

WELCOME TO UNO'S

STRATEGIC PLANNING FORUM 2023

UNIVERSITY OF
Nebraska
Omaha





Agenda

Opening

Chancellor Joanne Li

Landscape of Higher Education

Deborah Smith-Howell

Student Performance

Phil He

Rich Klein

Sarah Edwards

Workforce Development

Ana Lopez Shalla

Closing

Chancellor Li



**Opportunity for
future thinking.**

**Focus on building
for the future.**



Phil He, Ph.D.
Senior Vice Chancellor



Lauren Miltenberger
Vice President for UNO Advancement
University of Nebraska Foundation



\$19M

**Leadership
Gift**

These gifts are in support of faculty and staff and of the great work you do.

This is a clear testament to the faith our community has in you.





Board of Regents Tour



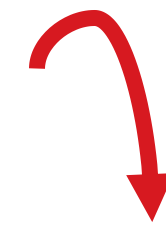
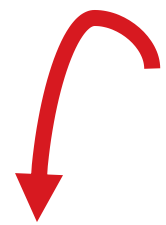
Budget Updates



1,698,625	1,587,400	1,686,350	1,543,252
2,770,836	2,289,415	2,688,505	2,190,635
32,062			
112,000			

Budget Update

- PRIOR to Fall 2022: \$2.7M shortfall (permanent)
- FY 23 (2022-23): \$7M tuition revenue shortfall (temporary)
- FY 24 (2023-24): Unknown shortfall (permanent)



Known Cost Increases	Potential Revenue (NOT increasing at rate of expenses)
Personnel (3% increase)	State appropriations
Benefits	Tuition increases (unknown)
Tuition Remissions (negative tuition)	Enrollment & Retention Strategies

