact of policies on students and faculty
3. UNO department chairs review teaching evaluations collaboratively with faculty—identify and plan to address any compliance or training issues and address any issues of inconsistencies among instructors vis-à-vis the official course syllabus

4. Ensure representation of faculty and students on task forces, committees and other groups to discuss course and academic policies

5. Research institutions with different grading scales and how it affects student success to compare to the University of Nebraska’s grading system

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team
2. Faculty Senate Academic and Curricular Affairs Committee, and Faculty Senate Faculty Personnel and Welfare Committee
3. Deans & Department Chairs collaboratively with faculty
4. Faculty Chair, General Education Committee
5. Faculty Chair, Educational Policy & Advisory Committee
6. Chair, Academic Planning Council
7. Faculty Chair, Assessment Committee

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**Course Difficulty/Level of Challenge**

*Perceptions of material being too easy, too difficult, appropriate. Includes comments regarding material being too easy, too difficult, or appropriate. Excludes general comments about UNO’s academic standards or national reputation.*

**All Appreciations (Rank = 37*; N = 38)**

**Themes & Exemplars:**

1. Appreciation for structure and approach to teaching the course
   - “Most courses are setup well (clear syllabus, upfront grading and point structure.).”
   - “Material taught is challenging and up to date.”
   - “Hands on learning”
   - “Classes are more in depth than courses I’ve previously had.”

2. Appreciation for course materials (including required textbooks):
   - “Teachers actually have us use our books.”
   - “PowerPoints
   - “Up to date education material.”
   - “Wide variety of teaching materials used within classes (lecture, online ....”

3. Appreciation for feedback about performance (including exams):
   - “Most professors give helpful feedback.”
   - “Teacher feedback.”
   - “Tests.”

4. Appreciation for course assignments (including group projects):
   - “Most assignments are directly related to the courses that I take.”
   - “Ability to work in groups with others.”
   - “Most classes utilize helpful exercises/assignments.”
   - “Homework is designed to help further our understanding.”
5. Policy related issues
   - “Classes apply to the field of study.”
   - “Overlap of information from class to class.”

All Concerns (Rank = 30; N = 41)

Themes & Exemplars:
1. Concerns about structure and approach to teaching the course:
   - “Classes move too slowly and it’s boring.”
   - “[Need to] teach at a slower pace.”
   - “Less crammed courses.”
   - “More hands on classes or less lectures more actual examples.”
   - “Training professors to be more interactive during lecture. (Many just sit on their butts and talk).”

2. Concerns about course materials (including required textbooks):
   - “Irrelevant books for classes.”
   - “Not having us pay for books the teachers don’t even use.”
   - “A lecture consisting of no power points or handouts. 1 hour & 15 minutes of trying to write what’s said.”

3. Concerns about feedback about performance (including exams):
   - “Having so many quizzes and tests. Students want to learn the material not be quizzed on it.”
   - “More responsive feedback to assignments.”
   - “Not enough opportunities to give [get] feedback.”
   - “More project based learning than testing for proficiency and understanding.”

4. Concerns about course assignments (including group projects):
   - “Odd curricular requirements. Some classes seem irrelevant without application.”
   - “Some classes are too short.”
   - “Some classes seem too repetitive, feel like I’m paying for the same class twice.”

Potential Goals & Actions:
1. Develop and implement improved opportunities for faculty development as teachers. Examine processes of assessment and feedback for teaching, develop strategically appropriate and targeted opportunities for faculty development, e.g., expand support for engagement of faculty in mutual support for improved teaching.

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Faculty Senate, Professional Development Committee
3. President, Student Government
4. Deans and Department Chairs collaboratively with faculty
5. Faculty Chair, UNO General Education Committee
6. Faculty Chair, UNO Educational Policy & Advisory Committee
7. Faculty Chair, UNO Academic Planning Council
8. Faculty Chair, UNO Assessment Committee

Course Evaluations of Professors/Instructors
Includes any comments about the adequacy and use of instructor course evaluations.

All Appreciations (Rank = 59*; N = 1)
Themes & Exemplars:
1. Only one appreciation
   - “professor evaluations”

All Concerns (Rank = 38; N = 30)
Themes & Exemplars:
1. Concerns that feedback from teaching evaluations is not seriously considered or utilized
   - “Wish professors would take feedback more seriously in classes that need improvement”
   - “end of course evals should be used more by UNO. Feedback is only useful if it is used”
   - “When many students give poor feedback regarding a certain instructor, it may not be taken seriously.”
   - “The instructors and university do not use the feedback provided by the students. (With exceptions)”
2. Concerns about quality of teaching evaluation form and process
   - “End of the term evaluations could be written better to allow for dissatisfied students to respond”
   - “Course evaluations given out at appropriate times”
   - “Some professors are not high quality teachers, yet receive good reviews on evaluations because some students are simply too lazy to fill them out.”

Potential Goals & Actions:
1. Clarify the purpose of the teaching evaluations to students and how results are used in conjunction with other measures of pedagogical effectiveness
2. Inform students about the diversity of student preferences regarding teaching approaches (e.g., preferences for more tests vs fewer tests, more papers vs. fewer papers, more lectures vs. more class discussion) making it difficult to please everyone.
3. Put more emphasis on measurable learning outcomes and communicate the importance and achievement of learning outcomes to facilitate student understanding of faculty academic standards and assignments
4. Form a UNO task force of methodologically trained faculty and staff to examine the relationship between current teaching evaluation form and learning outcomes to determine which dimensions of the teaching evaluation form best predict learning outcomes and student success. Modify form as needed.
5. Match faculty with positions that leverage their strengths instead of expecting all faculty to be equally talented in teaching and research.
6. Consider more positive reinforcement of dedicated teachers through designations as teaching fellows with correspondingly greater emphasis on teaching performance and much less on research productivity in their evaluations, tenure decisions, and promotion to associate and full professor
7. Compare the quality of teaching between full-time professors and adjunct or part-time instructors based on course evaluations and student achievement

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly SVC of Academic & Student Affairs
2. Deans and department chairs collaboratively with faculty
3. Hank Robinson, Director of Institutional Effectiveness
4. Faculty Chair, General Education Committee
5. Faculty Chair, Educational Policy & Advisory Committee
6. Faculty Chair, Academic Planning Counsel
7. Faculty Senate
8. President, Student Government
9. Faculty Chair, UNO Assessment team
10. Holly Miller, Center for Faculty Excellence
11. Jill Russell, Assistant to Sr. Vice Chancellor, Accreditation & Special Projects
Course Grading: Perceived Fairness of Grading by Professors/Instructors
Includes consistency or inconsistency of faculty grading and consistency or inconsistency of grading difficulty. Excludes generic comments about grading policies of UNO such as what at A+ versus an A versus an A-.

All Appreciations (Rank = 55*; N = 5)

Themes & Exemplars:
1. Fair Grading by Instructors:
   • “Fair grading”

All Concerns (Rank = 46; N = 18)

Themes & Exemplars:
1. Personal Bias in Grading:
   • “Some teachers let personal feelings control how they grade.”

2. Minimal Amount of Graded Assignments:
   • “The lack of homework assignments so your grade is based only on tests”

3. Application vs. Memorization:
   • “Testing parameters for courses should reflect application no memorization.”

Potential Goals & Actions:
1. Examine efficacy of various approaches to structuring or grading a course
2. Department chairs in concert with faculty should consider efficacy in determining a ceiling for how much weight a test or any other single element of a course should have in calculating a final grade
3. Identify clear and simple mechanisms for students reporting violations of policies (e.g., instructors violating “dead week” policies)
4. Form a representative group of students, faculty and administrators to determine if there could/should be a policy regarding how much weight tests should accorded in calculating a final grade
5. Department chairs should review comments on student evaluations of faculty and explore and identify any pattern of alleged grading bias
6. Set minimum for number of tests and homework assignments that must be graded with feedback for course in order to make it consistent with all instructors teaching the course

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Faculty Senate
3. President, Student Government
4. Deans and Department Chairs collaboratively with faculty
5. Faculty Chair, General Education Committee
6. Faculty Chair, Educational Policy & Advisory Committee
7. Faculty Chair, Academic Planning Council
8. Faculty Chair, Assessment Committee
Course Grading: Timeliness of Posting Grades

This category addresses the amount of time between a student completing an assignment, paper, or exam and receiving grade feedback. Excludes comments on blackboard and quality of feedback on assignments.

All Appreciations (Rank = 52*; N = 8)

Themes & Exemplars:

1. Quick grade feedback:
   - “Most professors are quick getting back to students.”

All Concerns (Rank = 36; N = 32)

Themes & Exemplars:

1. Timeliness of grade posting:
   - “Many teachers don’t post or share grades with the students. We remain in the dark of how we’re doing.”
   - “I have a class where I wait at least a month to get a grade back. Professors need to be more prompt.”

Potential Goals & Actions:

1. Set expectations for timeliness of grade posting. For example, how long is expected from point of assignment to receiving of grade for an objective examination, a field project, or whatever types of assignments are typical
2. Review course structure to identify courses in which students are “in the dark” about their course grades until the end of the semester and consider the impact of that structure on student learning and experience and make appropriate improvements
3. Set across campus protocol for grade feedback on assignments such as tests, papers, homework, etc. and look into how this relates to Blackboard usage

Suggested Action Groups:

1. UNO Senior Executive Administration Team
2. Deans and Department Chairs
3. Hank Robinson, Director of Institutional Effectiveness
4. Faculty Chair, General Education Committee
5. Faculty Chair, Educational Policy & Advisory Committee
6. Faculty Chair, Academic Planning Council
7. Faculty Chair, Assessment Committee

Course Offerings, Certificate Offerings and Program Offerings

Includes comments on availability or lack of specific majors, programs, certificates or courses. Excludes when courses are scheduled.

All Appreciations (Rank = 8; N = 198)  *TOP 10 APPRECIATIONS*

Themes & Exemplars:

1. Appreciation for the variety of majors and programs offered
   - “Good list of majors”
   - “Great Programs”
   - “Many programs of study”
   - “lots of endorsements and certificates available”
   - “Large campus with many areas of study”
2. Appreciation for the content and variety of courses offered
   - “Number and Type of Classes Available”
   - “If there's not a specific class, there's another one like it”
   - “lots of variety in classes”
   - “There are many interesting courses to take at UNO”
   - “Wide array of classes with valuable material”
   - “Lots of options that are major concentrated and help prepare for after graduation”

   All Concerns (Rank = 26; N = 56)

Themes & Exemplars:
1. General concerns over lack of class variety
   - “Weak class variety”
   - “Class Subject Variety”
   - “More fun classes”
   - “not many choices of classes I wish there were more electives for each college; just to get more education if we wanted to”
   - “More seminar class options”

2. Concerns regarding lack of specific courses/content available
   - “Larger selection of Humanities courses.”
   - “more available/better "humanities" classes”
   - “Lack of Industrial/Manufacturing Engineering Degrees”
   - “need more applicable to the business world classes”
   - “Need more diverse criminal justice classes”
   - “Lack of electives in social work”
   - “Need more professors (many psych classes cannot be offered because of this)”

3. Concern over lack of majors, programs, degrees, and life experience credit
   - “UNO needs to focus more on improving its academic offerings and prioritizing where to spend money”
   - “As an adult learner; certifications for certain areas of expertise (getting credit for "real life" experiences for courses; other Omaha colleges are advertising this by the way)”
   - “The variety of majors and programs is lacking in a lot of areas”
   - “Masters’ Degree programs are limited.”

4. Concern over exclusion of students from classes
   - “schools shouldn’t exclude opportunities that aren’t in the students major”
   - “Class options limited because only offered to certain students (because of scholarships, etc.)”

Potential Goals & Actions:
1. Offer the variety and level of course content that will support student achievement of their goal
2. Ensure that advisors take note of and share with faculty the courses that students request/need and that information provided guide which courses are offered
3. Achieve transparency regarding relevance of course offerings to overall curriculum and relevance of pedagogy to course objectives (e.g., a discourse-based pedagogy may require a small class and result in exclusion of a student from a particular class that is full)

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Deans and Department Chairs
Course Pedagogy

Includes any comment pertaining to course pedagogy such as the relevance and appropriateness of course materials, how course is taught, such as use of group projects, and posted material.

All Appreciations (Rank = 18; N = 123)

Themes & Exemplars:

1. Engaging Classes
   - "Interesting course material."
   - "Interesting discussions"
   - "extra-curricular reading that instructors recognize and have suggested"
   - "Generally interesting courses"
   - "Good Class content"
   - "Great Course Material"
   - "Intriguing classes"
   - "The professors that make learning fun are also easier the ones that I do better with."

2. Appreciation of Course Organization and Structure
   - "Good course structure"
   - "the classes and other programs are planned out well for the semester"
   - "The structure of the class"
   - "Classes are arranged well"

3. Curriculum Meaningfulness, Relevance, and Application to the Real World
   - "Curriculum is relevant"
   - "Meaningful course curriculum"
   - "The class are more in depth than courses I've previously had"
   - "Classes apply to the field of study"
   - "application of theoretical concepts to the real world"
   - "Varied curriculum challenges"
   - "The courses themselves have provided a lot of real world examples to help prepare me for the future."
   - "The course material is beneficial in my opinion for what I will be doing careerwise."

4. Appreciation of Guest Speakers
   - "guest speakers the instructor/professor had acknowledged - their experiences made an impact on me"
   - "The various speakers which come in and teach students how to be professionals is helpful."

5. Appropriateness of Assignments and Homework
   - "Homework accurately represents the knowledge required for exams"
   - "I feel like most assignments are directly related to the courses that I take."
   - "Most classes utilize helpful exercises/assignments"
   - "The classes are rich and require the necessary amount of work."
   - "The homework is designed to help further our understanding"
6. Textbooks and Course Material”
   - “Study tools
   - “Text books are chosen to reiterate in-class lectures.”
   - “Up-to-date education material”
   - “Material taught is challenging and up-to-date.”

All Concerns (Rank = 7; N = 185) *TOP 10 CONCERNS*

Themes & Exemplars:
1. Too many group projects and not enough group projects
   - “too many group projects”
   - “all teachers ever do anymore is group projects, it is hard to work around 5 peoples schedules”
   - “I do not like group work”
   - “All classes should administer group projects to give students reason to interact w/ their classmates”
   - “Large collaborative student business projects would be interesting and welcome.”

2. Too much homework and not enough homework”
   - “more homework than classwork”
   - “Lack of homework in some classes”
   - “the heavy homework workloads”
   - “Professors don’t give enough homework”
   - “Not the correct amount of homework to effectively teach.”

