Accreditation                                    Systems Intelligence and Data Analytics (SIDA)

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# Addendum to Systems Portfolio 2013

Neal Topp
*University of Nebraska at Omaha*, ntopp@unomaha.edu

### Recommended Citation

This document is the response from the University of Nebraska at Omaha to the March 15, 2013, AQIP Systems Appraisal Feedback Report.  The format of this response follows the order of stated deficiencies that begin on page 38 of the Systems Appraisal Feedback Report. The UNO contact is the ALO, Neal W. Topp, ntopp@unomaha.edu, 402.554.2435.

**Core Component 4.B**

Responses to 4.B are included in several places in this document and highlighted in <mark>yellow</mark>. All additional responses that deal with assessment of student learning are highlighted in <mark>green</mark>.

<mark>**1P1 & 1P2--Subcomponent 3.B.3**</mark>:  All degree programs systematically document and report student outcome measures to UNO's Assessment Committee and address student engagement and performance as part of a formal program review process. Since 2009, 45 programs have submitted assessment reports that target specific and program-appropriate outcome measures regarding what respective students should know and be able to do upon graduation.  Student data related to collecting, analyzing and communicating information, or using diverse modes of inquiry or demonstrating creative work and other skills are appropriate measures to satisfy these requirements. In a separate process, 45 major/degree programs have undergone program review since 2009. In addition, UNO has an active undergraduate research initiative named, The Fund for Undergraduate Scholarly Experiences (FUSE), which include grants that support faculty-mentored undergraduate student research and creative activity. Grants of up to $2,500 per student are available to UNO undergraduates. For 2013, over 80 students were awarded funds.

Subcomponent 3.B.5:  As mentioned above, students are involved in various types of scholarly activities.  Of course, UNO faculty are highly involved in scholarly activity, including research, contributing to publications, development of various creative activities, and leadership in professional organizations.  These types of activities are an important part of the annual review process and consideration for promotion and tenure.  As an example of the productivity of the faculty, please see the publication list posted at https://unomaha.worldcat.org/profiles/castma/lists/3116567.

<mark>Subcomponents 3.B.1 & 3.B.2</mark>:  Currently, no assessment has been done in the general education curriculum. Revision of the student learning outcomes and issues with the system used to manage the general education courses delayed the implementation of formal assessments. The UNO General Education Committee has spent the 2012-2013 academic year working to identify assessment tools that will accurately measure student learning outcomes. Additionally, the committee has established general procedures to implement a rotation of assessment for the various categories within general education. For the 2013-2014 academic year, the general education committee will launch a pilot assessment project examining the area of Humanities/Fine Arts and Speech. This pilot project will assist the committee in determining specific procedures and format for a full-scale implementation of general education assessment.

<mark>**1P2 & 1P18 -- Subcomponent 4.B.2, 4.B.3, & 4.B.4**</mark>:  All degree programs systematically document and report student outcome measures to UNO's Assessment Committee as part of a defined process. Assessment report cycles have been more defined this academic year. Although many programs have assessed student outcomes annually, the Assessment Committee has adopted a practice that requires formal submission of outcome measures two times during a seven year period. Although this rotation is new to UNO, the cycle allows for student-driven and data-informed decisions to guide program direction. Additionally, UNO's Academic Planning Council facilitates a formal program review cycle every 7th year that also includes a

student assessment component. Since 2009, 45 programs have submitted assessment reports that target specific and program-appropriate outcome measures regarding what respective students should know and be able to do upon graduation.  As a part of the Assessment process, programs complete a template which clearly requires them to respond to the following statement: "Include here a brief analysis of the data you have collected above and note any prevailing trends or concerns your unit may have with this information. Also, please include here a brief description of what action, if any, your unit has taken or will take in response to the assessment data included above.*" S*ubmission guidelines are available at http://www.unomaha.edu/assessment/tabs/reports/reports.php. Since 2009, 45 formal assessment reports have been facilitated by the Assessment committee.