STUDENT PERFORMANCE

Degree Completion

Time to Degree

Meaningful Retention

Strategic Recruitment

WORKFORCE DEVELOPMENT

Paid Internships

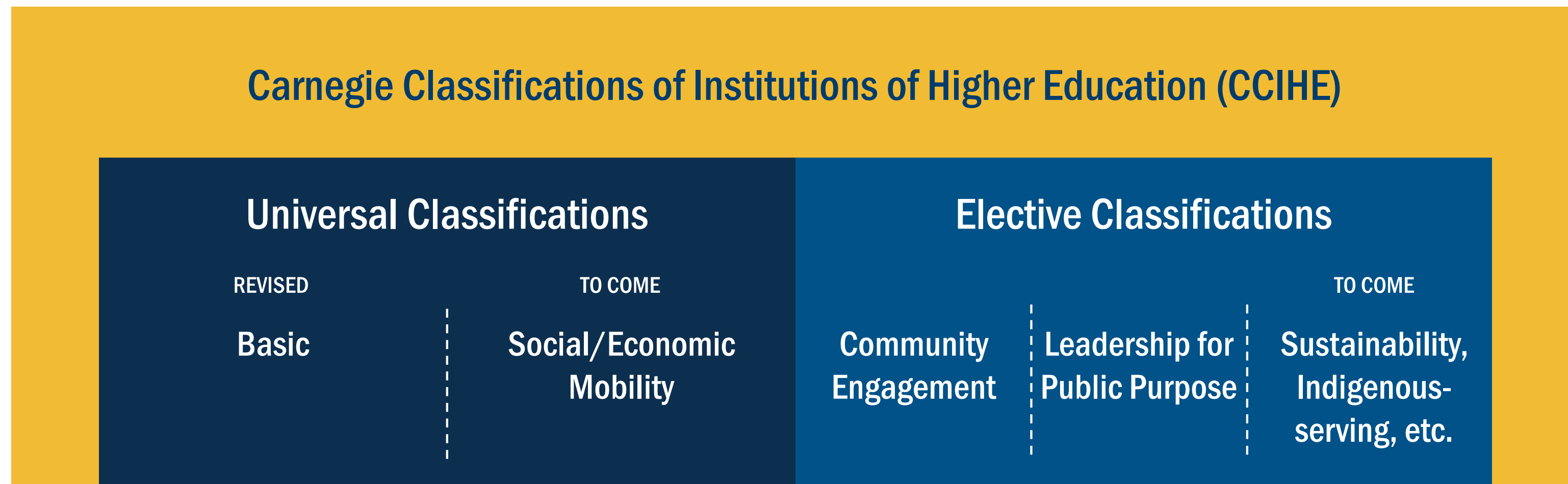
Experiential Learning

Reskill and Upskill

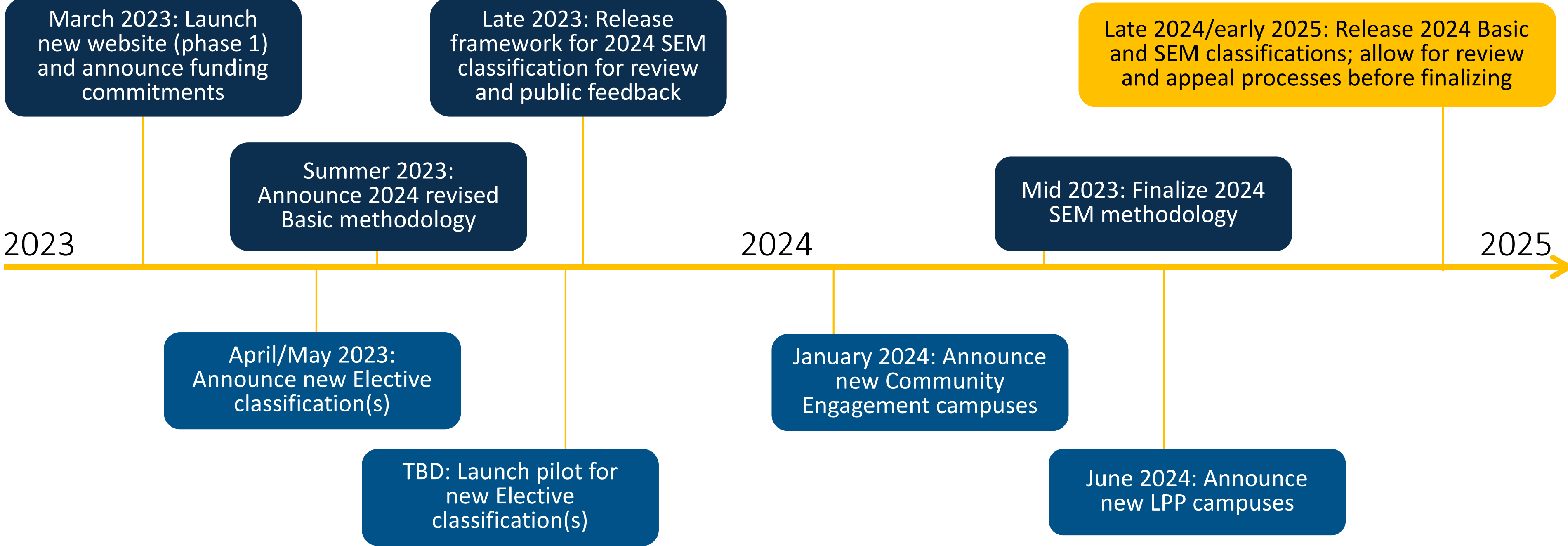


NEW AND ENHANCED CLASSIFICATIONS

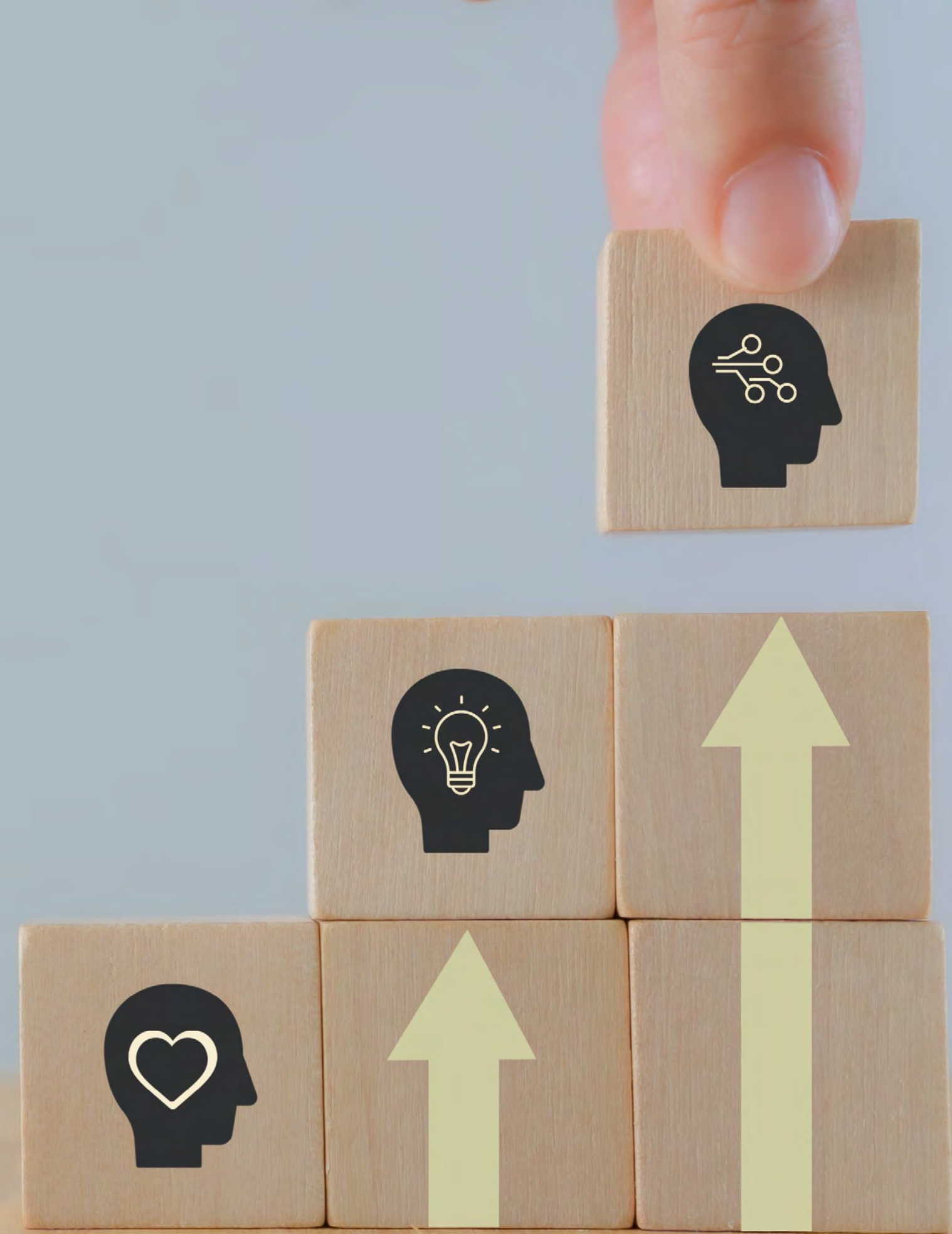
ACE is revisiting the existing methodology and seeking to establish new norms that motivate institutional transformation and learner-centric outcomes



HOW WE ARE MOVING FORWARD



Year of Social Mobility





**INSPIRATION & DETERMINATION
TAKE OVER**

Landscape of Higher Education

Senior Advisor to the Chancellor Deborah Smith-Howell, Ph.D.



QUESTION 1

Higher Education Issues



strategicplan.unomaha.edu/Q1

Currently enrolled students

- 36% of bachelor's degree students report it is difficult to remain enrolled
- 1/3 have considered stopping out in the last 6 months



Currently enrolled students:

- Students of color are most likely to experience difficulty remaining enrolled
- Emotional stress most common reason students consider stopping out



Adults without a college degree and unenrolled:

- 44% have considered enrolling in the past 2 years
- 51% of Black and multiracial adults considered enrolling
- Associate degrees and certificate programs are the most popular credentials



Adults without a college degree and unenrolled:

