

2022-24

YEARS 2+3: 2022-24

N2025 AIM:



Innovate student experiences that prepare graduates to be life-long learners and contributors to the workforce in Nebraska and the world

CAS AIM:









PROMOTING THE LIBERAL ARTS AND SCIENCES, LIFE-LONG LEARNING, AND STUDENT SUCCESS

CAS Goals:

- We will promote, innovate, and ensure widespread access to the transformative value of a comprehensive and integrated liberal arts and sciences education.
- We will be a national leader in experiential and life-long learning opportunities.
- We will improve the time to degree for all students and reduce the graduation achievement gap for underrepresented, low income, and first-generation students.

Strategies	Expectations	Metrics	Responsibility	Progress
Rework CASC 50: Start Smart to better prepare incoming first-year and transfer students for success.	<ul style="list-style-type: none"> • Incorporate language that reflects an Ecology of Validation model for student success. • Address the concept of Challenge as normal part of the learning/growth process for every student. • Restructure modules to open across 6 weeks, ensuring sustained engagement through a first required advising meeting. • Reorganize topics to match students' experience in and out of the classroom. • Introduce career language and concepts foundational for all students in liberal arts degrees. • Encourage reflection and discussion about transition to UNL/college. 	<p>First Year Students in every major will have an intentional on-boarding, student success, and early career development set of courses relevant to their academic major.</p> <p>First to second year retention will increase.</p> <p>Engagement with career coaches will increase.</p>	Academic and Career Advising Team with DEOs, faculty and staff	 <p>Ongoing — in progress</p>
Develop and share course and unit level data on student outcomes for URM, Pell, First Gen students	Utilize data-informed approach for teacher training, curriculum mapping, course design, and student outreach/mentoring. CAS UP! reports on unit data followed by strategy development meetings with each unit.	Part of chair and director annual review process by DO starting AY 21-22	DO, EVC, and IEA; Academic and Career Advising Team and DEOs	



Strategies	Expectations	Metrics	Responsibility	Progress
Develop and provide advanced pedagogical training in inclusive course design, teaching, mentoring, advising, and supporting students' mental health	Send personalized email to all CAS instructors of record several times a semester providing them with a small number of proven tips that would help address their most pressing teaching needs.	All teaching faculty and advisors strongly encouraged to complete at least 1 training by the end of AY 23-24; part of annual merit evaluation process starting AY 23-24	DO, IDEA Committee, and Teaching Academy; CTT; Graduate Studies; CAS instructional faculty	
Incorporate CAST Study Skills development into courses with high DFW rates	College and units will offer targeted student supports for courses with high DFW rates; focus on students-at-risk of attrition	Annual reductions in DFW rates, URM disparities in DFW rates, and improvements in degree completion % for URM, Pell, First Gen students	Ued Working Group/ future task force	
Advanced pedagogical training for all instructors and unit leaders on principles and practices of Academic Freedom	Annual workshops and webinars dedicated to Academic Freedom in the classroom and in research and creative activities	At least three trainings per year starting AY 22-23 — including separate sessions focused on graduate student and non-tenure track instructors	AFFS Committee and DO	
Expand, promote, and increase funding for undergraduate research and creative project opportunities in CAS	Coordinate with UCARE and FYRE to increase student access to and financial support for research experiences in all areas of CAS	Annual increases in the number of students participating in paid research opportunities; 108 UCARE students in AY 19-20	DO and UCARE; DEOs and research faculty; NU Foundation; Marketing and Communication	 Ongoing — Data on UCARE and FYRE forthcoming.
Host 10-week CAS Summer Research Program to expand national outreach and diversity graduate programs in CAS.	Advanced undergraduate students will be recruited nationally and regionally through Associated Colleges of the Midwest, HBCUs, HSI, and tribal colleges.	Pilot new program in summer 2024/2025 with target of 6-8 non-resident students and 4 UCARE/ FYRE students. Monitor success of CAS summer program in generating pathway to graduate study in CAS programs.	DO, Graduate Studies, and partnering CAS units	
Establish college scholarships and graduate fellowships to attract nonresident students pursuing CAS degrees	Increase in the number of new nonresident students pursuing a degree in CAS	15% increase in first year nonresident students by 2025	DO and NU Foundation; Recruitment and Academic Advising Team; ASEM	 Complete and ongoing
Establish competitiveness in graduate program initiative, providing perm funding to increase national competitiveness of graduate programs	CAS will empower units to recruit, train, and graduate next generation of highly talented researchers, scholars, and writers through bridge funding to support graduate student excellence	\$500,000 in perm funding to support nationally competitive graduate student stipends beginning in AY 22-23; allocations to be based on program performance assessments	DO and Graduate Chairs	
Establish CAS Excellence Fellowship to provide additional fellowship support to recruit highly meritorious graduate students for targeted recruitment	CAS units will have additional resources to attract and retain highly competitive graduate students	CAS will award \$60,000 from Foundation Funds over a two-year period (starting in AY 23-24) for highly meritorious graduate students recommended by units	Graduate Chairs and DO	