Faculty who have expertise and interest in assessment direct the activities of UNO's Assessment Committee. This representative sample of faculty can be viewed at http://www.unomaha.edu/assessment/

UNO Institutional Effectiveness (Institutional Research) partnered with the Assessment Committee to complete the CLA (http://www.unomaha.edu/oie/docs/CLA_0711.pdf ).  Members of the Assessment Committee were actively involved in reviewing and discussing use of CLA results in academic departmental review of their programs.   Several members of the Assessment Committee undertook additional analysis of the CLA results to better drill-down and understand the data and results.  The NSSE survey has also been conducted in the past in partnership with the Assessment Committee.  The 2013 administration of NSSE was done in partnership with the Division of Student Affairs and the Assessment Committee.  This was done to expand the use of NSSE findings beyond the academic programs, to include co-curricular programming through Student Affairs.  The Office of Institutional Effectiveness has developed a more robust dashboard to make this assessment information more accessible to the entire campus community (http://www.unomaha.edu/oie/tabs/ir/nsse/ ).  The Institutional Research home page includes links to both the CLA and NSSE findings, including longitudinal trends for key NSSE survey items.  NSSE is used by the University of Nebraska strategic framework, and information is shared with the Board of Regents on an annual basis on our performance and our use of this information.

**1P4 & 1P10 -- Core Component 1.C:**  UNO's commitment to diversity and inclusiveness is evidenced throughout the institution in curricular and co-curricular programming. UNO's strategic plan explicitly articulates the institutional relationship between the University's mission and our role in preparing students to be citizens of a diverse community as well as creating an institutional culture of inclusion. Strategic Plan Subgoals include Subgoal 1D, "UNO will increase the educational opportunities for students from under-represented populations." And Subgoal 1E, "UNO will foster an institutional culture and climate that attracts and develops students, faculty and staff of diverse talents and backgrounds."

UNO's general education program requires coursework focused on U.S. and global diversity. Many of the academic programs, such as education and business have additional curriculum requirements for cultural competency. Globalization is one of five academic priorities identified in 2011 with a working group identifying curricular, research, and engagement opportunities (both on campus and throughout the world) for students and faculty. Academic service learning (over 2300 students each year enroll in service learning course offered in all six colleges and at all levels) at UNO is significant in preparing students for a multicultural society. With seven years of data, assessment of service learning courses indicate that students have an enhanced sense of responsibility to the community, increase awareness of community needs, and feel more prepared to work in a culturally diverse world http://www.unomaha.edu/servicelearning/assesstat.php

Campus groups and units such as Chancellors' Commission on the Status of Women, the Women's and Gender Studies program, the Department of Black Studies, the Office of Multicultural Affairs, the Office of Latino/Latin American Studies, and others ensure a wide range of programming for students, faculty, staff, and the greater community designed to enhance awareness and appreciation of human diversity.

In 2013, the Division of Student Affairs was reorganized into four functional four subdivisions; wellness, involvement, retention, and inclusion. The Inclusion Subdivision involves a diverse portfolio of student services and programs such as Multicultural Affairs, MaV USO (veteran and military support services), Disability Services, and cultural heritage programs. In addition, a Senior Director (Chief Inclusion Officer) was appointed to oversee the development of co-curricular education and assessment initiatives that will begin in the fall 2013 semester.

**1P4 & 1P12 -- Core component 3.A:**  UNO's newly established Academic and Career Development Center (ACDC) has continued utilizing the career planning software offered by Economic Marketing Specialists, Inc. New students are intentionally introduced to the software in First Year Experience courses each year (900+ students annually). In addition, academic advisors located in each of UNO's six academic colleges are oriented on how to use the software and encouraged to refer students to the website for more information.

All courses  are governed by the master syllabus approved through the campus curriculum review process. All online courses are assessed in the same manner as on-campus courses, all have student evaluation of the courses and instructors, all are subject to the exact same assessment process for the course/program as courses delivered face-to-face. For example, the online MPA goes through the exact same review process/assessment as does the face-to-face since this is (remember there is one MPA delivered by two different modes) the same accredited program.  The course or program is expected to be the same, regardless of delivery.

