WELCOME TO UNO’S
STRATEGIC PLANNING FORUM 2023
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
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)

<table>
<thead>
<tr>
<th>Known Cost Increases</th>
<th>Potential Revenue (NOT increasing at rate of expenses)</th>
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<tr>
<td>Personnel (3% increase)</td>
<td>State appropriations</td>
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<tr>
<td>Benefits</td>
<td>Tuition increases (unknown)</td>
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<td>Tuition Remissions (negative tuition)</td>
<td>Enrollment &amp; Retention Strategies</td>
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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.

Carnegie Classifications of Institutions of Higher Education (CCIHE)

<table>
<thead>
<tr>
<th>Universal Classifications</th>
<th>Elective Classifications</th>
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<tbody>
<tr>
<td>REVISED</td>
<td>TO COME</td>
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<tr>
<td>Basic</td>
<td>Social/Economic Mobility</td>
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<td></td>
<td>Community Engagement</td>
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<td>Leadership for Public Purpose</td>
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<td>Sustainability, Indigenous-serving, etc.</td>
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HOW WE ARE MOVING FORWARD

2023
- March 2023: Launch new website (phase 1) and announce funding commitments
- Summer 2023: Announce 2024 revised Basic methodology
- April/May 2023: Announce new Elective classification(s)
- TBD: Launch pilot for new Elective classification(s)

2024
- Late 2023: Release framework for 2024 SEM classification for review and public feedback
- January 2024: Announce new Community Engagement campuses
- June 2024: Announce new LPP campuses

2025
- Late 2024/early 2025: Release 2024 Basic and SEM classifications; allow for review and appeal processes before finalizing
- Mid 2023: Finalize 2024 SEM methodology
Year of Social Mobility
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 from 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-higer 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

strategicplan.unomaha.edu/Q2
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
Spring 2023 Term Retention Rate of 89.9%

<table>
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<tr>
<th>Fall 2022 Outcomes</th>
<th>Count</th>
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<tr>
<td>Retained</td>
<td>9,338</td>
</tr>
<tr>
<td>Graduated</td>
<td>706</td>
</tr>
<tr>
<td>Stopped Out</td>
<td>1,043</td>
</tr>
<tr>
<td>Transferred</td>
<td>20</td>
</tr>
<tr>
<td>Deceased</td>
<td>1</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>11,169</strong></td>
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Innovative Retention Examples
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

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

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.
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
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
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.
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
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

STRATEGIC PLANNING FORUM 2023

UNIVERSITY OF NEBRASKA
Omaha