3. Concerns about Course Being Too Challenging or Too Easy and Pace Being too Slow and Too Fast
   - “I feel like I didn't really learn anything until 4000 level courses”:
   - “Class is tailored to those learning at the slowest pace- learning at a higher pace gets boring.”
   - “Teach at a slower pace”
   - “Classes move too slowly and it's boring.”
   - “Less crammed courses”

4. Desire for Greater Variety of Teaching Methods and Activities
   - “Often there is too much lecture, and not enough participation. Teaching to the test doesn't help us”
   - “Less lecture and more class interaction”
   - “Some classes could be more hands on”
   - “Some of the professors could use a little help in making classes more inviting and not all lecture.”
   - “Some lectures can be boring and don’t keep my attention, classes should rely more on labs
   - “Would be great to have more guest speakers in class.”
   - “little to no variety in teaching strategies”
   - “Incorporating class participation into lectures”
   - “Power Point instruction”
   - “Some of the professors could use a little help in making classes more inviting and not all lecture.”
   - “Not requiring students to read newspaper/current events quizzes: should be REQUIRED”
   - “video like classes”
   - “Teachers take too much time away from class. Posting a few videos does not make up for it.”
   - “Out of the box classes”

5. Concerns About Lack of Generalized/Higher-Order Abilities and Skills
   - “I wish more teachers focused on honing our critical reasoning skills.”
   - “No emphasis on critical thinking”
   - “Not very much writing/papers”
• “Not very many educational papers”
• “Need to emphasize scientific writing more”

6. Concerns about Use of Outdated Materials
• “Chemistry lab carbon-copy notebooks: mind-bogglingly outdated.”
• “Some out dated material / instructors”
• “some courses need to be updated from over the past 10-15 years”
• “Some lessons are out of date”
• “Not very many educational papers”

7. More Applications to the Real World
• “Most classes do not attempt to provide real world applications for the subject”
• “Classes need real-world application”
• “teach real world skills”
• “Not enough real-life experiences within the classroom”
• “my professors lack importance in the real world”

8. Concerns About Quizzes and Exams: Amount, Difficulty, and Over-reliance on Them to Exclusion of Other Methods
• “Having so many quizzes and tests. Students want to learn the material not be quizzed on it.”
• “the amount of tests”
• “Quizzes and tests are too personal”
• “Too many tests/exams. This doesn't reflect the real world. Instead, assign group projects.”
• “Some professors write outrageous midterms that shouldn't be allowed”
• “Better way at testing material”
• “Considerate of time rates when it comes to tests”
• “Tests can be arbitrary; they test how well you can take an exam, not if you understand the concepts”
• “Improper testing based on information taught (bad tests)”

9. Concern About Inconsistency Between Course Material Emphasized and How Students are Graded
• “Although real life situations are valuable, the material we are graded on needs more emphasis”
• “Covering 100% of the material generally, then testing 50% of the specifics”
• “Readings correlating with the assignments they're supposed to.”
• “Sometimes, what we learn in class isn't applicable to the homework, making out-of-class work arduous”
• “Lesson plans aren't always what the test is over.”
• “Not giving homework that pertains to what will be asked on the exams”
• “Reviewing an area you have not been taught AFTER it was on an assignment”

10. Textbook/Assigned Material and Resource Concerns
• “Some non-UNO websites for homework like Tophat Monocle are a useless waste of money and time”
• “If we have to buy the book we should have to use it more.”
• “Books and course material used poorly by some instructors”
• “Little use of the books”
• “some textbooks are very out of date”
• “the amount of teachers that REQUIRE books that are of no help to the course”
• “Certain courses, especially in the chemistry department, need better textbooks”
• “Text books are irrelevant and not needed”
• “Lab Kit books”
• “lack of textbooks that are well written”
• “Irrelevant books for classes”
• “Pointless textbooks”

Potential Goals & Actions:
1. Students expect and instructors provide a clear explanation of class pedagogy during the first week of the course; the explanation should address each of the 10 themes listed here under concerns
2. Department chairs inform the faculty of the results of this survey and provide support as needed to ensure faculty have resources to update their courses and enrich their pedagogy

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Center for Faculty Excellence
3. Paul Sather, Director, Service Learning Academy
4. Deans and Department Chairs
5. Faculty Chair, General Education Committee
6. Faculty Chair, Educational Policy & Advisory Committee
7. Faculty Chair, Academic Planning Council
8. Faculty Chair, Assessment Committee

Course Scheduling & Frequency of Course Offerings
Includes comments on how often and when courses are offered including the time of day, particular days, and summer offerings, etc. Also includes any comment on how course offering frequency influences graduation.

All Appreciations (Rank = 25; N = 73)

Themes & Exemplars:
1. General appreciation of variety of times of course offerings to allow flexibility in scheduling
   • “Good schedule options”
   • “Ability to take classes that fit my schedule”
   • “Most of the classes are offered multiple times, so there is a lot of flexibility to help one learn.”

2. Specific appreciation of specific course time offerings
   • “Night Classes Offered”
   • “shortened summer classes are nice”
   • “Convenient class times.”

All Concerns (Rank = 3; N = 228) *TOP 10 CONCERNS*

Themes & Exemplars:
1. General concerns regarding insufficient variety of course time offerings to allow students to schedule as needed
   • “More class availability, because of my children I am pretty tied to a 9-3 schedule”
   • “some classes are only offered certain semesters which is bothersome”
   • “Maybe more night classes or more online spots for required courses”
   • “Not enough classes offered in summer”
   • “Not enough evening classes for working students”
   • “extremely limited summer courses”
   • “If UNO had classes offered year-long instead of just in specific semesters.”
   • “more evening classes would make it more convenient for those who work full time”
• “Class times offered—it’s hard to work when some classes are only midday.”
• “required classes for my major are usually smack in the middle of the day”
• “No weekend classes”
• “Not enough half semester classes for people who want to finish faster”
• “Make more education classes available at different times of day and in the summer”
• “Availability of courses after 4:00 pm for working students!”
• “SCHEDULE! 50 minute classes that meet every day!? Not ideal!”
• “Would like to see more class choices where I can take classes longer than 2 hours on 1 day instead.”

2. Specific concerns regarding course offering times in particular departments
• “why aren’t there more (early) morning options for business classes most of them are between 10:30-3”
• “lack of history classes at night”
• “lack of language classes at night”
• “ted 4000 is only offered in fall”
• “wish more Spanish options were offered each semester”
• “Science classes are primarily offered during the day, not always doable for non-traditional students”
• “There are not enough sections for required classes in the college of ed”
• “The times in which classes are held, very limited, especially at the CBA”
• “college of ed. needs more sections for their classes”

3. Concerns About Capacity: Insufficient Offerings of Particular Courses (i.e., more offerings of particular classes)
• “classes fill up too quickly”
• “Classes fill up really fast; sometimes it's hard to get into the ones you want”
• “How quickly classes fill up, maybe offer more”
• “need more sections of some courses instead of just 1 or 2 that fill up quickly”
• “Classes fill up extremely fast for underclassmen in advanced courses’
• “Upper level classes should be offered with more frequency and promoted more effectively.”
• “More Labs Offered At Night”
• “More class time options of core classes”
• “More classes need to be offered- too many students are in college an extra year just to take 1 class”
• “The classes I need are not offered next semester delaying my graduation”
• “Many classes for my major are NOT offered at night in person.”
• “Summer classes are nearly impossible to attend unless you have time available during work hours”

4. Concerns About Overlapping Times of Course Offerings Preventing Students from Taking all the Courses They Need
• “Time schedules of overlapping so couldn’t take all I wanted to.”
• “Classes sometimes timed too close together to make it on time”
• “Classes only being offered at conflicting times with other classes. I has caused me to fall behind”
• “Overlap because of weird class times (i.e. class from 10:20-11:35 or 2:15-3:30)”
• “Classes needed sometimes scheduled at the same times.”
• “required courses fill up quickly and are only offered in certain semesters”
• “Class scheduling being sectioned better and everything in my major not offered at the same time”
• “Conflict scheduling with certain class I need in a given semester.”
• “Too many classes are available only at one time”
**Potential Goals & Actions:**

1. Collaboratively with all stakeholders, investigate distribution of courses over times and days of the week and determine causes or incentives for bunching and avoidance of certain schedule slots and identify opportunities for positive change to enhance the variety of times courses are offered.
2. Contact other universities with complex course scheduling arrangements and seek out algorithms or “apps” that are capable of predicting student enrollment in courses at different times on different days.
3. Pilot test ways of expanding diversity of times of course offerings.
4. From semester-to-semester, change course day and times in order to cater to a variety of students.
5. Change how classes overlap in time especially within the same degree coursework.

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team
2. Deans and department chairs
3. Faculty Chair, General Education Committee
4. Faculty Chair, Educational Policy & Advisory Committee
5. Faculty Chair, Academic Planning Council
6. Faculty Chair, Assessment Committee
7. Mark Goldsberry, UNO Registrar

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**Course Sign-Up/Course Selection Process & Issues**

*Pertains to course availability, sign-up and scheduling. Excludes advising and specific issues with MavLink*

**All Appreciations (Rank = 58*; N = 2)**

**Themes & Exemplars:**

1. Ease of Course Sign-Up
   - “Scheduling is easy.”

**All Concerns (Rank = 49*; N = 14)**

**Themes & Exemplars:**

1. Limited Number of Classes:
   - “Class sign-up process should be easier and less stressful. Keep track of # of students and prepare.”
2. Enrollment Time:
   - “Dates for signing up for classes made more clear.”

**Potential Goals & Actions:**

1. Improve communication of class enrollment dates and times.
2. Ensure that all students clearly understand the process for signing up for classes and have someone to consult if they are having difficulty.

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team
2. Mark Goldsberry, Registrar
3. Deans and Department Chairs
4. President, Student Government
5. Faculty Senate
Disability Accommodations

*Includes any comments regarding the adequacy of disability accommodations.*

**All Appreciations (Rank = 53*; N = 7)**

**Themes & Exemplars:**
1. Helpfulness of Office of Disabilities
   - “Dr. Jackson. She helped me a lot with Disability Services when I first arrived.”
   - “Disability services”
   - “Disability Services, especially Ann.”
   - “The disability services office, is very easy to work with and highly efficient”

**All Concerns (Rank = 58*; N = 5)**

**Themes & Exemplars:**
1. Inadequacy of Disability Services
   - “Not enough help for my disability.”
   - “better handicap parking”

**Potential Goals & Actions:**
1. Recognize/Thank the Office of Disabilities’ Staff
2. Make close building proximity of handicap parking a priority
3. Consider having (if not doing so already) a once-a-semester follow-up with students with disabilities to monitor their progress and experiences so modifications can be made if necessary.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Meribeth Jackson, Director, Office of Disabilities
3. James Freeman, Senior Director, Inclusion

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Disconnect between Dodge and Pacific Campus

*Includes perceptions regarding the unity of the students and activities who live or take classes on the Dodge versus Pacific Campus of UNO.*

**All Appreciations (Rank = 59*; N = 1)**

**Themes & Exemplars:**
1. Elmwood Park
   - “Elmwood Park being between North and South campus”

**All Concerns (Rank = 51*; N = 12)**

**Themes & Exemplars:**
1. Event availability
   - “As an engineering student, I wish I spent more time on Dodge campus”
   - “North and South campus housing never interact or have events together.”
   - “South campus isn’t as lively as North Campus.”
2. Distance
   • “Busses need to spread apart instead of traveling together. That way they cover more stops at once.”
   • “Shuttles more available for night classes”

Potential Goals & Actions:
1. Develop and promote more events on both campuses
2. Work to resolve separate senses of campus identity into one, especially with on-campus housing students

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Tyler Micek, Scott Campus Resident Director
3. Trent Frederickson, Dodge Campus
4. Bill Pickett, Student Involvement
5. Maverick Productions
6. Residence Hall Association (RHA)

Discounts/Freebies
*Includes any comments on discounts or free food, merchandise or events offered to students. Excludes MavPantry or comments about costs or expenses.*

All Appreciations (Rank = 32; N = 58)

Themes & Exemplars:
1. Printing/technology
   • “free printing for education majors in Roskens”
   • “free software”
   • “FREE PRINTING IN IDEAS ROOM AWESOME!!”

2. Events
   • “Sporting events that are free to students are awesome”
   • “Free concerts (Plaza)”
   • “Free entry to certain events for UNO students to grow and learn”
   • “Free events are the best way to start and to have throughout the year”
   • “I like the free food and tshirts”

3. Services:
   • “Free gym/condoms/books/movies/newspapers”
   • “Free transportation for different sport games”

All Concerns (Rank = 48*; N = 15)

Themes & Exemplars:
1. Availability/variety of offerings:
   • “Offer more free tickets to different games”
   • “theatre shows aren’t free”

Potential Goals & Actions:
1. Increase “freebies” and discounts for students
2. Strategically utilize the power of incentives to encourage students to participate in events/opportunities on campus
3. Utilize discounts and freebies to accommodate for pricier items that were a concern in both educational and non-educational costs especially parking, textbooks, and food.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Bill Pickett, Senior Director, Student Involvement
3. Eric Hager, Bookstore Manager
4. Athletic Committee
5. Josh White, Senior Associate Athletic Director
6. Gail Baker, Dean of CFAM
7. Lee Denker, Director, UNO Alumni
8. Mike Bird, NU Foundation, UNO VP of Development

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**Diversity of Faculty & Staff**

*Includes comments on the perceptions of diversity of faculty*

**All Appreciations (Rank = 54*; N = 6)**

**Themes & Exemplars:**
1. Appreciation for the diversity among the faculty
   - “Diverse teaching body.”
   - “Variety of professors for the same classes.”
   - “Variety of teachers.”
   - “Diverse sets of professors.”
   - “Diversity of learning opportunities and of people from whom to learn.”

**All Concerns (Rank = 59*; N = 4)**

**Themes & Exemplars**
1. Concern for more role models
   - “Lacking in faculty diversity which can pose a cultural/language barrier for student learning”
   - “Cultural/language barrier between professors and students.”
   - “Needs more diversity, especially within the faculty.”
   - “The lack of diversity of faculty & staff, people of other races need role models to look up to, too.”

**Potential Goals & Actions:**
1. Reliable information re UNO-wide perceptions of diversity of students, faculty and staff available to UNO administration
2. Conduct a diversity audit

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team, particularly the SVC, Academic and Student Affairs
2. Deans and Department Chairs
3. UNO Diversity Cabinet
4. Faculty Senate Rep. Beth Ritter
5. Cecil Hicks, Director of Human Resources
6. President, Staff Advisory Committee
Diversity of Students/Overall Diversity at UNO
Includes comments regarding perceptions of diversity and inclusion among UNO students.

All Appreciations (Rank = 31*; N = 59)

Themes & Exemplars:
1. Appreciation for diversity generally
   • “Diversity of student population (age, race, nationality, sex).”
   • “Diversity in students (i.e., cultures and ages).”
   • “The student body is diverse, with students from all walks of life.”

2. Appreciation for UNO approach to diversity
   • “How the university provides such a diverse community.”
   • A lot of effort for inclusion.”
   • “UNO is assisting to diversity.”

3. Appreciation for particular features of a diverse university:
   • “Diversity of students provides a rich experience/support system.”
   • “Ability to learn with like-minded peers.” [i.e., diversity and large numbers allow students to find other students who are like-minded]
   • “You will always meet friendly students of different age, races, and gender.”
   • “Very pleasant and culturally diverse student body.”

All Concerns (Rank = 53*; N = 10)

Themes & Exemplars:
1. Concerns about diversity generally:
   • “Diversity.”
   • “Lack of diversity.”
   • “Inclusion.”

2. Not Inclusive enough
   • “How the university provides such a diverse community.”

3. Not inclusive enough
   “How the university provides such a diverse community.”
   “[Need] more outreach to different groups.”
   “The targeted audience of student life doesn’t equally represent the growing diverse population.”

4. Concerns about particular features of a diverse community:
   • “The lack of diversity in Mav Pro, Student Government, and Traditional Greek Organizations.”

Potential Goals & Actions:
1. Reliable information re UNO-wide perceptions of diversity of students, faculty and staff available to UNO administration.
2. Conduct a diversity audit
3. Enhance inclusion by consciously re-emphasizing inclusion during the process of planning and communicating in re student life.
**Suggested Action Groups:**
1. UNO Senior Executive Administration Team, particularly the Vice Chancellor, Student Affairs & Enrollment Management
2. UNO Diversity Cabinet
3. Omar Correa, Assoc. VC Enrollment Management
4. Jim Freeman, Director of Inclusion

**Diversity/Inclusion/Accommodation: All Forms of Diversity Issues**

*Includes both general and specific comments on diversity, inclusion and accommodations.*

**All Appreciations (Rank = 37*: N = 38)**

**Themes & Exemplars:**

1. Race/Ethnicity
   - “Being encouraged to speak about my Native American Culture more freely.”
   - “Celebrating holidays and culture from everywhere.”

2. Low Income Issues
   - (No appreciations listed)

3. International Students and Study Abroad
   - “International studies gives [opportunities for] more global friendships.”
   - “Opportunities for international students to meet locals.”
   - “Support for international students.”
   - “International Office.”
   - “UNO offering cultural activities/experiences.”

**All Concerns (Rank = 27; N = 51)**

**Themes & Exemplars:**

1. Race/Ethnicity Issues
   - “Prejudice to all race other than whites.”
   - “More pushes for multicultural inclusion.”

2. Low Income Issues
   - “Lack of understanding of low income students’ needs and resources.”
   - “Helping students in need (low income) with books, tutoring, and feeling safe and secure.”

3. International Issues
   - “Language problems.”
   - “International students should be able to pick to live in any dorm they want just like the rest of us.”
   - “More activities for international students.”

**Potential Goals & Actions:**

1. Reliable information re UNO-wide perceptions of diversity of students, faculty and staff available to UNO administration. Conduct a diversity audit
2. Ensure that UNO Administration receives regular feedback re efficacy of International Affairs Office through a mechanism for systematic, anonymous student evaluations of service
Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Academic and Student Affairs
2. UNO Diversity Cabinet
3. Scott Snyder, Associate Vice Chancellor, Research & Creative Activity
4. Hank Robinson, Institutional Research
5. Emily Hassenstab, Director of Education Abroad and Global Partnerships
6. Erin Owen, Director of Communications
7. Karen Falconer-Al Hindi, Director of Women & Gender Studies
8. Cynthia Robinson, Director of Black Studies
9. Denny Smith, Director of Native American Studies
10. New director of OLLAS (send OLLAS Office for now)
11. Jessi Hitchens, Director of Gender & Sexuality Resource Center

Dorm Life
Includes any comment with the word dorm, dormitory, learning communities, residence halls, resident advisors.