UNO curriculum and program review processes for new and continuing curriculum and programs specifically address issues related to ensuring that curriculum is offered at the appropriate level (1000-4000 for undergraduate, 4000/8000 dual level, and 8000/9000 graduate only) and assigned credit hours for the specified learning outcomes and course content. Department/School, College, and the University Educational Policy Advisory Committee carefully reviews each course to ensure appropriate designations. Changes in course level and credit hours are considered "major" changes and require full committee review before a change is implemented. All courses follow a master syllabus that ensures that regardless of the delivery method the learning outcomes and course content remain the same.  Assessment of courses is based on the learning outcomes, not the delivery methods. The links below provide additional information on the review process.  http://www.unomaha.edu/aandsaffairs/inside/epac.php, http://www.unomaha.edu/aandsaffairs/inside/epac/newcourse.php

In developing new programs, UNO is guided by Nebraska Statutes, Nebraska Coordinating Commission for Postsecondary Education, and the University of Nebraska Board of Regents. See http://www.unomaha.edu/aandsaffairs/tabs/academic/newprog.php for summary of process as well as degree/major proposal document guidelines. All new programs must clearly establish centrality to role and mission of the institution, consistency with the University of Nebraska Strategic Framework, and consistency with the comprehensive statewide plan for postsecondary education. The program of study is provided in detail as well as evidence of need and demand for the program and avoidance of duplication. New graduate programs are subject to additional scrutiny by the University of Nebraska Executive Graduate Council and an

external review process organized by the University of Nebraska System Executive Vice President/Provost to ensure quality, including appropriate level, need/demand, and capacity for the degree program. These issues are also part of the on-going program review process for existing programs.

**1P4 & 1P13 -- Core Component 4.A:**  All Nebraska institutions are required by the Nebraska Coordinating Commission for Post-secondary Education (CCPE) to assess all programs no less than once every 7 years. The CCPE identifies 80 programs for evaluation, and UNO welcomes and complies with this directive. During 2012-13, 8 programs were evaluated (Anthropology, Broadcasting, Communication, General Administration, General Studies, Journalism, Sociology, and Speech). These programs were evaluated as a part of three separate Departmental reviews. Examples of the reviews are available at https://www.dropbox.com/sh/q2y9ihi816x1bvi/HdOJFr6BYK

Credits submitted only on official sealed transcripts from other accredited colleges or universities will be evaluated for admission to an UNO undergraduate college by the Office of Admissions. Transcripts will become a part of the student's permanent record maintained in the Records and Registration Office. The Dean of the appropriate UNO College will apply the transfer credit toward degree requirements. Only courses with a grade of "C-" or better will be accepted for transfer from a regionally accredited two- or four-year college or university. Sixty-four semester credit hours is the maximum allowed for transfer to most undergraduate UNO colleges from regionally accredited two-year colleges. The College of Engineering and the College of Education and Human Sciences will allow a maximum of 66 semester hours of transfer credit. All credits and grades earned at other University of Nebraska campuses will be accepted, computed into the student's grade point average, and will become a part of the permanent record from which official transcripts will be made. More information can be accessed at http://registrar.unomaha.edu/transfer_of_credit.php.

According to the Nebraska Coordinating Commission for Postsecondary Education (CCPE), all dual enrollment instructors must have at least a minimum of a Master's Degree. UNO Departments reserve the right to exceed those guidelines in certain circumstances and UNO departments require a resume, transcripts and course syllabi. Some departments also review sample tests, quizzes or other examples of student work. More information can be accessed at http://www.ccpe.state.ne.us/PublicDoc/Ccpe/Reports/default.asp).

UNO Dual Enrollment's program is primary associated with the AP Program offered through CollegeBoard. The departments can provide enhancements to the curriculum and slight modifications can be offered as long as it falls within the AP curriculum. The students are strongly encouraged to take the National AP exam held each May and many of the high school districts require that the AP exam be taken. More information can be access at http://dualenroll.unomaha.edu.  For non-AP courses, the UNO Departments examine the course syllabi, along with the faculty credentials to see if a course is already aligned with an existing UNO course. The departments then will use common finals and/or other assessments that are worked out with both the UNO departments and the high school faculty.