2024-

YEARS 4+5: 2024-26

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Strategies	Expectations	Metrics	Responsibility	Progress
Establish CAS Experiential Learning and Career Development Center for undergraduate and graduate students	Increased coordination and expanded opportunities for experiential learning, student research, and paid internships that are integrated with major fields of study and course learning outcomes; career-readiness coaching; non-academic career guidance and training for graduate students	By 2025, all CAS majors will complete an internship or related experiential learning opportunity (research, study abroad, leadership, service) by graduation	DO; NU Foundation; Advisory Council and CAS Comprehensive Campaign Committee	
	Peer communities established around shared career pathways and/or communities of interest (pre-med; pre-law; Latinx; First Gen)	By 2025, reduce % of grads still seeking employment post-bacc: 2018-19: 24% seeking employment; 29% employed; 39.8% continuing education.	DO and Grad Chairs	
	Internship and study abroad scholarships to ensure broad access for students	Establish college-wide data system for graduate student placement rates	CAS Students and Academic and Career Advising Team	
		UCARE participation will increase by 20%	DO and DEOs; Academic and Career Advising Team; NU Foundation; Ed Abroad	
		4-5 Peer career-communities created by AY 22-23		
		CAS student participation in study-abroad programs and globally oriented local experiences will increase by 20%		

YEARS FOUR + FIVE



Complete



In progress



Eliminated or substantially revised





Advanced from prior year

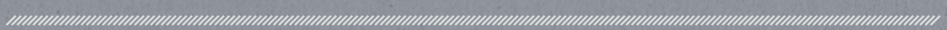
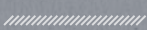


New

20

Strategies	Expectations	Metrics	Responsibility	Progress
	<p>— CONTINUED —</p> <p>Increase planning and faculty support, student outreach, and training for CAS faculty-led study-abroad programs; pursue collaborations with other colleges and universities</p> <p>—</p> <p>Expanded alumni network and improved tracking to support student mentoring and career success</p>	<p>— CONTINUED —</p> <p>Increases in annual enrollments in existing study abroad courses; 3-4 new CAS faculty-led study abroad programs with wide appeal to students across UNL. CAS will utilize private subvention funding to reduce costs for students.</p> <p>—</p> <p>Annual increases in alumni-student mentoring programs and events</p>	<p>— CONTINUED —</p> <p>DO and DEOs; Ed Abroad; NU Foundation; Advisory Council</p> <p>—</p> <p>DO and DEOs; NU Foundation; Advisory Council</p>	
Create seed funding pool to incentivize the creation of new online certificate and master's degree programs within appropriate disciplines	Expanded state- and region-wide marketing of online programs and accelerated master's degree programs; targeted outreach to diverse student populations (tribal colleges, community colleges)	At least 3 new fully online degree or certificate options in CAS by 2025; 2-3 new accelerated master's programs	DEOs, DO, and Marketing and Communication, with ASEM NU online	
Establish new pathways and partnerships to facilitate growth in domestic and international transfer students to CAS	Remove barriers (e.g., test and application fees) to support annual increases in domestic and international transfer students	25% total increase in transfer students by 2025	DO and NU Foundation; Recruitment and Academic Advising Team; ASEM	
Sustain and improve advanced pedagogical training and faculty mentoring in support of inclusive classrooms/labs; targeted student learning assistance; promotion of UGS research experience	CAS will maintain a relentless focus on improving student learning experiences and facilitating student success	<p>By 2025:</p> <ul style="list-style-type: none"> • 4-year graduation rate will increase from 48% to 58%; 6-year graduation rate will increase from 55.5% to 72% • The equity gap in the 6-year graduation rate will decline from 12% to 6% for URM; from 10% to 5% for Pell; and from 8% to 4% for First Gen students • First-year to second-year retention will increase from 85% to 88% • CAS majors will increase by 10% 	DO, IDEA Committee, Teaching Academy; DEOs and all instructional faculty	