All Appreciations (Rank = 15; N = 136)

Themes & Exemplars:
1. Quality of dormitory rooms:
   • “Maverick Village is a wonderful place to live. The rooms are huge.”
   • “If I didn’t live so close to campus, I would consider moving into a dorm because they are so nice.”
   • “Amazing dorms on South Campus.”

2. Dorm Life and Resident Assistants:
   • “Amazing RA’s”
   • “Residence hall councils allow housing students to be involved”
   • “The RAs of Mav Village have an activity for us basically every night of every week”
   • “The housing gives students the opportunity to meet other people who are living in their building.”

All Concerns (Rank = 17*; N = 80)

Themes & Exemplars:
1. Roommate Matching:
   • “HORRIBLE system of placing roommates together.”
   • “I asked to be with science majors and I was put with 2 art majors”

2. Isolation from neighbors:
   • “The apartment style dorms don’t encourage people to meet each other”
   • “The dorm life doesn’t give the ‘college experience’”
   • “Dorm life is very isolated and not as social as it should be”

3. Cost of dorms:
   • “Need less expensive options”
   • “too costly to lease a dorm during the summer when most move home”
**Potential Goals & Actions:**
1. Continue to improve and encourage residence life, especially as more dorms are built
2. Encourage more socialization among on-campus residents
3. Compare the current roommate matching questionnaire with other institutions in order to get the best results for students
4. Brainstorm ways to connect campus housing on both Dodge and Pacific street campus. An example of this would be an monthly event in which housing students can only attend, and every other month it would be hosted on the opposite campus housing facility

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Tyler Micek, Scott Campus Resident Director
3. Trent Frederickson, Dodge Campus
4. Bill Pickett, Student Involvement

**Educational Experience (General)**
*Includes any general comments about educational experience at UNO and comments about other students including students praising or complaining about other students within academic context.*

**All Appreciations (Rank = 19; N = 103)**

**Themes & Exemplars:**
1. Social life
   - “A small enough environment to allow for communication between differing areas of study”
   - “I had a lot of classes with my peers in my major so I was able to make friends easily”
   - “A small enough environment to allow for communication between differing areas of study”
   - “I had a lot of classes with my peers in my major so I was able to make friends easily”

2. Quality of education
   - “I have grown and strengthened my education from taking classes at UNO”
   - “I feel like I am learning a lot about what I need to know”
   - “Learning current information in my field of study”
   - “I feel prepared for my graduate education as well as my career”
   - “I have developed confidence in my field of study thanks to my classes”
   - “Opportunities to achieve”
   - “UNO blew me out of the water with how amazing it is”
   - “If you want to be the best you can be, UNO has a good environment”

**All Concerns (Rank = 39*; N = 29)**

**Themes & Exemplars:**
1. Difficulty level of classes
   - “Some classes seem like a waste of time”
   - “The ease with which students can cheat in some classes is frustrating”
   - “Some classes aren’t helpful”

2. UNO Students:
   - “Students are lazy in general”
“Student motivation has often been lacking in many of my courses”

**Potential Goals & Actions:**
1. Consider these descriptions from students when developing information for prospective students and the public.
2. University Communication and the Center for Faculty Excellence may find specific comments about classes useful in developing materials for faculty development.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. University Communications
3. Center for Faculty Excellence
4. API/Instructional Design
5. Everyone should read these self-reflective statements of our students.

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**Environmental Sustainability**

*Includes any comments about the environment, sustainability, and going “green.”*

**Appreciations (Rank = 53*; N = 7)**

**Themes & Exemplars:**
1. Environmental Sustainability Efforts
   - “Native landscaping’
   - “MavRide program, bike sharing program, and other green efforts”
   - “recycling everywhere!”

**All Concerns (Rank = 58*; N = 5)**

**Themes & Exemplars:**
1. Environmental Sustainability Issues
   - “Bigger emphasis on sustainability-garden spaces, healthier food in machines”
   - “Need to make campus more “green” environmentally friendly. Solar trash/recycling cans”
   - “UNO should be more progressive. Why don’t we have an organic community farm?”

**Potential Goals & Actions:**
1. Establish a task force including students, staff, faculty, and interested alumni on the possibility of establishing a UNO community garden on both Pacific and Dodge campuses and perhaps an organic community farm off-campus.
2. Sustainability group should work more closely with student government and environmentally oriented student groups.
3. Explore possibility of UNO partnering with Omaha by Design to create more green spaces, small gardens, and otherwise beautifying the campus in an environmentally sustainable way.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Director, Physical Plant
3. Katie Bishop, Faculty Senate Representative, UNO Sustainability Committee
4. President, Student Government
5. Student environmental/green groups
6. Julie Riley, Director, Omaha by Design
7. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
8. Steve Rodie, Director for Urban Sustainability
9. Patrick Wheeler, Environmental Health & Safety Specialist

Extracurricular Activities

Includes any student response that uses the words “extracurricular” or “activities.” Excludes comments mentioning the word "organization", "student club", "campus events", "student life", "intramurals" and any reference to the promotion/communication/advertisement/awareness of extracurricular activities.

All Appreciations (Rank = 11; N = 163)

Themes & Exemplars:
1. Large variety of activities offered:
   - “They offer a lot of activities for all students to participate in.”

All Concerns (Rank = 18; N = 75)

Themes & Exemplars:
1. Need for more student activities:
   - “There needs to be more of a variety of activities that students can attend.”
2. Simpler way to join:
   - “Extracurricular activities have no simple way to join.”

Potential Goals & Actions:
1. Establish a process to evaluate and track student experiences with extra-curricular activities (e.g., identify barriers to participation)
2. Keep improving quality of current programs and addition of new ones
3. Remove barriers to participation in extracurricular activities (e.g., simplify and make known how to get involved)
4. Work with all student organizations in order for them to promote their events to all campus students. The visible events are only produced by Maverick Productions

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Bill Pickett, Student Involvement
3. Ben Jager, Associate Director of Student Activities

Facilities/Buildings:

General Comments, Study Areas, Group Spaces, Trash Cans

Includes any mention of a specific building and comments about classrooms, labs, air conditioner, sufficiency of electrical outlets, any specific building mentioned including Bell Tower, and availability of trashcans. Excludes library, and Wellness Center/HPER.

All Appreciations (Rank = 6; N = 204)  *TOP 10 APPRECIATIONS*

Themes & Exemplars:
1. Classroom/Building Current Condition
• “classrooms are up to date”
• “constant upgrading like the new education building”
• “clean and modern facility”
• “Very state of the art classrooms”

2. Labs
• “good labs”
• “good lab space”

4. Perceptions of Classroom/Building Atmosphere
• “Comfortable Learning Environment”
• “Roskens Hall is so student friendly, technologically advanced, and catered to education students”
• “Comfortable Classrooms”
• “Building environments that promote learning (PKI)”
• “Student center is amazing”

5. Pleasantness and availability of study spaces
• “I never have trouble finding a good place to study”
• “Big student center with plenty of places to relax”
• “great areas to hang out, eat, and study”
• “The campus has a ton of good places to study”

All Concerns (Rank = 11; N = 136)

Themes & Exemplars:
1. Classroom Proximity
   • “classes should be held in proper buildings where the department is, ex: no english classes in Durham”

2. Classroom Physical Environment
   • “Unbalanced temperatures in classrooms”
   • “Temperature in classrooms are too cold or too hot”
   • “# of outlets”

3. Perceptions of Classroom/Building Atmosphere and Current Conditions
   • “Some classrooms (in ASH) very small and cramped and not conducive to comfortable learning”
   • “Upgrade classrooms-new chairs”
   • “Arts and Sciences needs remodeling. It’s too old and unappealing. Need new desks”
   • “Desks are too small-Tables with swivel chairs give needed space for laptops, notes, and tests”
   • “Durham and Allwine could use upgrades”

4. Classroom/Building Current Conditions
   • “Upgrade classrooms-new chairs”
   • “Arts and Sciences needs remodeling. It’s too old and unappealing. Need new desks”
   • “Desks are too small-Tables with swivel chairs give needed space for laptops, notes, and tests”
   • “Durham and Allwine could use upgrades”

Potential Goals & Actions:
1. Upgrade/renovate older buildings and classrooms: ASH, ALLWINE, DURHAM.
2. Determine types of spaces needed and how to improve the learning environment.
Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Deans and Department Chairs in ASH, ALLWINE AND DURHAM
3. Department-based student groups in ASH, ALLWINE AND DURHAM
4. Facilities and Planning University Committee
5. John Amend, Assistant VC for Facilities, Management & Planning
6. Stan Schleifer, Director of Support Services
7. George Killian, Asst. Dir. of Planning, Design, Construction

Feelings/Issues of Distance Education Students
Includes perceptions and feelings of distance education students. Excludes experiences with distance education courses.

All Appreciations (Rank = 51*; N = 9)

Themes & Exemplars:
1. No real appreciations but explanations that don’t participate or observe due to taking online classes
   • “I am a part time student so I haven't really participated in any of the outside educational experiences”
   • “I live in Illinois and have not participated in any outside of educational experiences”
   • “My classes are all taken online so I'm not around school much to make these observations.”
   • “I am an online student so i wouldn't know”

All Concerns (Rank = 52; N = 11)

Themes & Exemplars:
1. Some respondents didn’t list concerns but explained that they don’t participate in activities as they are taking primarily or exclusively online courses
   • “I am an online student so i wouldn't know”
   • “Not sure I have only been on campus like twice”

2. Feeling of exclusion or lack of connection of distance education students
   • “connecting online students to online extracurricular activities”
   • “I am a distance education student and often marginalized for being such”

Potential Goals & Actions:
1. Explore online programs at other comparable universities to determine how or if their online students become engaged in student life
2. Search the scholarly literature regarding online students to determine how or if online students are engaged
3. Develop an action plan to increase authentic opportunities for online students to participate in campus life

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Deans & Department Chairs
3. Bill Pickett, Director of Student Involvement

Feelings/Issues of Off-Campus, Commuter, Night, Part-time Students
Includes perceptions and feelings of off-campus, commuter, night, and part-time students.
All Appreciations (Rank = 55*; N = 5)

Themes & Exemplars:
1. Unsure, little time spent on campus:
   - “Not sure I have only been on campus like twice.”

All Concerns (Rank = 32; N = 38)

Themes & Exemplars:
1. Activities available:
   - “More student activities for people that do not live on campus so that all students are involved.”
2. Time of activities:
   - “Almost all of the events are on weeknights and due to night classes and work it can be hard to go.”

Potential Goals & Actions:
1. Connecting and being intentional with students who live off-campus and letting them know about the initiative and request their input.
2. Student Government form task force led by a student senator point person to initiate efforts to engage these individuals

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. President, Student Government
3. Deans & Department Chairs
4. Bill Pickett, Director of Student Involvement
5. Chief Information Officer, John Fiene
6. Shelley Schafer & Academic Partnership for Instruction (API) Team
7. Lanyce Keel, Distance Education

Financial Aid
Perceptions of Financial Aid services at UNO.

All Appreciations (Rank = 46*; N = 18)

Themes & Exemplars:
1. Appreciation for Financial Aid generally
   - “Tuition assistance.”
   - “Student loans.”
   - “Ability to buy books using financial aid instead of out of pocket.”
   - “Many financial aid opportunities.”
2. Appreciation for efficacy of financial aid process at UNO:
   - “Financial Aid Office very helpful and kind.”
   - “Ease in applying for and receiving financial aid & scholarships.”
   - “Accessibility of financial aid officers and advisors through email.”
   - “Finaid are helpful even with the stupid questions.”
All Concerns (Rank = 39*; N = 29)

Themes & Exemplars:
1. Concerns about help needed to understand and pursue financial aid:
   - “More help knowing what I could be doing to lessen the financial side of school.”
   - “Financial aid office could have helped me a little more this year by keeping me informed.”
   - “Financial aid is complicated and confusing.”
   - “Help with other financial areas for those who don’t have home support.”

2. Concerns about types of aid:
   - “{Need} monthly balance option261 for tuition instead of paying it all at once.”
   - “Student loans.”
   - “Tuition help.”
   - “Not being given the opportunity every semester to get a book scholarship.”

3. Concerns about efficacy of financial aid process at UNO:
   - “Financial Aid & Student Accounts departments are really disorganized and provide inaccurate info.”
   - “Contact with the Financial Aid Department was painful.”
   - “Financial aid slow.” (192 “Takes too long on appeals; I had to drop to part time the first semester
   - “Financial aid employees do not have the information they should.”

Potential Goals & Actions:
1. Ensure that UNO has a consistently effective and responsive Financial Aid Office through review operations and provision of any needed support or training
2. UNO Administration receives regular feedback re efficacy of Financial Aid Office through a mechanism for systematic, anonymous student evaluations of service

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the VC, Business and Finance and staff.
2. Omar Correa, Associate Vice Chancellor, Enrollment Management
3. Marty Habrock, Director of Financial Support/Scholarships
4. Jean Phillips, Assistant Director of Scholarships
5. Angelia Turner, Associate Director of Support and Outreach

Food
Includes type and offering of food.
Excludes cost and healthiness of food and excludes comments on Mav Pantry.

All Appreciations (Rank = 27; N = 66)

Themes & Exemplars:
1. Variety of options
   - “good with lots of variation”
   - “Food options all over campus is awesome”
   - “Vending machines in every building”

2. Quality of food
   - “Scott Café is amazing”
   - “The stir-fry place in the Milo Bail student center is amazing”
All Concerns (Rank = 15; N = 92)

Themes & Exemplars:
1. Food prices
   - “Meals not used on meal cards aren’t transferrable or refundable.”
2. Locations/hours of food locations
   - “Food area closed on weekends”
   - “Arts & Sciences Hall needs a café or food stand like the HPER building or library has”
   - “More convenient dining (instead of having to go to Scott Café”
   - “Need more flexible hours for food services”
3. Quality of food
   - “Warmer foods at the main campus dining facility”
   - “I look to eat off campus as often as possible”

Potential Goals & Actions:
1. Advertise upcoming redesign of food services in Milo Bail
2. Continue to be committed to collaboratively creating new food options, then advertising them
3. Brainstorm ways to provide traditional student with a meal-plan option but also offer a la carte purchases for non-traditional students

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Erin Owens, Executive Director, University Communications, and her Communications Team
3. Wyatte Stuard, Director of Food Services
4. Marcia Adler, Health Center
5. Jason Coleman, Wellness Coalition
6. Dave Daniels, Chair, Wellness Advisory Committee
7. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition

Funding for Programs
Includes general comments about funding for programs or perceptions of unequal programs. Excludes comments about financial aid, student scholarships, art funding, and discounts/freebies.

All Appreciations (Rank = 56*; N = 4)

Themes & Exemplars:
1. Resources for clubs
   - “fundraisers for music trips”

All Concerns (Rank = 56*; N = 7)

Themes & Exemplars:
1. Fundraising
   - “need more fundraising”
2. Departmental funding
   - “lack of funding toward existing programs”
**Potential Goals & Actions:**
1. Establish a working relationship between the community and UNO to communicate need for academic funding needs.
2. Establish an academic need-focused staff or faculty member within Student Affairs or Academic Affairs to better monitor and integrate student and academic affairs to work with deans and department chairs to address student CURRICULAR needs (rather than just co-curricular needs).