UNO Programs with independent accreditation processes are evaluated to determine if the accreditation self-study satisfies the requirements for UNO's program review. Programs with external accreditation can be reviewed at http://www.unomaha.edu/oie/tabs/accreditation/acprog.php

**1P6 -- Core Component 2.B:**  Institutional accreditation, program accreditation, and improvement projects are available to the public and campus community through the Accreditation tab on UNO's Institutional Effectiveness web page: http://www.unomaha.edu/oie/tabs/accreditation/accreditation.php .  Information on

several UNO campus-wide Key Performance Indicators is available through the Performance Information Gateway (PING): https://www.unomaha.edu/infogateway/ .  The KPI tab provides information on campus revenue and expenditure trends, enrollment trends, tuition trends, and student success indicators.  General education objectives are available to the campus community via the UNO web page: The cost to students can be access at http://cashiering.unomaha.edu/tuition.php.

The General Education Committee works with the Department Chairs, Deans, and members of the Assessment Committee to facilitate awareness and alignment of general education courses and their approval. Information can be accessed at http://gened.unomaha.edu/documents/forms/geslos09052012.pdf.

**1P7 & 1P15 -- Core Component 3.D:**  In the spring of 2013, UNO completed a strategic enrollment planning process that was facilitated by the national consulting firm Noel-Levitz. The strategic planning process focused on developing strategies and actions to support student recruitment and retention goals. As a result of this planning process, a retention-based strategic priority was established to focus on improving the service and support to all students who enter the university as "undecided." Work has already begun in the pursuit of this strategy. Beginning in the fall semester of 2013, all students who identify as undecided will meet initially with a professional advisor in the newly established Academic and Career Development Center (ACDC). The academic and career advisors are charged with helping each undecided student find a successful academic fit that will support an identified career pathway.

Teaching evaluations results are considered in the reappointment, promotion, and tenure processes in all units.

**1P11 -- Core Component 2.E:**  The ethics and integrity policies for staff and faculty are posted on the UNO website and can be accessed at http://www.unomaha.edu/humanresources/Documents/codeofethics.pdf.  In addition the Board of Regent and FRPA policies can be accessed at http://www.unomaha.edu/facsen/faculty_handbook/04_faculty_hndbk.php. Enforcement of these policies is the joint responsibility of the system administration, campus administration and unit administration.

Student ethics and expectations are topics at student orientation sessions. The student code of ethics can be accessed at http://www.unomaha.edu/aandsaffairs/documents/scc.pdf. Student conduct issues are enforced by the Student Conduct Office, an office reporting to the Assistant Vice Chancellor for Student Services.

**1P16 -- Core Component 3.E:**  In the fall of 2012, the new Senior Student Affairs Officer (SSAO), completed a limited program/administrative review of the Division of Student Affairs (DSA). As a result of the findings and recommendations associated with this review, the Division of Student Affairs was reorganized into four distinct subdivisions (wellness, retention, inclusion, and involvement subdivisions) that focus on integrating co-curricular educational and assessment initiatives throughout Academic and Student Affairs and coordinating student support programs and services. An intentional and systematic approach to student learning assessment will be coordinated across DSA subdivisions by the Dean of Students and the Assessment Coordinator beginning in the fall 2013 semester. The accountability for integrating co-curricular education and the assessment of student learning outcomes will be supported by a systematic and intentional program review process at the department and program level.

In addition, the Division of Student Affairs (DSA) developed a seven-year program review schedule and process for all of its student service departments.  The program review process will feature a continuous

improvement cycle that includes the preparation of a department self-study,  program review committee analysis (including a faculty chair and external reviewer) and recommendations, and a departmental response that includes recommendations for future improvements. The first two DSA program reviews scheduled for 2013-14 include the Office of Student Conduct and the new Academic and Career Development Services.

An intended outcome of the recent reorganization of the Division of Student Affairs (DSA) was to improve the coordination/communication among student clubs and organizations throughout campus. An "involvement-centered" subdivision comprised of departments and programs was created to support the growth of an active and engaged campus community (see attached functional DSA reorganization plan/Jan 2013). In support of building and maintaining relationships with student groups throughout the campus community, an online engagement network (OrgSync) was recently purchased in preparation for the fall 2013 semester.