- 85% who were recently enrolled and stopped out during COVID have considered enrolling
- Cost is most significant factor for unenrolled adults



Demographics

- 18-24-year old population peaked in 2013
- 0-17 year-old population shrinking— births peaked in 2007.
- 25-39 year-old population increased by 5.4 million form 2013-2020 –yet less likely to enroll in college



Demographics: 18-24 year old college students

- In 1989,
 - 79% non-Hispanic white
 - 6% Hispanic
 - 10% Black
 - 4% Asian
- In 2021,
 - 54% non-Hispanic White
 - 20% Hispanic
 - 13% Black
 - 10% Asian



Demographics: College going rates (18-24)

- In 1989:
 - Blacks- 23%
 - Hispanic- 16%
 - White-34%
 - Asian-39%
- In 2021
 - Blacks-36%
 - Hispanic-33%
 - White-38%
 - Asian-55%



HLC 2023 Trends : Changing Landscape of Credentials

- Exponential growth in non-degree credentials
- Stackable certificates leading to degrees-productive option
- Certificates, certifications, and licensure = measurable placement and promotion
- Stand-alone, non-higher education providers growing impacting enrollments



HLC 2023 Trends : Teaching and Learning

- Skills-based learning popular pathway (CBE major component)
- Assessment is critical and remains challenging
- Major shifts to hybrid and online learning uprooting on-campus traditions
- Training of faculty on new methods is critical
- Experiential learning is increasing and expected from learners



HLC 2023 Trends : Transfer Roadblocks

- Access derailed without well-done articulation agreements
- Without increased transferability and transparency, students have increase debt
- Repeating courses is a burden and disincentive



HLC 2023 Trends : Value of Higher Education

- Public perception of ROI of college degree vs. other credentials
- Costs and relevancy of programs in state/national debates
- Institutions struggle to balance future vs. immediate needs in planning
- Students' needs for “purpose” critical



HLC 2023 Trends : Workforce Needs

- Real-time learning and immediate benefits to employers focus of institutions and third-party providers
- Apprenticeships, internships, and other experiential learning is a dominating factor for future of learning





QUESTION 2 **UNO Challenges**



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QUESTION 3 **UNO Opportunities**



strategicplan.unomaha.edu/Q3

Student Performance

Senior Vice Chancellor Phil He, Ph.D.

Vice Chancellor Division of Institutional Effectiveness and Student Success Rich Klein, Ph.D.

Assistant Vice Chancellor for Curriculum and Programs Sarah Edwards, Ph.D.

Importance of Strategic Recruitment & Retention

Senior Vice Chancellor Phil He, Ph.D.

Gen Ed Reform: Benefits for the Students

Shorten time and expense to degree

Reduce accumulation of excess credit hours

Facilitate changing degree programs

Complete prerequisite sequences
more effectively in some programs

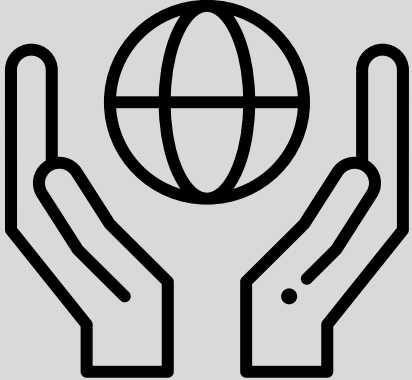
Greater flexibility for transfer students to meaningfully
apply their credits toward degree completion

Opportunity for a smaller but more coherent and
relevant gen ed curriculum

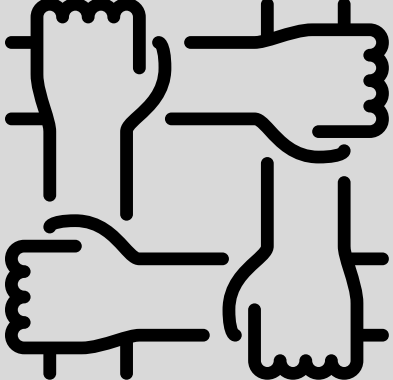


NSSE: National Survey of Student Engagement

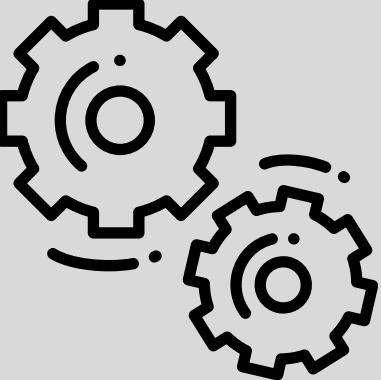
UNO was significantly higher than our CUMU peers in these areas:



Service-Learning and Community-Based Learning



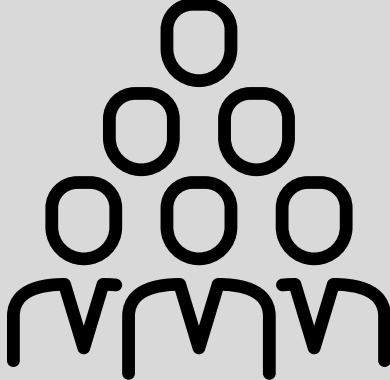
Student-Faculty Interaction and Quality of Interactions with Academic Advisors



Reflective and Integrative Learning



Effective Teaching Practices



Learning Support Services

Retention Equation

Vice Chancellor Division of Institutional Effectiveness and Student Success Rich Klein, Ph.D.

Spring 2023 Term Retention Rate of 89.9%

Fall 2022 Outcomes	Count
Retained	9,338
Graduated	706
Stopped Out	1,043
Transferred	20
Deceased	1
Grand Total	11,169

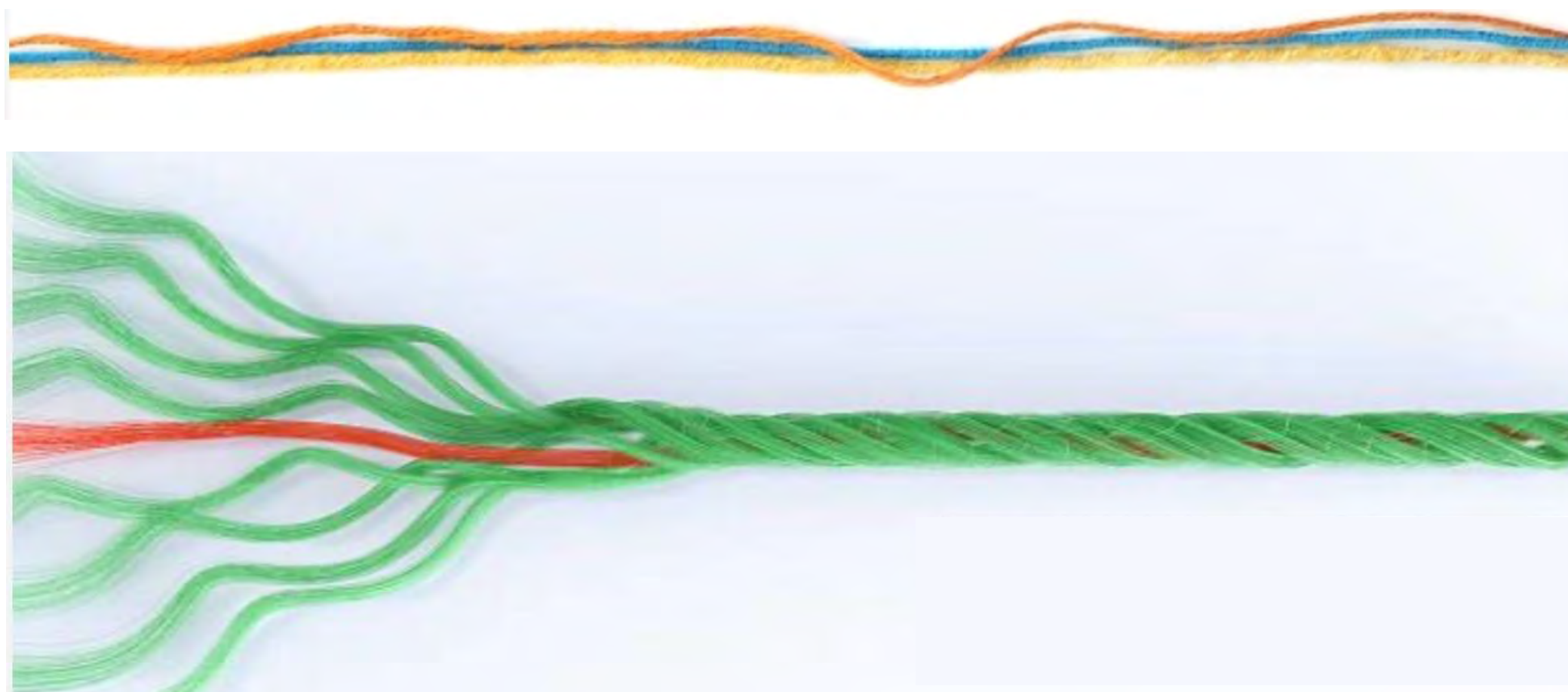


Innovative Retention Examples

Assistant Vice Chancellor for Curriculum and Programs Sarah Edwards, Ph.D.

Community-engaged Teaching at College of IS&T

- Capstone courses (Cybersecurity, IT Innovation, Computer Science, Management Information Systems)
- Project-based courses (Agile)