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. NU Foundation
3. Alumni Association
4. President, Student Government
5. Faculty Senate (liaison to Student Affairs)

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**Funding for Students: Scholarships**

*Includes comments about student scholarships. Excludes comments on financial aid, discounts and freebies.*

**All Appreciations (Rank = 49; N = 12)**

**Themes & Exemplars:**
1. Scholarship Availability
   - “Lots of scholarship opportunities”
   - “A variety of scholarship programs available and housed at UN

**All Concerns (Rank = 55*; N = 8)**

**Themes & Exemplars:**
1. Scholarship Needs
   - “Better financial support for STEM (scholarships, grants, etc.), particularly the math dept.”
   - “My Regent’s Scholarship not covering my semester”
   - “flexibility for scholarships, such as exceptions of full time status available when necessary”

**Potential Goals & Actions:**
1. Identify need for improvement (e.g., sufficiency) of scholarships by reviewing and comparing the nature of university, college and departmental/school scholarship availability, criteria and coverage

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. University, college and departmental/school individuals responsible for the dissemination of scholarship criteria and committee’s associated with the selection of scholarship recipients.
3. Deans & Department Chairs
4. Program Chairs
5. Scott Snyder, Associate Vice Chancellor, Research and Creative Activities

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**General Education Classes/General Curriculum Issues**

*Includes comments on general education curriculum and classes and comments about non-major classes and pros and cons of being well-rounded.*
All Appreciations (Rank = 55*; N = 5)

Themes & Exemplars:
1. Growth of Knowledge
   - “Some of the general education classes I have to take I wouldn’t have if not required. They were interesting.”

All Concerns (Rank = 24*; N = 60)

Themes & Exemplars:
1. Do Not Relate to Major:
   - “Too many non-major specific classes required; majors should be more specialized and less generalized.”
   - “I am forced to take courses which have absolutely no relevance to my chosen major and career path.
2. Hands-On Learning:
   - “More interactive learning experience in general education courses.”

Potential Goals & Actions:
1. Communicate pros of taking general education courses to students

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Deborah Smith-Howell
3. Deans & Department Chairs
4. Faculty Chair, General Education Committee
5. Faculty Chair, Educational Policy & Advisory Committee
6. Chair, Academic Planning Council
7. Faculty Chair, Assessment Committee

Graduate Teaching Assistants (GTAs)
Includes comments on the quality, preparation or competence of GTA’s and the number and allocation of GTA’s

All Appreciations (Rank = 59*; N = 1)

Themes & Exemplars:
1. Appreciate of Graduate Teaching Assistants
   - “Student Aides”

All Concerns (Rank = 47; N = 16)

Themes & Exemplars:
1. Concerns regarding the lack of screening, training, guidelines and quality of teaching by graduate teaching assistants.
   - “Teachers assistants are not good teachers”
   - “TAs need to be given better training to prepare them to help in class”
   - “Grad Students who teach a class for the first time, guidelines. They need guidelines.”
   - “unpleasant experience with TA in physics department”
   - “TA's need to be better at explaining concepts in labs like the professor”
“Non-faculty instructors need more screening”

2. Concerns about TAs in Other Roles Besides Teaching
   - “Lab TA are not willingly helpful.
   - “Teaching assistants doing the grading and not the actual professor of the class.”

**Potential Goals & Actions:**
1. Ensure that teaching assistants receive training and feedback they need to teach effectively (e.g., ACE to expand to teaching assistants, not just the instructors they serve as a GTA for)
2. Develop GTA instructional communication and development of training and feedback programs (for GTA’s only)
3. Supplement formal training efforts with faculty/instructor ongoing feedback to GTAs
4. Ensure all GTAs are well-qualified and knowledgeable about subject material.
5. Encourage GTAs to be engaging, interactive, and available for help.
6. Equip GTAs with class instruction skills, in addition to the subject knowledge they already possess

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Deans & Department Chairs
3. Deborah Smith-Howell, Graduate Dean
4. Hank Robinson, Director, Institutional Effectiveness

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**Graduation**

*Includes any comment mentioning graduation, comments regarding the amount of time to graduation, and obstacles or facilitators of graduation.*

All Appreciations (Rank = 60*; N = 0)

**Themes & Exemplars:**
[No appreciations provided]

All Concerns (Rank = 50*; N = 13)

**Themes & Exemplars:**
1. Amount of Time it Takes to Graduate
   - “will be there over 4 years”
   - “amount of time it takes to graduate”

2. Concerns About Requirements Needed to Graduate or Changes Which Delayed Graduation
   - “Too many hoops to jump through”
   - “More than two areas of emphasis per student per major – ridiculous”
   - “Changing curriculum threw off my anticipated graduating year”

**Potential Goals & Actions:**
1. Provide incoming students with educational expectations to meet the criteria for successful graduation
2. Clearly state the mission and goals of an undergraduate education at UNO

**Suggested Action Groups:**
1. UNO Executive Team
2. University-Wide Graduation Committee
3. Erin Owen, Executive Director, University Communication
4. Allison Roach, University Communication
5. Deans & Their College-Level Graduation Committee
6. Mark Goldsberry, Registrar

Health Services
Includes any comments about Health Center Services, particularly focusing on physical health services. Excludes Wellness Center and Counseling Center.

All Appreciations (Rank = 46*; N = 18)

Themes & Exemplars:
1. Health services in general
   - “the wellness center”
   - “health services staff are fantastic”
   - “The Health/Therapy services are really amazing. Thank you!”

All Concerns (Rank = 56*; N = 7)

Themes & Exemplars:
1. Health services in general
   - “No pharmacy at the health center”
   - “health service costs”
   - “Resubmitting the off-campus vaccination/medical waiver EVERY semester is redundant”

Potential Goals & Actions:
1. Advise Health Services to study student needs and concerns so as to implement possible changes in their services
2. Creatively develop, advertise and present health fairs throughout the academic year

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Marcia Adler, Director of Health Services
3. Julie Kalasek, Assistant Director of Health Services

Identity/Community/Culture of Caring/Collaboration/Sense of Connection with Others/Friendly Place
Perceptions of identity, community, connection with others, a shared culture of caring
Includes any comment from an individual perspective pertaining to student sense of connection, belongingness and identity with UNO and a perception where people are friendly and help each other out versus cliquish and exclusive.
Excludes comments observation of campus spirit and campus unity.

All Appreciations (Rank = 3*; N = 243) *TOP 10 APPRECIATION*

Themes & Exemplars:
1. Appreciation for campus
   - “Just the right size – being enough to have a full scope of choices, not so big that I get lost a person.”
   - “UNO has a small college atmosphere which helps you get to know your classmates better.”
- “UNO has a home feeling that makes you want to stay on campus and see what’s going on that night.”
- “A tight-knit community/”

2. Appreciation for help:
- “There is always someone willing to help if you need it.”
- “My peers help me out a lot.”
- “Students help each other.”
- “A lot of help everywhere you go.”

3. Appreciation for connections with others:
- “Most people are friendly so group work is fun and helpful.”
- “Classmates are always emailing about study groups.”
- “The students have a friendly and inviting feeling towards newcomers.”
- “Easy to fit in and find friends.”

4. Appreciation for infrastructure:
- “UNO is very individualized. They never let a student get lost in the crowd.”
- “Very helpful faculty and staff.”
- “People care about you and your well-being.”
- “UNO’s commitment to students in time of need is very impressive (E. Scott Village fire)”
- “UNO makes it a point to help their students in every aspect of their lives, not just schooling.”

All Concerns (Rank = 16; N = 82)

Themes & Exemplars:
1. Concerns about campus:
- “UNO doesn’t feel like a community for everyone.”
- “Lack of sense of community.”
- “Inclusion.”
- “Not enough opportunity for new students to meet other new students.”

2. Concerns about help:
- “Helping students get to know each other.”
- “No one really helps.”
- “Sometimes the people who are there to help don’t act like you deserve their time of day.”

3. Concerns about connections with others:
- “Hard to meet people.”
- “Not easy to make friends.”
- “People are in cliques.”
- “[Need] ways to meet people outside of clubs/Greek life.”
- “I neglect my social life, so in other words I’m a loser.”

4. Concerns about UNO infrastructure:
- “NEVER KNOW WHO TO TALK TO.”
- “Lack of student connection – don’t reach out to those who are not already active in sports/programs.”
- “Little to no reaching out to students who are not from Omaha.”
- “Not much support.”
Potential Goals & Actions:
1. Expand the already pervasive culture of caring and connectedness to include groups/persons who currently feel excluded, and UNO becomes more than ever “a community for everyone”
2. Develop outreach specifically targeted to students who are not currently active in organizations or campus life
3. Explore the possibility of IT to develop an “app” that matches student profiles and interests with opportunities for engagement

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the VC, Student Affairs and Enrollment Management and his staff
2. CIO John Fiene and his staff Everyone should read these comments as essential to our culture

Intramurals
Any comment on UNO intramural sports

All Appreciations (Rank = 38; N = 36)

Themes & Exemplars:
1. Enjoyable
   - “Intramurals are a blast”
2. Variety of offerings
   - “I enjoy all the intramural opportunities that are offered”

All Concerns (Rank = 48*; N = 15)

Themes & Exemplars:
1. Referee quality
   - “better refs for intramural sports”
2. Participation
   - “Intramural teams always forfeiting is really frustrating”
   - “Intramurals need to be more active in pursuing students”
   - “Try to have it easier to join an intramural team”

Potential Goals & Actions:
1. More and better communication and advertisement of intramural sports
2. Explore methods for improving the administration of teams once entered
3. Teach intramural referees skills that are more consistent with those in collegiate leagues.
4. Clearly communicate expectations, schedules, and deadlines well in advance of intramural seasons.
5. Engage community more effectively (i.e. advertise more)

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
3. Dave Daniels, Chair, Wellness Advisory Committee
4. Cindy Tse, Assistant Director, Intramurals and Sports Clubs, and other relevant staff
5. Joel Bauch, Assoc. Director of Programs and Services
Involvement

This category covers any responses using the word ‘involvement.’ It is for general comments about ease or difficulty in getting involved for self or others. Includes most comments using the word "involvement" or "student involvement" and general comments about ease or difficulty in getting involved for self or other students. Excludes comments on involvement in sporting activities or intramurals or student life.

All Appreciations (Rank = 22; N = 87)

Themes & Exemplars:
1. Number of opportunities:
   - “Having many organizations which students can participate in and get involved.”

All Concerns (Rank = 21; N = 66)

Themes & Exemplars:
1. Number of students involved:
   - “Commuter campus mentality - not enough involvement by students in organizations and clubs.”

Potential Goals & Actions:
1. Increase involvement of students outside the norm
2. Develop/implement outreach specifically targeted to students not currently active in organizations or campus events (e.g., develop or purchase an “app” that matches student profiles)
3. Continue to encourage the formation and development of more student-led organizations
4. Engage UNO students throughout the year, as opposed to doing so at a handful of times

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Bill Pickett, Student Involvement
3. Ben Jager, Associate Director of Student Activities

Library

Includes any comments on the library, library staff, and library services

All Appreciations (Rank = 12; N = 156)

Themes & Exemplars:
1. Library resources
   - “Library computers”
   - “Helpful databases”
   - “We have lots of books in the library”
   - “The availability of services in the library is exceptional, everything you need to study”

2. Library environment”
   - “library study spaces”
   - “The library is always a welcoming place”
   - “I love the library. User friendly and comfortable”

3. Library hours
   - “the library is always open and good place to work”
• “The library has been a lifesaver when I need somewhere to study”
• “An open library on Sundays”

4. Library staff
• “Library has a very helpful staff and good selection of materials (overall)”
• “The library staff is very knowledgeable in what they know!”

All Concerns (Rank = 31; N = 40)

Themes & Exemplars:
1. Library hours
   • “4 hour on main level and better weekend hours for labs”
   • “Limited library hours”

2. Library resources
   • “Access to scientific papers. Most of them you have to pay on online”
   • “having access to more books online from the library”
   • “The library needs to have a larger poetry section with newer selections”

3. Library policies
   • “longer inter library loans”
   • “Not allowing students to talk on phones at the computers on the Criss main floor. Very distracting”

Potential Goals & Actions:
1. Allot one part of the main floor for talking and cellphone use and another part for quiet where cellphones not permitted
2. Expand free online resources
3. Library liaisons should talk to student groups, chairs, faculty within each department they are responsible for in order to better determine student and faculty needs
4. Expand library hours on the weekend and during at least a couple week nights

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Dean, Library
3. Library Committee

MavLink
Comments on MavLink, UNO’s site to pay bills, sign up for classes and manage student academic and financial accounts.

All Appreciations (Rank = 45; N = 19)

Themes & Exemplars:
1. Ease of use:
   • “Class registration and scheduling is easy”
   • “GMav is VERY helpful for emailing teachers and other students”
   • “DegreeWorks helps students decide what classes they should take.”
All Concerns (Rank = 50*; N = 13)

Themes & Exemplars:
1. DegreeWorks:
   - “MavLink’s degree audit is unreliable and makes it difficult to know where you stand”
   - “Add an option to organize remaining classes needed by prerequisites”
2. Complexity:
   - “somewhat of a hassle”
   - “very confusing and full of programming bugs”

Potential Goals & Actions:
1. Improve MavLink services, integrate them more fully into one another
2. Work to reduce MavLink bugs and increase ease of use
3. Work to integrate MavLink with CMS system so that students can click within MavLink to see official syllabus corresponding to a course that a student is considering
4. Continue to improve MavLink interface and UI such that it becomes easier to use.
5. Integrate MavLink services more fully (i.e. being able to view syllabus prior to joining a class).

Suggested Action Groups:
1. UNO Senior Executive Administration Team
3. John Fiene, Associate VC for Information Services

MavPantry

Student observations on the MavPantry, located in the Community Engagement Center

All Appreciations (Rank = 54*; N = 6)

Themes & Exemplars
1. Availability:
   - “Food pantry is great for students in need”
   - “Maverick Food Pantry—opportunities to volunteer”

All Concerns (Rank = 63; N = 0)

Themes & Exemplars
No concerns listed.

Potential Goals & Actions:
1. Promote Maverick Food Pantry to more UNO students, both those in need and those looking to volunteer.
2. Encourage College of Business Marketing and Management Department to accept as a student project the challenge of developing a marketing package that can be used by key elements of UNO to promote the MavPantry (e.g., could include attractive postings for faculty to use on blackboard, flyers to post at UNO, campaign run by Student Affairs to ask student organizations to donate a certain amount each month).

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the VC, Student Affairs & Enrollment Management
2. Kathe Oleson-Lyons, Director, Office of Civic and Social Responsibility
3. Ryan Morrisey, Student Manager of MavPantry
4. Sara Woods, Director of CEC and her Community Engagement Center staff
5. President, Student Government
6. Faculty Senate
7. President, Staff Advisory Committee

MavSync
Observations Regarding UNO’s OrgSync website.

All Appreciations (Rank = 59*; N = 1)

Themes & Exemplars:
1. Ability to connect with student organizations
   • “Mavsync and campus groups!”

All Concerns (Rank = 56*; N = 7)

Themes & Exemplars:
1. MavSync Underutilized
   • “OrgSync/MavSync needs to be better utilized”
2. MavSync Lack of Functionality
   • “OrgSync is a mess”
   • “MavSync needs improvements in functionality and info provided”

Potential Goals & Actions:
1. Keep promoting MavSync, both for organizations and for students
2. Develop incentives for learning about the program (e.g., incentives for completion of modules of web-based instruction for how to use MavSync).
3. Continue to advertise and promote MavSync to encourage more usage.
4. Make MavSync a central place for information, to push more people to use it.

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Ben Jager, Associate Director of Student Activities
4. John Fiene, Associate VC, Information Services

Nonpartisan/Tolerance for Different Viewpoints
Perceptions of nonpartisan tolerance for different views

All Appreciations (Rank = 52*; N = 8)

Themes & Exemplars:
1. Appreciation of tolerance of different viewpoints
   • “Most classes are taught from a non-biased position.”
   • “Professors highly prioritize my exposure to different viewpoints.”
   • “Educators let me form my own opinions on topics.”
   • “Well rounded teaching, few biases from teachers’ standpoints.”
Themes & Exemplars:
1. Concerns about liberal partisanship
   • “Extreme left-wing bias.”
   • “Teachers don’t want students to express opinions.”
   • “More conservative environment with free thinking.”
   • “Politics get in the way of education.”

Potential Goals & Actions:
1. UNO supports freedom of thought, and students or faculty who feel that this freedom is unduly constrained have recourse which will accomplish a resolution of the issue that supports responsible freedom.
2. Publicize this statement and the availability of Ombudspersons during UNO’s Constitution Week. Chancellor to specifically include this statement in his charge to his cabinet.
3. Department chairs to be alert to student comments on ACE and emphasize its importance to faculty during annual faculty appraisal.
4. Provide students with a listing of all University classes focusing on cultural diversity.

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. UNO Ombudspersons
3. Ben Jager, Associate Director of Student Activities
4. Academic Freedom & Coalition of Nebraska

Omaha Community
Includes responses mentioning Omaha, attractions of city, golf course, public transportation, business opportunities, and proximity to home.