PLAN APPENDICES



2021-22

YEAR 1: 2021-22

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Strategies	Expectations	Metrics	Responsibility	Progress
Implement CAS UP: Challenge for Achieving Success in Undergraduate Programs	Every course-offering unit will have documented CAS UP plans focused on Recruiting, Retaining, Graduating, and/or Launching students for success	<p>Make incremental progress toward CAS 2025-26 goals:</p> <ul style="list-style-type: none"> • 4-year graduation rate will increase from 48% to 58%; 6-year graduation rate will increase from 55.5% to 65% • The equity gap in the 6-year graduation rate will decline from 12% to 6% for URM; from 10% to 5% for Pell; and from 8% to 4% for First Gen students • First-year to second-year retention will increase from 85% to 88% • CAS majors will increase by 10% 	DEOs and DO; all CAS faculty and staff; Recruitment and Marketing and Communication	 <p><50%</p> <p>The 4-year graduation rate has increased every year over the last 3 years, reaching 49.7% in 2022-23.</p> <p>In AY 2021-22 the 6-year graduation rate increased to 671%. New target is 72% by 2025. AY 22-23 6-year graduation rate was 63.8%.</p> <p>Equity gaps in 6-year graduation rates improved for URM and Pell students in AY 22-23: -14.8 and -8.1% (compared to overall CAS 6-year grad rate).</p> <p>First Gen student equity gap has grown (compared to overall CAS 6-year grad rate) -12.3%</p> <p>First-year retention increased by 2% for Fall 2021 cohort (80.6%); recovering from pandemic decline of 6.4% for Fall 2020 cohort (78.6%).</p> <p>UGS headcount in Fall 22 was 3640, a 7.7% decline since 2022 (does not control for removal of Computer Science from CAS). 4,205 total CAS majors in Fall 2022.</p>



Strategies	Expectations	Metrics	Responsibility	Progress
Focus Programming, outreach, and support to improve first-year retention and reduce equity gaps	<p>Establish required advising for students in their first academic year.</p> <hr/> <p>Build 2-year degree plan by end of the first year</p>	<p>Increase use of 1-1 advising by first year students to 90% (Fall 2020 was 86.75%)</p> <hr/> <p>Reach 90% of first year students with a degree plan through term 4.</p>	Academic Career & Advising Teams	 <p>Goal exceeded: Fall 2021, 96.1% first-year students used 1-1 advising; Spring 2022 94.0% had 1-1 advising.</p> 
In partnership with EVC and NU Online investments, develop online degree completion pathway through CAS Individualized Program of Study (IPS)	<p>New online course development and delivery in all areas of CAS; implemented by 22-23</p> <hr/> <p>Expanded academic advising to support IPS learners in CAS</p>	Five-year average annual growth of 3% in new student enrollments, online SCH, and total degrees in CAS	DO with DEOs and Academic and Career Advising Team; EVC and NU Online	 <p>>50%</p>  <p>>50%</p>
Expand programs and internships to facilitate graduate student non-academic career success	Workshops, symposia, short courses, and summer internships focused on non-academic careers	By AY 21-22, at least one event or program per year dedicated to non-academic careers across all areas of CAS: sciences, social sciences, and humanities	DO, DEOs, and Graduate Chairs; Graduate Studies	
Develop new cross-college academic programs for current students and non-degree seekers	Expanded multi-disciplinary course offerings and professional skill development classes: social impact, environmental justice, new pathways for teacher education	1-2 new programs in AY 21-22; a total of 4-5 new cross-college certificates by 2025	DO with DEOs and Academic and Career Advising Team; Marketing and Communication	 <p>Complete with Social Entrepreneurship Data Science ongoing</p>
Implement Student Success Grants to remove financial holds (up to \$1000) and facilitate persistence	For CAS majors in good standing (2.0 GPA or better) financial holds will not be a barrier to degree completion	<p>Pilot Program Fall 2020 (up to \$13,500 in support)</p> <p>Assess impact of grants on student persistence for AY 20-21 and degree completion rates</p>	DO and Academic and Career Advising Team; Recruitment and Academic Advising Team	

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<p>Formalize UEd working group as standing college committee</p>	<p>Undergraduate Education Working Group will accelerate our focus on effective pedagogy, innovative experiential learning, and degree completion for all students: charged with pairing data with pedagogical training and student support</p>	<p>Newly formed committee with broad college representation and strategic UEdWG action plan in place by AY 21-22; dedicated resources for instructor professional development (by FY 22-23)</p>	<p>DO and all faculty; Academic and Career Advising Team</p>	 <p>Complete: Committee for Advancing Undergraduate Success and Equity (CAUSE) new in 2023</p>
<p>Assess feasibility of Global Awareness certificate program in CAS/UNL</p>	<p>Build global awareness and cross-cultural competencies through combination of courses, on-campus conferences/symposia, and research/study/international internships</p>	<p>Study Global Awareness Programs at R1s; host cross-college conversations about GAPS</p>	<p>DO; Office of Global Strategies</p>	 <p>Completed—and not proceeding.</p>