- Applying concepts to the “real world” (intro courses)
- Seeking partners for other purposes (advisory boards, research projects)
- Internship opportunities for students...



Dr. Christine Toh

Associate Professor of IT Innovation

College of Information Science & Technology

SL Course Attributes
1) Reciprocal partnerships and processes shape the community activities and course design.
2) Community activities enhance academic content, course design, and assignments.
3) Civic competencies (i.e., knowledge, skills, disposition, behavior) are well integrated into student learning.
4) Diversity of interactions and dialogue with others across difference occurs regularly in the course.
5) Critical reflection is well integrated into student learning.
6) Assessment is used for course improvement.

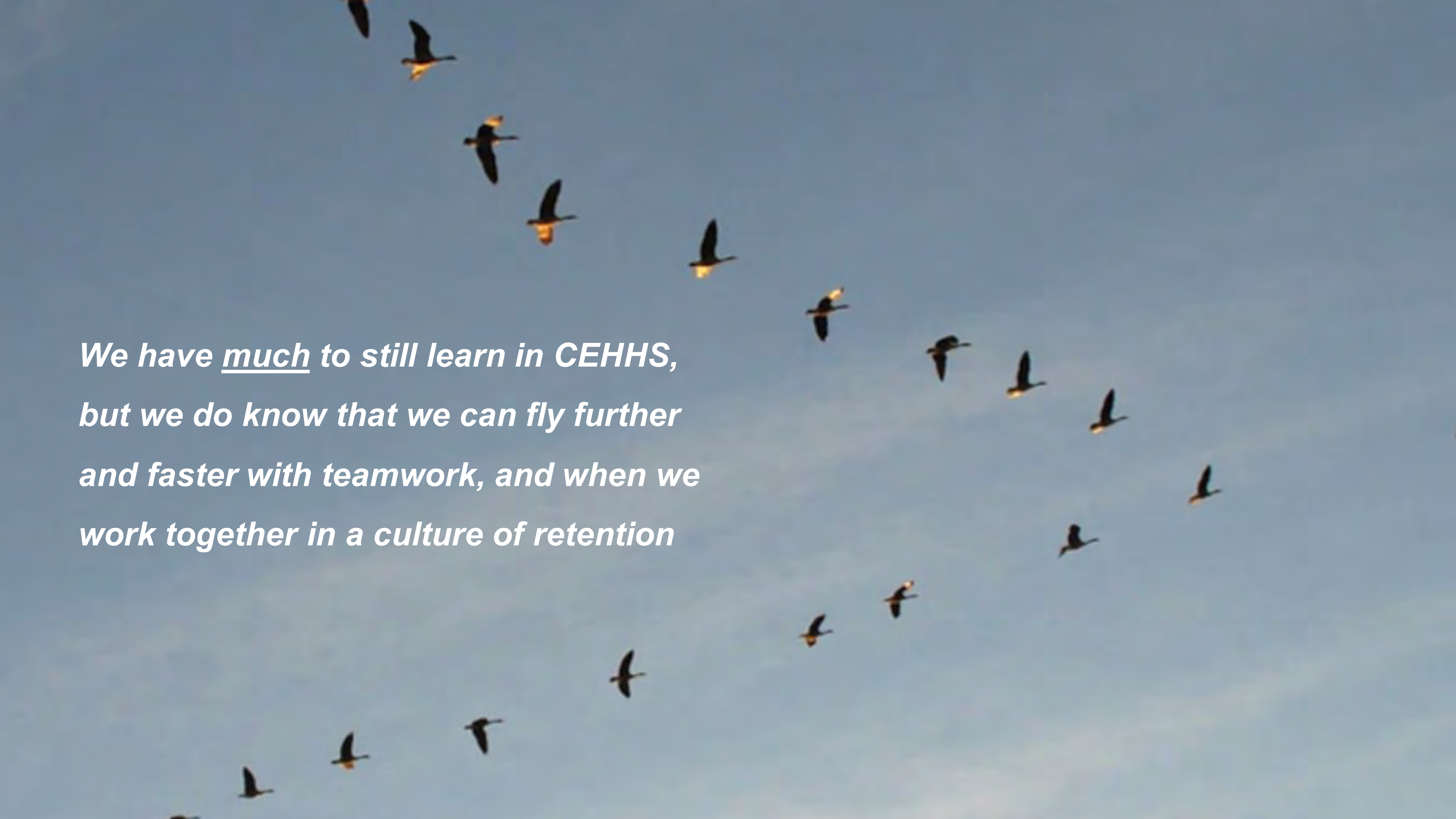
IUPUI Taxonomy for SL Courses (Hahn, Hatcher, Price, Studer).