All Appreciations (Rank = 20; N = 98)

Themes & Exemplars:
1. Centrally located campus
   • “close to everything”
   • “Close to home”

1. Connection to business
   • “close connection with Omaha businesses”
   • “good experience in Omaha companies”

All Concerns (Rank = 56*; N = 7)

Themes & Exemplars:
1. Lack of connection with community
   • “Not enough connection to the Omaha community”
   • “UNO should embrace its urban location make extra activities more blending with the broader community”

Potential Goals & Actions:
1. Increase emphasis on community engagement (e.g., examine RPT process to ensure that faculty are rewarded for appropriate integration of community engagement in their class).
2. Collaboratively investigate student-community needs for UNO students.
3. Collaboratively investigate what students want in terms of UNO-Community connections.
4. Continue to emphasize Omaha as a metropolitan university.
5. Utilize community connections to make students more aware of the opportunities Omaha has to offer.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Sara Woods, Executive Assoc. to Sr. VC for Community Engagement, Weitz CEC
3. Kathe Oleson-Lyons, Director of the Office of Civic and Social Responsibility
4. Paul Sather, Director, Service Learning Academy
5. Omaha Chamber of Commerce
6. Omaha Mayor's Office
7. Omaha City Council

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**One-on-One with Faculty/Staff Regarding Academic Issues, Opportunities, and Personal Issues**

*Includes comments on faculty/staff availability to discuss educational and personal issues; also includes comments on office hours.*

All Appreciations (Rank = 30*; N = 60*)

**Themes & Exemplars:**

1. Appreciation of Professor Availability and Help Outside of Class Time
   - “Availability of professors/instructors outside of class”
   - “Most professors are willing to invest time in students outside of class”

2. Appreciation of Personal Attention Based on One-on-One Meetings with Professor
   - “personalized attention when needed”
   - “Had the opportunity to meet my instructors and interact 1 on 1”
   - “Teachers give one on one attention”

3. Flexibility of Professors in Meeting Student Needs
   - “Teachers are usually very flexible with individual students”
   - “Professor flexibility”
   - “Professor willingness to work with you”

4. Appreciations for Specific People and Units
   - “Dr. Tapprich is an amazing advisor”
   - “I really appreciate the counselor for transfer students Chantel Dunn, she is AMAZING.”
   - “The support the faculty provides to students outside of class”
   - “Global Learning Community -- Amanda Butler does a good job.”
   - “CBA advisors could not be more helpful”

All Concerns (Rank = 40*; N = 28)

**Themes & Exemplars:**

1. Concern Regarding Professor Lack of Availability Outside of Class Time
   - “Difficult to contact teachers at times.”
• “Some professors are hard to reach and some are rude”
• “Some professors not willing to meet outside of class”
• “Professors should be more open to meet with students.”
• “Professors seem to have little time to meet students outside of class”

2. Concern Regarding Lack of Personal Attention
   • “more one on one”
   • “Lack of one-on-one involvement”

5. Concerns About Lack of Tutors or Tutor Inappropriate Behavior
   • “No tutors for CEEN.”
   • “Tutors are incredibly rude”
   • “Need to improve the tutoring services”

Potential Goals & Actions:
1. Examine the RPT process and teacher evaluation process to ensure that student-centeredness is positively rewarded, especially in regard to respectful and supportive treatment of students and accessibility to students.
2. Develop workshops on effective use of office hour time.
3. Train tutors on effective tutoring and the tutoring process.

Suggested Action Groups:
4. UNO Senior Executive Administration Team
5. Deans & Department Chairs
6. College and Department Advisors
7. Cathy Pettid, Director, ACDC
8. Regina Toman, Director Continuing Education

Online Courses and ALL Online Issues
Includes comments on totally online courses and partially online or hybrid courses.

All Appreciations (Rank = 23; N = 83)

Themes & Exemplars:
1. Availability and Variety of Online Courses
   • Wide range of online courses
   • Availability of online materials
   • I like the option of online, partially online, or in classroom classes

2. Appreciation of Online Experience and Options
   • Great Online Experience
   • Great online program
   • I like the option of online, partially online, or in classroom classes
   • Online classes are easy to connect to
   • Some online classes seem to teach more than some of the classroom classes
   • tests online were easy to get answers for

3. Appreciation of Flexibility Afforded by Online Courses, Allowing Students to Juggle School with Other Roles
   • I have been able to remain working and going to school because of the many online classes UNO offers
• Distance classes work well for employed grad students
• Classes available both online and at Offutt Air Force Base
• Internet classes can often be a convenient alternative to in-class lessons.
• I can usually find online classes to take during hours that work with my work schedule.

All Concerns (Rank = 14; N = 94)

Themes & Exemplars:
1. Concerns About the Quality of Online Courses Due to Instructor
   • “Far too much “busy work” like group projects and online assignments directly from the book”
   • “better feedback to online students”
   • “Most online courses at UNO (even up to 4000 level) can be completed in less than 2 hours a week”
   • “HORRIBLE online course professors, some have NO CLUE how to use blackboard properly”
   • “Coordination w/online professors of what a “week” is - I never had a break in my studies (a weekend)”
   • “Online classes are a joke” (General vernacular interpretations: Course is easy)

3. General Dislike of Online Courses and/or Desire for More Face-to-Face Class Options
   • “having options of on line or live classes (one of my classes was only offered on line, I hate online!)
   • “Too many online classes- lose an integral part of undergrad education”
   • “The push to online courses to the detriment of in person courses”
   • “Only having an online version of class available for night students IS NOT acceptable.”

4. Concern Regarding Insufficient Number of Online Courses Available
   • “Need more online classes”
   • “More night and online class offerings for those that work full time.”
   • “Offer more hard science courses online with in class lab options available.”

5. Concern Regarding Technical Difficulties, Software, Specific Online Products and Inability to Exchange/Resell Materials Online
   • “Profs using online things like Aplia instead of questions in textbook. It just costs us more $$$”
   • “Online assignments through 3rd parties (i.e. Mathlab, McGraw Hill) are bullshit”
   • “Online Books should be in PDF format. Coursesmart is lacking in many areas.”
   • “Online math hw systems are terrible & teach nothing. I'd rather do hw on paper.”
   • “ONLINE PROGRAMS NEVER WORKING”
   • “It would be nice to have an online book exchange for students to resell books (MCC has one)”
   • “Online tools for the Book Store”

6. Concern Over Lack of Attention, Communication, and Feedback with Online Instructors
   • “Neglect of Online Classes by Instructors”
   • “Attention from online teachers”
   • “communication between teachers and students for the online programs”
   • “better feedback to online students”
   • “With the online classes I have had a teacher or two that don't really get back to you that quickly”

7. Concerns Over Going to a Site with Supervised Testing by a Proctor
   • “Online courses should stay ONLINE; you shouldn't have to go to supervised site to test.”
   • “Taking test in front of a Proctor isn't always easy when your in the military and always on the go”

Potential Goals & Actions:
1. Investigate the student perceptions of on-line classes
2. Request individual units review the efficacy of on-line pedagogy for each of their online courses
3. Results and analysis of student evaluations (including ACE and comments) for online courses should be made available to chairs and instructional design staff (API and related) and request individual units assess student satisfaction with their on-line classes versus their face-to-face classes within each type of course, controlling for part-time and full-time instructors and identify opportunities for improvement
4. Improve online pedagogy through creating opportunities for more student input (e.g., by recruiting a student online advising group, or establishing a web page for posting suggestions and comments)
5. Increase number of online classes available to distance education students
6. Increase frequency of interaction between online students and their professors; explore a requirement for “online office hours” for courses that have little or no other “real time” opportunity for student-professor interaction
7. Enforce frequent monitoring of and attention to online classes by faculty

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Deans & Department Chairs
3. Regina Toman, Director, Continuing Studies

Orientation & Transition Issues: Help & Resources for New Students
Any responses that discuss issues about orientation and the first year experience are placed in this category.

All Appreciations (Rank = 60*; N = 0)

Themes & Exemplars:
1. No comments provided.

All Concerns (Rank = 57*; N = 6)

Themes & Exemplars:
1. Graduate Programs:
   • “Students need to be prepared for and introduced to graduate programs.”

2. Study tips:
   • “Encouraging new students on how to study in college.”

Potential Goals & Actions:
1. Provide assistance to students not only at beginning of program but throughout the program and at its end, e.g., by offering at end of semester “lessons learned” events

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly Vice Chancellor, Student Affairs and Enrollment Management
2. Kristina Juarez, Senior Director of Leadership Development
3. Shannon Gilligan-Wehr, Associate Dir. of New Student & Family Programs

Parking
This category includes any student concerns about parking on campus.

All Appreciations (Rank = 52*; N = 8)
Themes & Exemplars:
1. Number of options
   - “Good options for parking and transportation.”

2. Parking Facebook page
   - “UNO parking Facebook page.”

All Concerns (Rank = 1; N = 805) *TOP 10 CONCERN*

Themes & Exemplars:
1. Availability of parking on Dodge campus and perception of decreasing parking spaces for building
   - “Horrible parking. They are taking away lots yet giving out more and more parking passes to students.”
   - “When I arrive in the morning all the student lots are full and the faculty lots are empty.”
   - “For the love of God, more parking!”
   - “MORE PARKING ON CAMPUS!!!”
   - “Build more parking structure - there is TERRIBLE PARKING AVAILABILITY!!!”
   - “Parking is a constant battle that Homer could write an epic poem about”
   - “Parking issues-build a garage finally!”
   - “Paid for a parking permit, but can be hard to find parking (not too huge of a deal)”
   - “Parking. Let me say again PARKING. The parking situation is desperate at UNO.”
   - “PARKING. You take away parking and don’t replace it elsewhere.”
   - “Parking (the "inner city" school excuse is a tired one.. ever heard of a multi-level garage??)”
   - “PARKING & PARKING! 2 new buildings in the last year and no new parking for students.”
   - “stop getting rid of the very few parking lots available to students”
   - “no seriously, parking. Quit closing down student lots.”

2. Price of parking passes:
   - “Cheaper parking passes because there are very limited parking spaces.”
   - “Cheaper prices for parking passes”
   - “If your paying 200+ on a parking pass, you should be guaranteed a spot”
   - “Parking. Litter everywhere, zero maintenance, no flexibility, and flamboyant prices.”
   - “Cheaper parking passes”

3. Enforcement of parking rules:
   - “Addressing cars parked in more than one stall.”

4. Student misunderstandings regarding parking:
   - “Parking is nearly impossible, and has been made worse. (e.g., Community engagement center)”
   - “That stupid building (cec) that takes up two parking lots”
   - “All new wonderful parking for everything but educational purposes just teachers, gym, visitor sites.”
   - “Community Engagement Center Parking lot is stupid. No one parks there”
   - “Parking is a joke. Start caring about the people paying your salaries a little more”
   - “PARKING!!!!! I don't know why construction workers can't park off campus and use the shuttle”
   - “The parking is pretty awful but no one cares enough to anything”
   - “stop getting rid of the very few parking lots available to students”

5. Parking tickets:
   - “Parking sucks and so do the people who give tickets, its almost like they want to give you a ticket”
   - “parking, that I can get tickets when I am required to be at recitals ”
   - “Expensive parking tickets”
• “do not TAPE tickets TO paint of motorcycles”
• “got a parking ticket for parking correctly at SMM to go to Mass, twice”
• “More parking, less expensive parking tickets”
• “Parking service people are out of control.”

6. Parking stress due to interfering with academic obligations:
• “Parking. Makes it hard to work and go to school if you have classes on the Dodge campus.”
• “Parking, then I won’t have to worry about being late for class.”
• “Parking - the angst and anxiety it causes are detrimental to my learning”
• “PARKING due to the fact I have miss class at 8:00 due to NO parking at UNO and Had to ride bus”
• “better parking so I can go to class”
• “When I get to campus parking is always terrible so getting stressed out before class isn't the best.”
• “The parking is a joke. It’s so frustrating it makes me dread coming to school.”
• “BETTER PARKING SO I AM NOT LATE TO MY TESTS”
• “Better parking so we can all get to class on time”
• “Dodge campus NEEDS more parking structures, it is stressful to have to find parking before classes”
• “Parking - makes me very stressed on days of important tests!”
• “Parking Parking Parking! Sometimes it takes longer to find parking than the class time!”
• “Parking. It’s not feasible to take all my art supplies on the shuttle or a bus.”

7. More parking for guests/visitors:
• “Guest Parking”
• “Parking for quick visitors”

8. Parking and Enrollment:
• “I know of multiple student prospects that did not attend UNO solely based on parking.”

9. Parking Remote Lots/Shuttle Operating Hours:
• “parking- having to park at cross roads to get a spot then moving my car to campus to stay late”
• “have to park far away for night classes if not in possession of parking pass(no shuttles late)”
• “Parking at main campus is terrible. Shuttle to Crossroads should run later for classes ending after 6”
• “Parking. There are spaces on S Campus, but the shuttles are terrible, making it unviable”

10. Parking at Dorms & Parking Drop Off/Pick Up Places:
• “Being able to unload groceries closely to the dorms without getting a parking ticket.”
• “All things parking - including having a visitor lot for the dorms”
• “Not enough parking & loading/unloading zones”
• “Not enough parking spots for Scott Court students”

Potential Goals & Actions:
1. Investigate as necessary to advise communication or remediation that addresses the question of why so many students are concerned even if the statistics indicate there are enough spots and our parking passes are less expensive than other schools
2. Charge less money for garage parking to encourage more parking in garages which generally have unused spaces
3. Determine if parking in more remote lots would be more appealing if shuttles run later at night
4. Need to explain the need for the CEC parking and that the building was built for UNO students, faculty and staff as well as community partners and educate how the community partners have benefited UNO through donations of time and money (PR/Education—Trivia via the Web: Who built the CEC? Who built the Bell Tower? Who provided this scholarship? How many community members donate hours to UNO, etc.)
5. Explore more grocery and unloading places for dormitories, especially on the Dodge campus
6. Explore possibility of more shuttles and more frequent shuttles between Dodge and Pacific campuses and/or Dodge and the arena parking, also shuttles that run late enough to serve students in night classes
7. Explore making concierge/valet parking available with an easy to swipe MavCard for people in a hurry—would have to be pre-approved and releasing UNO from any risk, etc.—maybe set up in arena

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC Bill Conley, Business & Finance
2. Jim Ecker, Director of Parking
3. UNO Parking Advisory Committee
4. President, Student Government
5. President, Faculty Senate
6. President, Staff Advisory Committee
7. Sustainability Committee

**Physical Size of UNO/Ease of Getting Around Campus**

*Perceptions of the layout of the campus and the ease of navigation of campus. Excludes comments regarding the city of Omaha.*

All Appreciations (Rank = 34*; N = 53)

**Themes & Exemplars:**
1. Size and the physical layout of the campus promotes ease of getting around campus
   - “The convenience of the campus.”
   - “Well-organized campus.”
   - “The campus size is easy to get around to classes on time.”
   - “All buildings on campus are within walking distance.”
   - “The size of the campus and layout is easy to follow.”
   - “Fairly easy to get around on campus.”

All Concerns (Rank = 54*; N = 9)

**Themes & Exemplars:**
1. Large size and sprawling nature of the physical layout of the campus is confusing and makes it difficult to get around campus.
   - “Winter outdoor walking to and from classes.”
   - “Campus size.”
   - “Confusing campus.”
   - “Campus sprawl.”
   - “Awkward layout and little time in between classes.”