**3P1 -- Core Component 4.C:**  The UNO Recruitment and Retention Analysis and Action Networks (RAAN) held substantive and data-driven discussions about student recruitment and retention at UNO. To date, a total of nine strategies and supporting action steps have been identified. RAAN members will continue meeting throughout 2013 to further develop attainable action steps with corresponding implementation timelines for each strategy

In 2010-11, improving student retention, persistence, and completion rates was identified as a strategic priority within the University of Nebraska System and requires each campus to maintain or reach the average six-year graduation rate of its peers. Also, one of the objectives includes the following text' "All prospective and current undergraduate students are regularly informed and assisted in obtaining the benefit of the University's four-year graduation guarantee."

In addition to responding to the aforementioned NU System goal, an intentional strategic enrollment planning process was initiated in 2012-13 to support the campus goal of reaching 20,000 enrolled students by 2020. To organize and advance this strategic direction, UNO commissioned the Enrollment Management Executive Committee (EMEC) in the spring of 2012 and hired an external consultant, Noel- Levitz, a national leader in enrollment management. To date, these initial strategic enrollment efforts have led to a number of important milestones:

- Began educating the campus community about how to approach student recruitment and retention using a strategic enrollment plan
- Compiled and organized over 200 data points related to UNO enrollment
- Created retention and recruitment analysis and action networks comprised of faculty, staff, and students
- Completed a strategic planning effort with over 100 faculty and staff involved
- Reorganized the Division of Student Affairs
- Reorganized the Enrollment Management Division
- Reorganized University Communications
- Completed the initial Phase I www.unomaha.edu website redesign

To further support and document our efforts, UNO conducted a campus-wide SEM forum on October 9, 2012, to discuss enrollment growth and our partnership to grow alongside the city of Omaha. This event featured community and campus stakeholders and a strategic planning exercise. The feedback generated during the forum can be accessed at http://sem.unomaha.edu/.

To further the progress on recruitment and retention, a group of UNO faculty, staff, and students came together in Fall 2012, to discuss how to UNO can improve in this area. Planning sessions were facilitated by Dan Garcia and Dave Trites from Noel-Levitz and co-chaired by UNO Associate Vice Chancellors Dan Shipp and Pelema Morrice.

The initial strategic priorities identified as a result of the campus planning process include:
A. Initial priority <u>recruitment</u> strategies

- Communicate, internally and externally, our value to increase stakeholders' understanding of UNO's.
- Improve business practices so that prospective/current students can easily access and navigate services
- Adopt a culture that recruiting is *everyone's* responsibility
- Take a data-driven approach to its recruitment practices

B. Initial priority <u>retention</u> strategies

- Develop a centrally located "one-stop shop" and co-located services to provide accessible and seamless services to students; i.e., academic advising and career development support, incorporating faculty, staff, peers, and alumni.
- Develop and identify approaches to address financial issues that impede student success and retention. This should include financial literacy, management of resources, and efforts to secure addition resources, and be in partnership with the University Foundation and others.
- Develop a mentorship that includes intentional advising with early-alert for selected ethnic and/or minority populations. The focus of this strategy is expected to be on African-American students
- Implement a pre-enrollment early-alert to provide for the identification of dropout- prone students in the first weeks of their first term, who could benefit from institutional intervention, and expand the post-enrollment early-alert to help identify students who are already demonstrating behaviors associated with academic, social, and/or personal problems
- Grow a culture of caring that encourages, recognizes, and sustains faculty and staff participation in the development and implementation of student success programming initiatives
- Develop retention, persistence, and completion goals for the campus, including sub group goals, that allow UNO to exceed the average six-year graduation rate of its peers.

**4P2 & 4P10 -- Core Component 3.C:** UNO's Office of Academic and Student Affairs works closely with the Faculty Senate and the Staff Advisory Council to identify emerging issues and needs of faculty and staff. UNO's Human Resources office also works with OASA to identify emerging issues affecting faculty and staff. The Strategic Planning Steering Committee also works through its environmental assessment process to identify emerging issues as well.

Subcomponent 3.C.5: Course evaluation includes an item dealing with instructor availability. The student course evaluation data including written comments are reviewed by deans, department chairs, and faculty members each semester. In addition, a course evaluation dashboard allows the UNO community to examine trends in course evaluation measures, and to compare course evaluation information for departments and colleges. Instructor availability is one item among several in the dimension, Instructor Rapport, which has a mean score of 4.3 on a 5 point scale (5=highest) for the last five semesters.