CEHHS and Striving for a “Culture of Student Retention”

“Culture Eats Strategy for Breakfast” Peter Drucker, 2006

Samples of Emphasizing the Human Factors:

- “Culture of Caring”: *Advisors send “personalized messages” to struggling students*
- “Culture of Information”: *Unit Leaders receive dashboard training and data updates*
- “Culture of Encouragement”: *Everyone encouraged to casually chat with students*
- “Culture of Communication”: *Retention is “standing” on agendas*
- “Culture of Inclusion”: *DEIA efforts like the Future Teachers of Color Summit*
- “Culture of Partnership”: *CEHHS partnerships are “retention fuel”*
- “Culture of Teamwork”: *We brainstorm mutual support ideas*

A flock of birds, likely geese, is flying in a V-formation against a clear, light blue sky. The birds are silhouetted against the sky, with some showing a golden glow on their wings, suggesting they are flying at dawn or dusk. The formation is a classic V-shape, with the lead bird at the top and others following in a line that tapers towards the bottom.

*We have much to still learn in CEHHS,
but we do know that we can fly further
and faster with teamwork, and when we
work together in a culture of retention*

Center for Faculty Excellence

- Retention messaging to full and part-time faculty
- Student engagement initiative partnership with UCAT
- Trauma-informed campus
- On-demand resources –
 - Faculty Intention for Student Retention
 - Working with Students in Distress
 - Communication Tips
- Part-time faculty webpage
- Faculty wellness coaching





Exploratory Studies

The Power of
Peer Mentoring



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CBA Early Alert System

Jane Doe,

This message is to inform you of your standing in select CBA courses. As of right now, your score in ECON2220 is 95.92. Your current grade is a(n) "A+." This score is based on the current data in Canvas. Please contact your instructor if you have any questions.

If you are struggling, it is recommended that you contact the economics tutor (<https://bit.ly/CBAEconTutor>) or your instructor. If you are struggling with the math in the course, please reach out to the CBA math tutor (<https://bit.ly/CBAMathTutor>). In addition to these resources, you can also reach out to your academic advisor and set up a meeting to discuss an academic plan for you. Schedule an appointment through MavTRACK (<https://www.unomaha.edu/my/advising-system-mavtrack.php>). Note that the last day to withdraw from a class is November 4th.