Potential Goals & Actions:
1. A campus that is comfortably accessible to all students, faculty, staff and community visitors.
2. Encourage campus designers to develop a mechanism for regularly and systematically gathering and disseminating information about the experience of being on the campus
3. Require all contractors that do design work to complete a campus walking tour
4. Wayfaring Committee to publicize/highlight resources for navigating the campus
5. Publicize the Wellness web link to walking routes on campus and provide index cards of walking routes around campus
6. Continue to provide robust signage around campus and in buildings

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team, particularly the SVC, Business & Finance
2. UNO Campus Way Finding Committee
3. John Amend, Assistant VC of Facilities Management and Planning
4. Stan Schleifer, Director of Support Services
5. Erin Owen, Director, Communications

**Professors/Instructors: General Comments on Professors/Instructors and Quality of Teaching**

*This category would include just the words professors or teachers or faculty or instructors or general evaluation of them (good/great versus bad, etc. Also included are comments on how well the professor/instructor explains the course material, quality of feedback provided, general responsiveness to students’ educational needs, and communication between instructors and students. Excludes responses dealing timeliness of posting grades, course difficulty, fairness in course grading, and pedagogy. Also excluded are comments about part-time or adjunct instructors, one-on-one professor/instructor help with educational or personal issues, and about relationships with students.*

**Themes & Exemplars:**
1. General expressions of appreciation for some or all professors
   - “Teachers”
   - “Great professors”
   - “For the most part, quality professors”
   - “Enjoy most professors in my major”
2. Attitude of professors toward students
   - “helpful professors”
   - “For the most part, professors have always been nice and willing to help you succeed”
3. Teaching ability
   - “clear lessons”
   - “courses are generally well structured”

**All Appreciations (Rank = 1; N = 425)  *TOP 10 APPRECIATION***

**Themes & Exemplars:**
1. General expressions of concern about most or some professors
   - “professors”
   - “some professors are horrendous”
2. Teaching ability:
   - “My professors know a lot about what they are teaching, but not HOW to teach.”
   - “Professors inability to teach, lack of education training:”
3. Attitude of professors toward students:
   - “Not too helpful faculty”
   - “Some teachers do not care about teaching students”

**All Concerns (Rank = 6; N = 192)  *TOP 10 CONCERN***
Potential Goals & Actions:
1. University-wide recognition that a student-centered campus must be a faculty-centered campus
2. Systematic inclusion of faculty and students in policy and communication decision making, particularly relying on the UNO Faculty Senate and student government as the representative bodies of faculty and students.

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Business & Finance
2. Deans & Department Chair
3. Faculty Chair, General Education Committee
4. Faculty Chair, Educational Policy & Advisory Committee
5. Chair, Academic Planning Council
6. Faculty Chair, Assessment Committee
7. Deborah Smith-Howell

Professors/Instructors: Perceived Content Expertise
Includes perceptions of professor/instructor expertise or knowledge of the course topics and extent to which professor/instructor possesses knowledge of technology. Excludes comments on professor/instructor skill in explaining the material, requirements, and fairness in grading.

All Appreciations (Rank = 17; N = 133)

Themes & Exemplars:
1. Appreciation for professors knowledge of their field
   - “Professors who have worked in their field.”
   - “Professors who are still current in their field and passionate about what they do”
   - “Most professors have real world experience in their field of expertise”

2. Appreciation for professors knowledge of the subject they are teaching
   - “Knowledgeable professors”
   - “Teachers are knowledgeable about their subjects”
   - “For the most part, professors have always been nice and willing to help you succeed”

3. Teaching ability
   - “Most professors are easily understandable and knowledgeable in their fields of study
   - “Professors are very passionate about the material they teach”
   - “AMAZING professors who are both qualified and enthusiastic

4. Appreciation for PhD level professors
   - “Many PhD Profs”
   - “Teachers are actual professors with PHS's instead of grad students like my previous college”

All Concerns (Rank = 41; N = 26)

Themes & Exemplars:
1. Concerns about professors knowledge of their field
   - “Teachers need to get back into the field so they can understand with it is like”
   - “I have a teacher this semester whom the class has had to correct multiple times”

2. Concerns about professors knowledge of the subject they are teaching
• “Some professors need to learn/know the subjects they are teaching
• “Professors inability to teach, lack of education training;”

3. Teaching ability
• “Not too helpful faculty”
• “Under prepared professors”

4. Concern about professors who lack PhD
• “They need to have an education degree or background to be a professor. Need PhD”

Potential Goals & Actions:
1. During processes of assessment for annual performance or RPT, search for and note indications of a broad range of professional and scholarly activity indicative of current and active engagement with the relevant discipline.
2. Consistently take action to ensure instructors are qualified to teach the courses they instruct.
3. Continue and expand faculty development opportunities that encourage professors to be actively engaged with their disciplines.
4. Take measures to ensure that teachers are capable of using technology in class

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC, Academic and Student Affairs
2. VC Academic Affairs, Key Administration Staff, Deans and Directors, Department Chairs
3. AVC Academic and Student Affairs, Deborah Smith-Howell
4. Faculty Senate, Professional Development Committee
5. Deans Dept. Chairs
6. Faculty Chair, General Education Committee
7. Faculty Chair, Educational Policy & Advisory Committee
8. Chair, Academic Planning Council
9. Faculty Chair, Assessment Committee

Professors/Instructors: Relationships with Students
Includes perceptions of the socio-emotional relationship between students in the class and their professors/instructors and interpersonal issues between professors/instructors and students in class. This category is for all course relationship issues NOT specifically mentioning one-on-one relationships.

All Appreciations (Rank = 4; N = 213)  *TOP 10 APPRECIATION*

Themes & Exemplars:
1. Professors Sincerely Want Students to Learn
   • “Mostly teachers that have a genuine interest in the success of students”
   • “Professors actually care about the students and if they learn anything in class”
   • “Faculty staff are amazing, very helpful and genuinely want you to learn”
   • “Teachers want you to do the best you can”
   • “Professors are excited to help students that are genuinely interested”
   • “The professors are friendly and passionate about the subjects they teach.”
   • “Most professors seem to enjoy their job and its passes on to the students”
   • “Passionate Teachers”

2. Professors are Helpful
   • “Professors want to help you”
• “Professors generally very helpful”
• “Some professors/instructors are willing to go above and beyond to help”
• “Teachers are often willing to help you get the help you need”
• “The professors at UNO are really helpful and understanding.”
• “The professors were very supportive and helpful.”
• “The Professors work really hard to help students.”
• “The teachers are very helpful inside and outside of the classroom”
• “Instructor's involvement outside of the classroom”

3. Accessibility/Availability of Faculty
• “Teachers available outside of class”
• “Teachers very easy accessible to students.”
• “Instructor's involvement outside of the classroom”
• “Easy to meet with teachers and they are very helpful”
• “The teachers were easy to talk too!”
• “Accessibility of instructors”
• “Accessibility of professors”
• “Approachable instructors”
• “Available teachers”

4. Professors Who Get to Know Students and Care About Them as Individuals
• “Fantastic professors who not only teach well but actually care about us as students”
• “Caring Instructors/Professors”
• “Caring Professors”
• “Most professors know your name”
• “Good relationships with my professors”
• “Great connection between teacher and student.”
• “Professors that get to know you”
• “Professors care about their students”
• “Most teachers are empathetic and know we have a lot going on”
• “Most professors care about classes and students a lot, even in the bigger classes”
• “Professors who pay attention to individual students”
• “Teachers are on a more personal level”
• “Teachers that understand what it’s like to be a college student”

All Concerns (Rank = 24*; N = 60)

Themes & Exemplars:
1. Uncaring Instructors/Professors
• “Teacher/student relationships -learning students names”
• “Uncaring professors”
• “Some of the instructors don't take time to know all the students in their classroom”
• “My sociology professor has no connection with any of the students, she doesn't even know our names.”
• “They don't care about the individual student” Having more Ph.D. professors than Masters professor. (Masters professors don't seem to CARE!)
• “Teachers with tenure need to be more student friendly”
• “Some of the instructors don't seem to be committed to their students”

2. Professors/Instructors Who are Unhelpful, Inaccessible or Won't Meet In Person
• “Most teachers lack personal feedback, not caring about and cultivating the student”
• “talk with professors”
• “one on one”
• “Instructors prefer email to in person conferences.”
• “some professors think they’re above communicating with students”
• “Face to face time”

3. Overburdened/Burned Out/Disenchanted Teachers
   • “Some teachers seem burnt out and uncaring about their classes.”
   • “Some professors have so many responsibilities that students do not get adequate time with them”
   • “Some professors don’t seem passionate about what they are teaching and don’t care about students.”
   • “Disenchanted instructors”
   • “the culture of apathy by most professors regarding students well-being”

4. Instructors/Professors Who Are Insensitive or Unsupportive (Generally Situations in Which Students have a Life Issue and are Requesting Some Kind of Accommodation)
   • “Unsupportive faculty members”
   • “Lack of teacher sympathy”
   • “Teachers who are not flexible enough”

5. Instructors/Professors Who Are Rude to Students
   • “Certain teachers can make you feel embarrassed about asking for help”
   • “Had a very rude teacher last semester”
   • “Often rude, or uncaring professors.”

**Potential Goals & Actions:**
1. During processes of assessment for annual performance or RPT, search for and note indications of quality of teacher relationships with students
2. Consistently take action to ensure instructors’ relationships for students are supportive of effective learning and consistent with the UNO goal of student-centeredness and with general principles of mutual respect
3. Continue and expand faculty development opportunities that encourage professors to be actively engaged with their students
4. Examine RPT process and teaching evaluation process to ensure that student-centeredness is positively rewarded. Implement change as needed to remove disincentives
5. Offer instructional communication and development workshops for instructors on communication in the classroom
6. Offer more funding for faculty to attend conferences, seminars, and workshops that include instruction on teaching and educational growth

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Deans & Department Chairs
3. Faculty Chair, General Education Committee
4. Faculty Chair, Educational Policy & Advisory Committee
5. Chair, Academic Planning Council
6. Faculty Chair, Assessment Committee
7. Deborah Smith-Howell
Programs: High School (Dual Enrollment, Advanced Placement)
This category includes dual enrollment and advanced placement courses.

All Appreciations (Rank = 60*; N = 0)

Themes & Exemplars:
No appreciations listed

All Concerns (Rank = 62*; N = 1)

Themes & Exemplars:
1. High school programs
   • “High school programs”

Potential Goals & Actions:
1. Clearly state policies on dual enrollment and advanced placement to faculty and students on the UNO website

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Lucy Morrison, Director of Honors Program
3. Deans & Department Chairs
4. Dual Enrollment Directors

Programs: Honors
Includes any comments on the honors’ program at UNO.

All Appreciations (Rank = 55*; N = 5)

Themes & Exemplars:
1. Helpfulness of Honors Program
   • “Honors program is very accommodating.”

All Concerns (Rank = 57*; N = 6)

Themes & Exemplars:
1. No incentives to be a part of the program:
   • “The honors program seems broken. I see no real benefit to this program, no enriching experiences.”

Potential Goals & Actions:
1. Increase promotion of program that includes information about what students can get from being in the program.
2. Increase promotion of program and explain what students can get from being in the program.
3. Use student input to guide promotion and development of program
4. Form a student advising council with broad representation
5. Increase number of Honors opportunities: classes, activities, involvement
6. Continue outreach to UNO students and grow program offerings.
Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Lucy Morris, Director of Honors’ Program, and her staff

Programs: Study Abroad/International Study
This category includes any information about the study abroad program at UNO.

All Appreciations (Rank = 48; N = 14)

Themes & Exemplars:
1. Great programs:
   • “Awesome study abroad programs and advisers.”

2. Helpful staff:
   • “Study abroad office is helpful, and I had one of the best experiences of my life.”

All Concerns (Rank = 57*; N = 6)

Themes & Exemplars:
1. Number of advisers:
   • “Underfunded study abroad office. They need more funding to have more employees.”

2. Scholarship opportunities:
   • “Lack of study abroad scholarships.”

Potential Goals & Actions:
1. All UNO faculty, staff, and students have the ability and opportunity to study abroad and host international partners to UNO to further support collaborations and our global strategic goal
2. Expand program resources (increase financial and staffing support) for the international studies office and programs to meet student and faculty demand
3. Increase financial support for students studying abroad (scholarships, financial aid).
4. Increase number of available International Study institutions worldwide that students can attend.

Suggested Action Groups
1. UNO Senior Executive Administration Team
2. Tom Gouttierre, Dean of International Studies & Programs
3. Emily Hassenstab, Manager of Education Abroad & Global Partnerships

Reactions to Campus Religious Proselytizing
Includes any comments regarding people and groups representing religious groups giving speeches and handing out religious material on the UNO campus.

All Appreciations (Rank = 60*; N = 0)

Themes & Exemplars:
1. (No appreciations listed)
All Concerns (Rank = 49*; N = 14)

Themes & Exemplars:
1. Complaints about harassment and hateful remarks of certain religious preachers and groups,
   • “Hateful groups should not be able to congregate outside the student center to bash beliefs.”
   • “protecting student’s well-being by not getting the pastor to harass them as they head for class”
   • “Get rid of the preacher that is brought to campus. He does nothing but spread hate and negativity.”

2. Discomfort/annoyance at high level of religious proselytizing near the Milo Bail Student Center
   • “Christian groups are constantly present on campus. Every single day the Rock people at student cent”
   • “Religious groups being forceful and making me uncomfortable during involvement fairs”

Potential Goals & Actions:
1. Increase student and faculty involvement in review, development and implementation of policies and practices applicable to proselytizing on campus
2. Have a clearer and more accountable agreement with the religious groups or individuals who come to campus
3. Consider keeping these folks need away from Student Center so the students can avoid the gauntlet as they attempt to get lunch or just sit out at tables and relax
4. Prevent outside groups from evangelizing in a way that makes students feel harassed
5. Be more stringent about enforcing rules on interactions between students and religious groups
6. Limit the frequency of these campus visits

Suggested Action Goals:
1. UNO Senior Executive Administration Team, particularly VC of Student Affairs, and SVC, Business & Finance
2. Charlotte Evans, Director of Public Safety
3. Milo Bail Student Center Administrative Office
4. Bill Pickett, Milo Bail Co-Director, Student Affairs
5. Tammy Goldsberry, Milo Bail Interim Co-Director, Business & Finance

Reputation/Status/Academic Standards of UNO
This category is for GENERAL level of academic standards at UNO and state/national reputation.

All Appreciations (Rank = 36; N = 39)

Themes & Exemplars:
1. Recognition, Rankings, Appreciation from External Sources
   • “Degree recognition and credibility”
   • “high ranking”
   • “internationally recognized degree program”
   • “Employers view UNO in a good light.”
   • “Recently my sister, an HR manager stated she’s been more impressed w/ the UNO’s students in interview”
   • “UNO is well accepted and respected in the Omaha area”

2. Optimism for Future
   • “Forward thinking”
   • “it is a great school and one to be proud of”
   • “Overall direction of campus future”
   • “growing of campus”
3. Academic Excellence
   - “Educational Rigor”
   - “Accreditation”
   - “The instructors, for the most part, require more of students than other colleges I've been to”

   All Concerns (Rank = 57*; N = 6)

Themes & Exemplars:
1. Standards in Some Classes Too Low/Classes Too Easy
   - “Some of the 1000 and 2000 level classes feel like glorified babysitting.”
   - “I believe that teachers lower their standards in order to ensure that all students pass, even the”

Potential Goals & Actions:
1. Continue and increase communication of the abundant good news about UNO so that UNO students are recognized for being well educated and able to effectively meet the needs of their employers and serve their community
2. Develop a monthly newsletter on faculty and student accomplishments in teaching, research and service.
3. Host “brown bags” or “lunch and learns” on a weekly basis on campus (CEC, library, MBSC) with faculty and students to discuss issues of academic reputation
4. Improve the student UNO experience. Increase explicit emphasis on ensuring the “fit” of each student with each class (e.g., by providing each student a “checklist” to use during week one to determine if the class is a good fit for them)

Suggested Action Groups
1. UNO Senior Executive Administration Team
2. Dean & Department Chairs
3. Faculty Chair, General Education Committee
4. Faculty Chair, Educational Policy & Advisory Committee
5. Chair, Academic Planning Council
6. Kristine Juarez and her student orientation staff
7. Faculty Chair, Assessment Committee
8. Scott Snyder, Assoc. VC for Research & Creative Activity

Research Opportunities

   Includes comments on opportunities for undergraduate research, grants, participation in faculty research labs, Funding for Undergraduate Scholarly Experiences (FUSE) project opportunities, and individualized courses such as Independent Study and Independent Readings classes.