In fall 2012 UNO completed a survey of recent alumni (degree recipients during 2006-2011).  The ACT Alumni Outcomes Survey was used.  Highlights of the survey are available through a dashboard under the KPI tab on the Performance Information Gateway (http://www.unomaha.edu/oie/tabs/ir/alumni/alumni_dash_assessment.php).  A complete report is available through the Institutional Research tab of OIE's main web page (http://www.unomaha.edu/oie/tabs/ir/alumni/).   Several items dealt with student access to instructions.  This information is available on the Alumni Survey Dashboard. An screenshot is provided below.

## Educational Environment

### Rating of Educational Experiences

| Category | # Responses | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| Academic Program Quality | 283 | High 33.6% | 52.3% | 13.1% | 0.4% | Low 0.7% |
| Computer System, Services, Equipment, and Labs | 284 | Extensive 29.2% | 50.4% | 17.3% | 2.5% | Ltd 0.7% |
| Cost for Attendance | 285 | High 5.3% | 17.5% | 39.6% | 26.3% | Low 11.2% |
| Cultural/Ethnic Diversity of Student Body | 283 | Much 19.1% | 39.2% | 35.0% | 5.3% | Little 1.4% |
| Cultural/Fine Arts/Speakers Programs | 285 | Many 9.5% | 31.6% | 48.8% | 8.1% | Few 2.1% |
| Degree Requirements | 286 | Flexible 8.4% | 37.4% | 35.0% | 14.3% | Rigid 4.9% |
| Opportunities for Student Involvement on Campus | 285 | Many 15.8% | 36.8% | 36.5% | 9.1% | Few 1.8% |
| Sense of Individual Belonging | 285 | Strong 10.9% | 30.9% | 37.2% | 16.8% | Weak 4.2% |
| Student-Faculty Interaction | 284 | Many 27.8% | 44.7% | 20.1% | 7.0% | Few 0.4% |

0.4% ▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬ 52.3%

### Rating of UNO Educational and Campus Environment

| Statement | Respondents | Rank | |
|---|---|---|---|
| Academic success was encouraged and supported | 370 | 1 | 4.29 |
| The campus was generally free from harassment (e.g., sexual, racial) | 371 | 2 | 4.14 |
| There was a sense of personal safety/security on campus | 369 | 3 | 4.13 |
| Most faculty were readily available outside class | 372 | 4 | 4.09 |
| The school had an intellectually stimulating atmosphere | 370 | 5 | 4.05 |
| There was a campus atmosphere of understanding and acceptance | 370 | 6 | 3.90 |
| Financial aid available to me was adequate for my needs | 371 | 7 | 3.81 |
| Administrators respected and were responsive to student input | 370 | 8 | 3.77 |
| I encountered few course schedule or availability problems | 370 | 9 | 3.65 |
| General Education/core requirements were valuable | 371 | 10 | 3.60 |
| Policies & practices adequately supported victims harassment/crime | 367 | 11 | 3.46 |

Agreement Scale:
5=Strongly Agree  /  4=Agree  /  3=Neutral (Neither Agree nor Disagree)  /  2=Disagree  /  1=Strongly Disagree

**4P7 -- Core Component 2.A:**  The ethics and integrity policies for staff and faculty are posted on the UNO website and can be accessed at http://www.unomaha.edu/humanresources/Documents/codeofethics.pdf.  In addition the Board of Regents and FRPA policies can be accessed at http://www.unomaha.edu/facsen/faculty_handbook/04_faculty_hndbk.php. Enforcement of these policies is the joint responsibility of the system administration, campus administration and the unit administration.

**4P7 -- Core Component 2.E:**  Student ethics and expectations are topics at student orientation sessions. The student code of ethics can be accessed at http://www.unomaha.edu/aandsaffairs/documents/scc.pdf. Student conduct issues are often dealt with at the college or unit level, with final enforcement by the Student Conduct Office, an office reporting to the Assistant Vice Chancellor for Student Services.