Course	Grade Range / Student					
	80 - 70	70 - 60	60 - 50	50 - 40	40 - 30	10 - 0
ECON120000...	4	-	-	1	1	1
ECON120085...	2	-	2	-	1	-
ECON120085...	12	2	-	-	-	1
ECON220000...	3	3	3	-	1	-
ECON220000...	2	2	-	-	-	-
ECON220000...	5	1	-	-	-	1
ECON220000...	10	12	7	3	1	-
ECON220085...	6	-	-	1	-	-
ECON220085...	5	1	-	-	-	-
ECON220085...	6	1	3	-	-	-
ECON222000...	2	2	-	-	-	-
ECON222000...	3	-	-	-	-	-
ECON222000...	2	1	-	1	-	-
ECON222085...	9	4	-	2	1	1
ECON222085...	3	-	1	-	-	-



QUESTION 4 Retention



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Workforce Development

Director of Strategic Partnerships and New Market Ana Lopez Shalla

Future of Work Symposium Series

- **Convenes campus + community stakeholders** around pressing topics impacting workforce development (faculty, industry/ community leaders serving on panels).
- UNO is **uniquely positioned to fill this critical gap** in the workforce development dialogue and leave folks with actionable insights.
- Saw **2.5x growth in audience size** from launch in November 2022 to welcoming Dr. Arun Rai in April 2023.

MARK YOUR CALENDARS!

Join us on **December 1st** to hear a riveting keynote + panel + breakouts around innovation.



Career Connect: A year of connecting students to opportunities



Levi Thiele, Ph.D.

Director of Career Development

Academic & Career Development Center



DEPARTMENT NAME

UNIVERSITY OF
Nebraska
Omaha

Microcredentials: What we've learned and accomplished...

14 Microcredential pilots under development.

10 slated to launch by the end of 2023 (many in the Aug-Sept).

Within the pilot:

- Price is an average of \$533.36.
- Target enrollment is an average of 70 students.
- Three were pre-existing pieces of noncredit.



Microcredentials: What we've learned and accomplished...

Standards set around:

- Length (15/30/45 hours),
- Modality (online asynchronous),
- Leveraging of competency-based education best practices (formative and summative assessments + engagement),
- Badging (all are badged),
- Market demand (must be high),
- Leveraging strategic industry/community partners (ideally a partnership between campus + community).



Microcredentials: What we've learned and accomplished...

Lessons learned:

- Process to create microcredentials
- Standards for microcredentials
- Strategic utilization of NU Advance



Microcredentials: Where we're headed...

Operations:

We plan to work on a trimester basis, building 10 courses and forecasting/building partnerships around the next batch of 10 at any given time.

- Marketing efforts for all courses will be ongoing.
- Course delivery will be course-specific, but we hope to offer most offerings each trimester.
- **We intend to reach 50 courses on NU Advance by December 2024.**



Microcredentials: Where we're headed...

Market Research:

We plan to standardize market research efforts and build models to be able to process and prioritize new concepts. Variables will likely include:

- Growth of field regionally
- Opportunity for skills-based ed
- Demand for non-degree education
- Uniqueness of offering
- Strategic target audience
- Revenue potential [size of addressable market + price of course]



Microcredentials: Where we're headed...

Partnership Development:

We plan to engage community + industry partners regularly through the following channels to engage them on purchasing/partnering to develop courses:

- Industry Roundtables/Focus Groups (twice annually)
- Newsletter (each trimester, aligning with development cycles)
- 1:1 partnership meetings (ongoing basis)
- Updated web content (to be completed by summer 2023)



Microcredentials: Diving into the model



Mr. Edward Cochran
Management, Lecturer

College of Business Administration

Course: Leading in Uncertain
Times: Concepts in Change
Management & Resiliency



Dana Richter-Egger, Ph.D.
Math Science Learning
Center Director

College of Arts and Science

Course: Future-Focused Decision
Making: Concepts in Sustainability

THANK YOU FOR
YOUR PARTICIPATION

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