All Appreciations (Rank = 39; N = 33)

Themes & Exemplars:
1. Opportunities to conduct research as an undergraduate student
   - “independent study options”
   - “Undergraduate Research”
   - “Research labs”
   - “Research opportunities for motivated undergraduates”
   - “Great student research opportunities”
   - “Professors that do research”
2. Opportunities to attend conferences
   - “Conference opportunities”
   - “Lots of opportunities to attend educational conferences”

3. Scholarships to Allow Undergraduate Students to Conduct Research
   - “FUSE Grant and other undergraduate research opportunities”
   - “I love the student research program like FUSE”
   - “Office of Research and Creative Activity is wonderful”

All Concerns (Rank = 56*; N = 7)

Themes & Exemplars:
1. More Funding for Research
   - “Lack of funds for research”
   - “More Research Grants”
   - “There needs to be more funding and support for research and science buildings and equipment”

2. More Promotion of Research Opportunities and Research Scholarships to Enhance Student Awareness
   - “Host more seminars/colloquiums to increase awareness of research areas.”
   - “Maybe more awareness to new students to be involved in research”

Potential Goals & Actions:
1. Encourage expansion of student participation in research through allowances for release time to faculty for supervising student research
2. Establish an intranet for internal publication of ALL student research projects, conference papers, publications, etc. (Spread out right now in multiple places in fragmented fashion rather than being in one place)
3. Promote undergraduate and graduate research conferences on the state, regional, national and international levels
4. Promote undergraduate and graduate research funding opportunities on and off campus at UNO
5. Develop more research assistantships on the UNO campus
6. Promote research more (especially FUSE grants)
7. Continue to fund research opportunities for students and increase their availability

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Scott Snyder, Assoc. VC for Research & Creative Activity
3. Deans & Department Chairs
4. Griff Elder, FUSE
5. Beth White, FUSE

Responses with Multiple Issues

Issues are clear but multiple issues are raised within one response, thus precluding placement in a single category.

All Appreciations (Rank = 42; N = 24)  *All Responses Are Listed*

Services like the library and HPER building
Excellent facilities for leisure, vending machines, printing, computer labs, etc
Faculty and staff are friendly
Faculty and staff focused on both individual and holistic student body success
Great campus overall (physical or education or fun or what?)
HPER and intramural sports
Many services for all aspects of life, i.e. counseling center, health services, etc
Nice gym and good dining options
Parking/finance/registrar staff have answered questions in a timely manner
Services and opportunities to get involved are good.
Soccer fields/ parks
Study areas/speedy wifi
The counseling center and the career center are a huge asset to this school
University is very student oriented and wants to see students succeed.
were very diverse and I get to meet new cultured people
Access to gym and health services
Facilities: Library; HPER
Lots of activities that range from exciting athletic events to service opportunities.
School store and Food Court are great
Fitness centers and Student Health are excellent
HYPR / Library
Quality services offered a low price or free (counseling, health services, athletic trainers)
UNO provides lots of helpful outside resources like clubs and meetings/seminars
The Financial Aid department and parking, etc., are always knowledgeable and helpful.

All Concerns (Rank = 51*; N = 12)

More web development courses; more night courses
Housing and food are expensive, we need more computers and more study rooms (Multiple)
Please offer credit by examination / CLEP as an option for more courses! Or offer 6 week courses more
Staff/professors responding to my emails
Poor food choices and facilities to hang out
Road maintenance and sustainability
Amount of student parking AND prices at the store and food court
Spend less money on campus activities it is unfair to commuters; better health facilities (Money Decisions-no category)
Food, clothes, books are WAY TOO EXPENSIVE
Lack of married housing & limited public transit for getting here if one lives off campus
Serious lack of campus climate feel/student life. Also really poor marketing for campus events.
Fees and on campus housing too expensive

Potential Goals & Actions:
1. Promote UNO’s strengths and appreciation to students, faculty, high school admissions officers and community members
2. The theme of multiple concerns is that various aspects of UNO are “too expensive”—part of student-centeredness is to keep this concern constantly in mind as decisions are made that impact costs to students. All campus decision makers should be explicitly and frequently reminded of this

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. All UNO stakeholders (current students and faculty and staff, alumni
School Spirit

This category contains all mention of school spirit. It begins with attendance at athletics, but goes beyond it. It also contains responses about lack of campus unity as well as the degree to which UNO feels like a commuter campus. It includes comments regarding Maverick pride and attendance, motivation, positive attributes and enthusiasm for athletics, theater, forensics, and any kind of school spirit.

All Appreciations (Rank = 50*; N = 10)

Themes & Exemplars:
1. Student Pride/Spirit
   - “being enthusiastic about events”
   - “Great Durango Days”
   - “Strong sense of school spirit and pride.”
   - “Pride in the university”

All Concerns (Rank = 19; N = 74)

Themes & Exemplars:
1. Student pride/spirit:
   - “There is not a lot of school pride felt on campus.”
   - “Getting students to care about UNO.”
   - “It doesn't have that on-campus, school pride, feeling like you get at other universities.”
   - “Lack of campus feel”
   - “No school spirit.”

2. Attendance at campus events:
   - “Student body involvement at athletic events. Get students excited and informed about games.”
   - “Motivation to go to events”
   - “more connection to sport teams”

Potential Goals & Actions:
1. Increase school spirit on campus through promoting and supporting attendance at campus events of all kinds.
2. Explore various methods for communicating events—master calendar online for campus events
3. Promote attendance at sporting events (especially with the opening of Baxter Arena)
4. Explore methods of uniting faculty, staff and students on some select events throughout the year-maybe also some kind of friendly competition
5. Create some traditions students can feel attached to, perhaps on campus students and off campus students will need different traditions, but all need some sort of tradition

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Spirit Committee
3. President, Student Government
4. President, Faculty Senate
5. President, Staff Advisory Committee
6. Josh White, Senior Associate Athletic Director
7. Bill Pickett, Student Involvement
8. Bill Wakefield, Sr. Community Service Associate
Services (General)

General catch-all category for general comments on service or where multiple comments on service are mentioned in addition to comments mentioning services not included elsewhere (e.g., MavCard). Excludes responses about the UNO bookstore, parking, health services, technology, or parking which are covered elsewhere.

All Appreciations (Rank = 29; N = 61)

Themes & Exemplars
1. Availability of various services for students at UNO:
   - “Many beneficial services provided for UNO students”
   - “The services that help you outside of class are very useful”
   - “Services provided at UNO are plentiful, no matter what you need help with”

2. MavCard:
   - “MavCard acceptance from outside merchants”
   - “MavCards offer a standard form of payment for various services (food, printing assignments, etc.)”

All Concerns (Rank = 43*; N = 23)

Themes & Exemplars
1. Advertisement:
   - “Clear information on the navigation of various services (i.e. MavLink, financial aid, HPER)”
   - “Offices seem disorganized and send out notices past deadlines or lose materials”

2. MavCard:
   - “Vending machines only use MavCard not bank debit”

Potential Goals & Actions:
1. Market services more widely
2. Expand MavCard usage in and out of campus
3. Feature satisfied users’ testimonials in UNO promotional materials and electronic media

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly VC, Student Affairs & Enrollment Management and SVC, Business & Finance
2. Linda Value, MavCard services
3. Marty Habrock, Director of Financial Support/Scholarships
4. Stan Schleifer, Director of Support Services

Shuttles

Includes any comments about shuttle drivers, shuttles in general, and specific comments about shuttles between Dodge and Pacific campuses, and shuttles to and from remote parking locations and UNO campus.

All Appreciations (Rank = 28; N = 64)

Themes & Exemplars:
1. Convenience:
   - “The shuttle bus system is an amazing boon to the students”
   - “speedy shuttle service”
• “I am glad there is a shuttle between campuses for students”

2. Friendliness of Shuttle Drivers
   • “the shuttles are friendly”

All Concerns (Rank = 22; N = 63)

Themes & Exemplars:
1. Length of wait times:
   • “shuttle buses (especially south campus) need a structure so there isn’t a 20 minute waiting time”
   • “make it so when there are 50 people waiting for a shuttle they are spaced out evenly”
   • “You can never guess when they’ll be there, and are either full or empty.”

2. Shuttle grouping (more than one shuttle traveling together at once) and availability:
   • “Busses need to spread apart instead of traveling together. That way they cover more stops at once.”
   • “shuttles more available for night classes”

3. Insufficient shuttle stops:
   • “Shuttles don’t go to the east end of the dodge campus.”
   • “Getting to HPER - the shuttle should stop on the way to the library”
   • “Shuttles only serving the western half of the campus makes absolutely no sense”

4. Availability and hours:
   • “Shuttle stops going to library at 10, should go till close”
   • “The shuttles should make more stops on North Campus”
   • “Hours: Shuttle buses stop running to Crossroads at 6.”
   • “No night class options due to no shuttle after six to crossroads.”

5. Shuttle Drivers
   • “The professionalism of the shuttle drivers needs to be worked on.”
   • “Shuttle Drivers text and drive and I don’t like it.”

Potential Goals & Actions:
1. Continue to improve shuttle spacing and scheduling, especially as new arena opens
2. Increase the number of shuttles and schedule more frequent shuttles between campuses
3. Evaluate student need for transportation to Crossroads later in the evening (note: survey data was collected before hours were changed and we are transitioning now away from Crossroads to the arena)
4. Encourage professionalism and enforce safety standards among shuttle drivers
5. Continue to encourage the hiring of friendly shuttle drivers
6. Increase regularity of shuttle schedule
7. Ensure shuttles are running quickly and consistently, especially at high volumes of traffic
8. Increase number of shuttle stops or routes available.

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly the SVC Business & Finance
2. Jim Ecker, Parking Services & the Parking Advisory Committee
Smoking on Campus Issues

All smoking issues go here. For example, smoke-free proponents and smoking areas. Includes all comments regarding smoking on campus.

All Appraisations (Rank = 59*; N = 1)

Themes & Exemplars:
No appreciations listed

All Concerns (Rank = 35; N = 34)

Themes & Exemplars:
1. Need to change current smoking policy to whole campus ban:
   • “Please make this a non-smoking campus. Having this weird ‘partial non-smoking’ campus isn’t enough.”

Potential Goals & Actions:
1. Form implementation taskforce to address smoking policy
2. Explore methods of collaboration across campus groups to help with awareness and cessation-- ensure meaningful representation on these groups of faculty, students and staff

Suggested Action Groups
1. UNO Senior Executive Administration Team
2. Non-Smoking/Tobacco-Free Implementation Task Force Student Government
3. Staff Advisory Group
4. Faculty Senate
5. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
6. Jason Coleman, Co-Chair, Wellness Coalition
7. Dave Daniels, Chair, Wellness Advisory Committee
8. Cecil Hicks, Human Resources
9. Marcia Adler, Health Center
10. Mindful Meditation Student Group (Derek McBride) and Faculty Group (Kristin Girten & Lisa Kelly-Vance)

Staff

Includes all comments about non-academic staff and staff that do not have a specific. Excludes comments naming specific staff members which are found in the one-on-one category.

All Appraisations (Rank = 34*; N = 53)

Themes & Exemplars:
1. Helpfulness/supportiveness of staff
   • “staff is helpful”
   • “Supportive staff.”

2. Caring, friendly staff
   • “Friendly staff”
   • “The staff actually cares about the success of the student”

3. Special recognitions/appreciations
   • “The janitorial staff is awesome and should be recognized more for what they do!”
   • “All the secretaries in the offices I've visited have been so kind and helpful!”
• “Photographer”
• “LOVE that the bathrooms are always clean and you always see janitorial staff doing their jobs”

All Concerns (Rank = 51*; N = 12)

Themes & Exemplars:
1. Perception of certain staff being unfriendly or not caring.
   • “Office Administrators. Many aren’t interested in the student’s needs.”
   • “Rude staff in registrar's office.”
   • “more friendly staff.”
   • “Over all staff of school can be rude.”

2. Perception of more training of staff needed
   • “Low Quality of Inexperienced Staff -- no training or help appears to be given to them

Potential Goals & Actions:
1. Make friendliness and civility a top priority for everyone at UNO
2. Place appreciation boxes with index size cards around campus and recognize staff that routinely are complimented
3. Encourage more faculty and students to nominate staff for Employee of the Month with more reminders
4. Ensure high quality training of staff members, not only when they are new but on an ongoing basis as jobs, technology, procedures are constantly changing

Suggested Action Groups:
1. UNO Senior Executive Administration Team, particularly SVC of Business & Finance
2. President, Staff Advisory Committee
3. Cecil Hicks, Director of Human Resources

Student Academic Preparedness
Includes any mention of knowledge, skills or qualities that a student has or lacks BEFORE COMING TO UNO.

All Appreciations (Rank = 55*; N = 5)

Themes & Exemplars:
1. Appreciations of experiences, knowledge, skills, and motivation prior to college
   • “Four years in the Marine Corps have enabled me to succeed at anything I set my mind to do.”
   • “I already knew how to study”
   • “I really want this degree. I have waited a long time and worked hard to get here”

All Concerns (Rank = 61*; N = 2)

Themes & Exemplars:
1. More help and understanding of students not having all the preparation needed
   • “assumption of a user level of knowledge that may or may not be applicable”

Potential Goals & Actions:
1. Consider online modules to refresh knowledge of material learned in high school
2. Pre-requisites are usually written in terms of course pre-requisites rather than the knowledge and skills needed, and thus, professors should be encouraged to think about including foundational competencies
necessary to succeed in the course and to include these foundational competencies in the syllabus
3. Work with IT to determine if courses listed on MavLink could be linked to a syllabus with a more detailed description of pre-requisites needed
4. Work with high school administration, teachers, and advisors to communicate where students are ill-prepared for college
5. Departments should consider periodically re-examining course sequences and revise as necessary to prevent gaps in preparation

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Deans and department chairs
3. John Fiene, CIO
4. Kelly Malone, Assistant Director of Dual Enrollment
5. Metropolitan Omaha Educational Consortium
6. Faculty Chair, General Education Committee
7. Faculty Chair, Educational Policy & Advisory Committee
8. Chair, Academic Planning Council
9. Faculty Chair, Assessment Committee

Student Employment
Includes on-campus jobs, work study, and any employment opportunities for students during their time at UNO. Excludes career help, ACDC, and post-employment these are opportunities DURING a student’s time at UNO.

All Appreciations (Rank = 43; N = 23)

Themes & Exemplars:
1. Appreciation of Internships
   - “Internship Opportunities”
   - “I work part-time and get customer service experience”
   - “Internships are easily available for those searching”

2. Appreciation for On-Campus Student Employment
   - “Many student worker jobs”
   - “On campus employment opportunities”
   - “Student employment”
   - “Working at school helps”

All Concerns (Rank = 55*; N = 8)

Themes & Exemplars:
1. Concern Regarding On-Campus Employment for Students
   - “employment opportunities on campus”
   - “The applications for Work study jobs suck- nobody responds to let you know they received it.”
   - “Work study jobs do not hire people enough. More please, some people’s education depend on it”

Potential Goals & Actions:
1. Enhance efforts to promote and advertise employment opportunities on the UNO campus (e.g., examine communication aspects of procedures for procuring applications to ensure that students receive timely, useful and courteous information – when their application is received and if/when they are considered for a job)
2. Increase work-study and student worker opportunities for students
3. Develop more internships for ALL MAJORS and create or add staff to ACDC to support internship-student matching, particularly for students in departments without internships as they need more help to locate appropriate internships
4. Encourage deans and department chairs to provide release time to a faculty person who coordinates and supervises an internship program (similar to the UNO Business College model)

**Suggested Action Goals:**
1. UNO Senior Executive Administration Team
2. Cecil Hicks, Director of Human Resources
3. Esther Scarpello, Manager, Benefits
4. Tim Rochford, Benefits and Student Employment Specialist
5. Laura Wakefield, Employee Relations Specialist
6. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
7. Jason Coleman, Co-Chair Wellness Coalition
8. Deans & Department Chairs
9. Kristina Juarez, Senior Director of Student Development
10. Cathy Pettid, Director, ACDC

**Student Government & Student Regents**

*Includes any comments about student regent, student government and its programs.*

All Appreciations (Rank = 51*; N = 9)

**Themes & Exemplars**
1. Student voice:  
   - “Student voice, being allowed to request change and improvement”

2. Student Government programs  
   - “the access to the MAT bus system with student MAV cards”
   - “Shuttle busses to and from the UNO sports games”

All Concerns (Rank = 51*; N = 12)

**Themes & Exemplars**
1. Hockey/Athletics shuttles:  
   - “shuttles to athletic events besides just hockey”

2. Lack of inclusivity/diversity in Student Government:  
   - “Student Government is almost entirely a Greek dominated system and popularity contest.”
   - “Student legislative positions prohibit distance education students from participating”

3. Effectiveness/influence:  
   - “Student government seems superfluous and has no bearing on student life”
   - “Student Regents need to vote. Students provide over 60% of university revenue”
**Potential Goals & Actions:**
1. Collaboratively (students, faculty, staff, administration) investigate incentives and barriers to participation in student government. Use information developed to inform planning of actions to promote participation in SG-UNO and a systematic way to receive feedback from students.
2. Continue to reach out to students from a variety of backgrounds/groups; call upon faculty to promote service in student government. Continue to reach out to students from a variety of backgrounds/groups.