**5P1 & 5P2 -- Core Component 1.A:**  The original mission was adopted in 1998 and has been periodically reviewed every three years since that time.  Process includes review by Campus Strategic Planning Committee, Campus and Community representatives, and the Chancellor. It is posted on the Strategic Plan website, http://www.unomaha.edu/aandsaffairs/inside/stratplan.php.

**5P2 & 5P6 -- Core Component 5.C:**  UNO's Office of Academic and Student Affairs, through an Assistant Vice Chancellor, oversees academic assessment throughout the campus and specifically oversees the Academic Planning Council's role in requiring each academic program to provide linkages between their programs and the campus's strategic plan and how their programming and the budget supporting that program links back to the overall campus plan.

Each academic department and college is required to have a strategic plan and those plans are required to align with the campus strategic plan.  The campus plan is then systematically reviewed to determine its alignment with the system's strategic framework.  Periodically the academic units are asked to review their unit plans for consistency with the campus plan as that plan is adjusted to reflect environmental change and performance in achieve its goals and its subgoals.  Each campus wide goal is comprehensively reviewed every three years and at that time environmental factors, both internal and external are incorporated into that review.

**5P2 -- Core Component 2.C:**  The Office of Institutional Effectiveness (OIE) works with the UNO Chancellor and the Senior Vice Chancellor to compile and provide information needed for Board of Regents meetings, as well as for the Chancellor's quarterly meetings with the NU President.  In recent years information has included enrollment trends overall, as well as for sub-groups of students (e.g., racial/ethnic minority enrollment trends); graduation rates; retention rates; impact of housing on graduation rates; and financial aid and retention.  OIE staff have direct working relationships with Central Administration Institutional Research staff, and IR staff from other campuses.  Regular reports are submitted to NU's IR office, especially in the area of enrollment.

**5P5 & 5P9 -- Core Component 5.B:**  The NU Board of Regents has direct oversight.  The UNO Chancellor meets with the Board at least once a quarter and usually once a month.  The Board systematically reviews metrics across a broad range of measures at each meeting.  Its subcommittees review campus metrics and activities systematically throughout the year.  The Chancellor's leadership team, as well as the UNO Faculty Senate President, have frequent contact with the Board throughout the year.

The Center for Faculty Development has numerous professional development and leadership training programs for faculty each year.  In addition, faculty have significant opportunities to engage in leadership development through service on scores of campus committees including Academic Planning, Graduate Council, General Education, Enrollment Management, Student Retention, Chairs and Directors and so forth.

College faculty have direct control over the creation of degree programs, curricula and program design based on the constitutions of each college.  Chairs, Directors and Deans review and approve all new academic

programs, certificates, and changes in policy regarding academic programs before sending them to the Office of Academic and Student Affairs (OASA)  for their approval.  Faculty committees, coordinated by the OASA, including General Education, Educational Policy and the Graduate Council, have approval responsibilities for various elements of academic requirements including new degree programs, courses syllabi, and course approvals. Final campus approval is granted by the Senior Vice Chancellor.

**7P2 & 7P4 -- Core Component 5.D:**  (UNO could not ascertain a weakness from the systems appraisal text)

**8P6 -- Core Component 5.A:**  The University of Nebraska at Omaha strives to be one of the nation's premier metropolitan universities. A key component of our future success is enrollment growth and Chancellor John Christensen has set an enrollment target of 20,000 students by 2020. To lead these efforts, UNO commissioned the Enrollment Management Executive Committee (EMEC) and partnered with Noel-Levitz, a leader in enrollment management.  Complete information may be accessed at http://sem.unomaha.edu/.  To date, efforts have led to a number of important milestones:

- Educated campus community about the SEM planning process
- Compiled and organized over 200 data points related to UNO enrollment
- Created retention and recruitment analysis action networks and working groups
- Completed strategic planning effort with over 100 faculty and staff
- Student Affairs reorganization
- Enrollment Management reorganization
- University Communications reorganization

The university realizes that planning for the growth of the student body is of upmost importance the future success of UNO. Strategies for developing infrastructure to serve 20,000 students are being developed by campus and college administration, the Strategic Planning Steering Committee, the Faculty Senate, and external consultants.