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. President, Student Government
3. Ben Jager, Associate Director of Student Activities

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**Student Newspaper or Gateway**

*Includes only comments about the student newspaper at UNO. Excludes mention of any other newspaper.*

**All Appreciations** (Rank = 60*; N = 0)

**Themes & Exemplars:**
No appreciations listed

**All Concerns** (Rank = 61*; N = 2)

**Themes & Exemplars:**
1. Distrust of Gateway
   - “Unreliable”

**Potential Goals & Actions:**
1. Collaboratively assess goals and efficacy of Gateway
2. Increase distribution and recognition of UNO Gateway in ways that support its strengths

**Suggested Action Groups:**
1. UNO Senior Executive Administration Team
2. Josie Loza, UNO Gateway Manager
3. President, Student Government

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**Student Perception of Their Own Strengths and Weaknesses**

*These are self-disclosing responses of the student who misread the questions as asking about their own strengths and weaknesses as students rather than their assessment of UNO.*

**All Appreciations** (Rank = 2; N = 355)  

**Themes & Exemplars:**
1. Student Perceptions and Appreciation of Their Own General Traits/Dispositions
   - “Hard working”
   - “Motivated”
   - “Goal directed”
   - “Open to new experiences”
• “Thankful”
• “Curious”
• “Dedication”
• “Determination”
• “work ethic”
• “Desire for learning”
• “Endurance (mental)--- since i was challenged, in a good way”

2. Student Perceptions and Appreciation of Their Own Specific Skills
   • “Critical thinking”
   • “Work/learn under pressure”
   • “Writing papers”
   • “Good study skills”
   • “Time Management”
   • “Good reading skills”
   • “Organizational Skills”
   • “Teamwork Skills”
   • “COMPLETING HOMEWORK ON TIME”
   • “Communication skills”
   • “Social skills”
   • “Good thinking and problem-solving skills, Challenging at times.”
   • “Working with peers”

3. Student Perception and Appreciation of Their Own Specific Behaviors
   • “Getting Homework Done”
   • “Focusing in class and attending class”
   • “High participation in the classrooms.”
   • “Note Taking”
   • “Reading completed on time”
   • “studying”
   • “Taking good notes.”
   • “COMPLETING HOMEWORK ON TIME”
   • “Always attending class”
   • “Showing up to class”
   • “I get enough sleep for class”
   • “Completing assignments on time”
   • “Following instructions”

Themes & Exemplars:
1. Student Perceptions and Concerns Regarding Their Lack of Positive Traits/Dispositions or the Presence of Negative Traits
   • “laziness”
   • “Need to care about school more”
   • “Impatient”
   • “narrow minded”

2. Student Perceptions and Concerns Regarding Their Lack of Specific Skills
“Time management”
“stress management”
“Better study habits”
“Pub(lic) speaking”
“writing/composition skills”
“time management/prioritizing”
“Need to be creative using technology”
“Studying”
“Preparing for Quizzes and Tests”
“studying days before a class”

3. Student Perceptions and Concerns Regarding Their Lack of Desirable Behaviors or Presence of Undesirable Behaviors
- “It’s difficult to almost impossible for me to wake up to 8am class”
- “Procrastinating”
- “i don’t think about future consequences.”
- “tired”
- “Skipping class”
- “Studying an adequate amount”
- “lack of sleep”
- “Reading too far above”
- “Asking questions”

4. Student Difficulty Balancing Work and School Demands/Problems with Family-School Interface
- “Balancing School and other activities”
- “Lack of encouragement from friends/family”
- “Little time to study”

Potential Goals & Actions:
1. Increase faculty and staff awareness that attending college is a holistic experience—there is more to it than academics (e.g., by creating and showcasing video of student testimonials from graduates regarding their experiences at UNO)
2. Collaboratively investigate student academic and social needs
3. Develop and present workshops to facilitate students’ educational experiences

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. All UNO Stakeholders should read this list of student self-reflections of strengths and growth areas

Student Work-Life Issues
Includes any comments about work-life, work-school or work-family issues facing student including balance, overload, and conflict. Also includes comments on flexibility or lack thereof and anything about meeting the demands of classes, college, work, and family.

All Appreciations (Rank = 44*; N = 21)

Themes & Exemplars:
1. Understanding Faculty
“Most teachers seem to be flexible accommodating students’ other responsibilities.”

2. Personal Organization
   • “I know how to wisely divvy up my time to account for family, work, and school/homework.”

All Concerns (Rank = 40*; N = 28)

Themes & Exemplars:
1. Faculty Ability to Relate:
   • “Some instructors assume all night students are full time and don’t have full time jobs or families.”

2. Support of Non-traditional students:
   • “More ‘parent student’ friendly. I have 3 young children and I don’t feel UNO is very supportive.”

Potential Goals & Actions:
1. Work with faculty and students to develop information (booklet and web) that provide: (1) insight into the type of challenges these students face; (2) a statement from the Chancellor and/or the SVC of Academic and Students Affairs and/or the VC of Student Affairs and Enrollment Management explaining UNO’s overall goals for supporting these students; and (3) strategies for reducing stress caused by work-life conflict issues
2. Explore ways to support students who are non-traditional and have a family and a full-time job.
3. Collaboratively investigate the needs of non-traditional students
4. Create more flexible schedules for students in classes
5. Offer more flexible scheduling for some classes, to allow students who work to attend
6. Consider implementing a sort of “voluntarily reduced work week” for assignments to ease the load on working students

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Jason Coleman, Co-Chair Wellness Coalition
3. Joe Kaminski, Sr. Director of Wellness and Co-Chair, Wellness Coalition
4. Dave Daniels, Chair, Wellness Advisory Committee
5. Marty Habrock, Director of Financial Support/Scholarships
6. Jean Phillips, Assistant Director of Scholarships
7. Kristina Juarez, New Student and Family Programs
8. Cathy Pettid, Director ACDC
9. Nate Bock, Interim Director Counseling Center

Technology/IT Issues: UNO computers, WiFi, Printers

Includes all IT-related appreciations or complaints, including printing access and cost, quality and accessibility of computers, WiFi capabilities.

All Appreciations (Rank = 30; N = 60)

Themes & Exemplars:
1. Modernity and accessibility:
   • “Campus is technologically up to date... has many opportunities for students”
   • “Stays up to date”
   • “Wide range of technology used/available”
   • “Availability and quality of the computer access, along with good access to productivity software”
2. Printing:
   - “the print stations of beneficial”
   - “WEPA printing has made it much easier to print what I need printed”

   **All Concerns (Rank = 17*; N = 80)**

**Themes & Exemplars:**
1. Wireless Internet:
   - “Better wifi for completing homework online”
   - “wifi strength – great in some areas, terrible in others”

2. Modernity of computers:
   - “modern technology could be utilized a lot more in classrooms”
   - “outdated technology makes studying hard”

3. Technology support:
   - “technology assistance should be more readily available on a face-to-face basis”
   - “need to have a computer store/repair facility like UNL does”
   - “Printing fees”

**Potential Goals & Actions:**
1. Expand Wi-Fi offerings, eliminating “dead zones”. Increase Wi-Fi availability, speed, and reliability across campus
2. Expand and improve “Help” services (e.g., more hours of operation, more days of the week)
3. Continue to be forward-thinking, especially with regards to modernity of computers
4. Consolidate some online services (Blackboard, MavLink, etc.) where possible
5. Make more modern technologies available in labs to better acquaint students with new technology
6. Help professors utilize newer technologies more effectively
7. Increase number of printing stations on campus, decrease cost
8. Market technology support to students

**Suggested Action Groups:**
UNO Senior Executive Administration Team
Michael Perdunn, Systems Analyst Admin. Info. Services
John Fiene, Associate VC for Information Services

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**Transfer Student Issues & Graduate Students Coming from Other Universities**
*Comments regarding issues faced by transfer students and graduate students who attended a different undergraduate institution.*

**All Appreciations (Rank = 52*; N = 8)**

**Themes & Exemplars:**
1. Appreciation of Transfer of Credits from Other Colleges to UNO
   - “Credits transferred over from community college”
   - “Easy to transfer my credits from Metro.”
   - “Transfer of credits was great”
   - “most credits are transferable”
All Concerns (Rank = 37; N = 31)

Themes & Exemplars:
1. Concern Regarding Transfer of Credits from Other Colleges to UNO
   - “Repetitive courses for transfer students”
   - “Difficulties with transferring credits from other Universities.”
   - “More classes need to be accepted from local colleges and universities such as Metro, Creighton, etc.”
   - “Credit system for transfer students.”
   - “More hours can get transferred”
   - “Transfer of credits was a lot lower than expected (not as many transferred into UNO)”
2. Clarify Which Courses Will Transfer/More Transparency in Articulation Agreements Between UNO and Other Colleges, Especially Metropolitan Community College
   - “no one really said which credits will transfer”
   - “Articulation agreements/communicate w/ Metro Comm College. Had to re-take classes (e.g.: PSYC 3130)”
3. Focus on Transfer Students’ Unique Needs
   - “A transfer student ONLY orientation would be great”
   - “Need to better educate transfer students on how to use blackboard and online resources”
   - “Not enough scholarship opportunities for transfer students”
   - “poor access to advising for students taking transfer credits”
   - “Need to better educate transfer students on how to use blackboard and online resources”
   - “focus to Inform transfer students more rather than just focusing freshman”
   - “more accepting of transfer credits”
   - “more student life experiences for transfer/ non-traditional students”
   - “seemed when you transfer, not much information about other organizations”
   - “TRANSFER STUDENTS NEED MORE HELPFUL RESOURCES”
   - “Ways for transfer students to get more involved in campus activities”

Potential Goals & Actions:
1. Clearly state articulation agreements, policies, and processes on the UNO website, include salient information in multiple places on UNO website for transfer students—not only for articulation agreements but include visual step-by-step graphics to ensure a smoother transition for transfer students
2. Investigate the needs of transfer students prior to their attending UNO—provide an opportunity for UNO students and faculty to include in the work of an appropriate course the project/assignment of shadowing and interviewing transfer students to identify what is working and what is a struggle for them.
3. Articulate the process and criteria in accepting courses from other schools
4. Hire and train people (advisors/staff) who specifically specialize in all transfer student issues.
5. Work toward creating a one-stop shop for all transfer student issues and after the initial entry, personally escort them to an advisor and/or department representative in an academic department they are most interested in who can help follow up with these students, particularly during the first year after transferring.
6. Establish an intranet for internal issues and information, including transfer student issues

Suggested Action Groups:
1. UNO Senior Executive Administration Team
3. Kristina Juarez, New Student & Family Programs
4. Deborah Smith-Howell
5. College and Department Advisors  
6. Regina Toman, Dir., Continuing Education  
7. Cathy Pettid, Director, University Division  

**UNO Website**  
*Includes any comments on the UNO website.*  

**All Appreciations (Rank = 55*; N = 5)**

**Themes & Exemplars:**

1. Ease of use:  
   - “I love the UNO Website. Easy to access and use.”  
   - “I like all the access to resources on the UNO website”

**All Concerns (Rank = 57*; N = 6)**

**Themes & Exemplars:**

1. Complex, confusing:  
   - “website can be a bit much when first starting out”  
   - “Clash between old website and new website (some information is outdated)”

**Potential Goals & Actions:**

1. Continue to transition to new layout, ensure maintenance of current, clear and well-presented information  
2. Collaborative and continuous evaluation and monitoring of web site currency and quality. Establish a Web page available to all web site users to post “comments”  
3. Establish an intranet to facilitate greater ease in locating information for all internal constituencies of UNO

**Suggested Action Groups:**

1. UNO Senior Executive Administration Team  
3. John Fiene, Chief Information Officer, and his senior staff  
4. Erin Owen, Director, University Communications  
5. Jason Buzzell Associate Director, Digital Communication and Chair of the UNO Executive Website Committee

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**Vendors (non-UNO)**  
*This category includes all responses that discuss vendors outside UNO.*

**All Appreciations (Rank = 58*; N = 2)**

**Themes & Exemplars:**

1. Appreciation of business partnerships  
   - “We have a Pepsi machine instead of coke.”

**All Concerns (Rank = 56*; N = 7)**

**Themes & Exemplars:**

1. Vending machine maintenance
2. Concern regarding business partnerships
   - “Coke instead of Pepsi products.”

Potential Goals & Actions:
1. Ensure adequacy of vending machines on campus—closely monitor and analyze usage
2. Establish an online and physical Suggestion Boxes around campus and offer incentives for relevant suggestions

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Wyatt Stuard, Director of Food Services
3. Jason Coleman, Co-Chair, Wellness Coalition
4. Joe Kaminski, Senior Director, Wellness and Co-Chair, Wellness Coalition
5. Dave Daniels, Chair, Wellness Advisory Committee
6. John Amend, Assistant VC, Facilities Management & Planning

Veterans and Military Issues
Perceptions of issues regarding UNO’s students who are veterans or current service members.

All Appreciations (Rank = 51*; N = 9)

Themes & Exemplars:
1. Helpful and friendly veterans services at UNO
   - “Personally I have found the UNO Veteran services are second to none.”
   - “Office of Military Veterans and their accommodations.”
   - “Military friendly!”

All Concerns (Rank = 60; N = 3)

Themes & Exemplars:
1. Inadequate services for veterans
   - “[Need] more veteran services.”
   - “Too close a relationship with Offutt.”
   - “VSO”

Potential Goals & Actions:
1. Keep up the good work! Establish current performance as a baseline and identify and monitor indicators of performance
2. Establish an advisor within each academic department whose training and background are specifically appropriate to serving Veterans and Active Military students to ensure ongoing support for their academic endeavors

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Mike Connolly, Director, Office of Military and Veterans Services
3. James Freeman, Senior Director, Inclusion
Wellness Center
Includes any comment referencing the "gym" or "HPER." Excludes comments specific to Health Services.

All Appreciations (Rank = 7; N = 202)  *TOP 10 APPRECIATION*

Themes & Exemplars:
1. Overall Building:
   • “The facilities at HPER are second to none which is important to me as I highly enjoy working out.”

2. Meeting Others:
   • “Campus rec is a great way to get healthy and meet new people.”

3. Group Ex Classes:
   • “The free fitness classes offered at HPER are really nice, to engage with other students.”

All Concerns (Rank = 44; N = 22)

Themes & Exemplars:
1. Availability to Online Students
   • “Making a student pay for the gym even when they are paying to take classes online.”

2. Summer Membership
   • “HPER access during summers without having to pay.”

Potential Goals & Actions:
1. Determine how can we cater to online students who want to use the facility (e.g., longer hours or “online HPER night” to facilitate social interaction and bonding)
2. Explore efficacy of allowing online students to opt out of paying for HPER membership

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Joe Kaminski, Sr. Director, Wellness and Co-Chair, Wellness Coalition
3. Jason Coleman, Co-Chair Wellness Coalition
4. Dave Daniels, Chair, Wellness Advisory Committee

Wellness Issues & Activities
Includes any comments pertaining to health or wellness in general or to any of the 8 dimensions of wellness.

All Appreciations (Rank = 53*; N = 7)

Themes & Exemplars:
1. Healthy Food Options
   • “Food services offers several healthful choices”

2. Green Space
   • “The green space. Having nature around is vital for mental health.”
Themes & Exemplars:
1. Food for Allergies, Vegetarians, and Gluten Free:
   • “Events that provide food almost never have gluten free options.”
2. Healthiness of Food Options:
   • “Give students and faculty more of an opportunity to choose healthier nutrition.”
   • “Healthy options in vending machine/ convenient store/ food court.”

Potential Goals & Actions:
1. Investigate how to better communicate the healthy food options available
2. Determine whether we can we make the foods we already serve healthier

Suggested Action Groups:
1. UNO Senior Executive Administration Team
2. Joe Kaminski, Sr Director, Wellness and Co-Chair, Wellness Coalition
3. Dave Daniels, Chair, Wellness Advisory Committee
4. Jason Coleman, Wellness Coalition
5. Bill Pickett, Student Affairs (to ensure that there are vegetarian, gluten options at events)
6. Wyatt Stuard, Director, Food Services
7. Cecil Hicks, Human Resources
8. Esther Scarpello, Human Resources and UNO WELLCOM Board Member
9. Justin Buzzell, Digital Communications