

## Strategic Plan Education Implementation – November 8, 2010

### Committee Members

Michael Bowers, Executive Vice President and Provost, Committee Chair  
Bea Babbitt, Director of Academic Assessment  
Carryn Bellomo, Chair, Faculty Senate General Education Committee  
Jennifer Fabbi, Assistant to Dean of University Libraries. Faculty Senate  
Kendall Hartley, Assistant Chair, Department of Curriculum and Instruction  
Patricia Iannuzzi, Dean of University Libraries  
Dave James, Associate Vice Provost for Academic Programs  
Ann McDonough, Dean, Academic Success Center  
José Melendrez, Assistant Vice President for Diversity and Inclusion

### Contributing authors

Gayle Juneau, Executive Director for Academic Advising  
Carl Reiber, Associate Dean, College of Sciences  
Keith Rogers, Deputy Exec. Director for Operations, Center for Academic Enrichment & Outreach  
Karen Strong, Associate Vice President for Student Affairs  
Susan Thompson, Director, International Programs

### Committee charge

Collect information about campus activities that document progress made as part of the Education Action Plan, and prepare a summary report.

### Committee report process

Updates were solicited from campus units engaged in operating programs that address each of the three main priority areas (Roman numerals) and 17 numbered action items, shown below in bold-face font, that were identified in the Education portion of the Focus 50-100 Strategic Plan. Status reports for each action item, as of November 5, 2010, are shown in plain font below each **bold-faced heading from the original Focus 50-100 report**. The format of this update changed as a result of a November 2008 Education Implementation team meeting that led to a revision of the categories for the Education portion of the Focus 50 to 100 Strategic Plan. These revised categories were previously used in the August 2009 update posted to the <http://planning.unlv.edu> web page. An additional March 2010 update was generated as part of the supporting documentation for the 2010 NWCCU accreditation report and visit.

### Update on Focus 50-100 Priority Areas and Action items since March 19, 2010 report

#### I. Develop an integrated student educational environment, improving advising, learning support, and first-year programs, to improve student learning and retention.

##### 1. A plan for integrated undergraduate education reform

A final draft of a proposal to revise undergraduate education, titled “Proposal for reform of UNLV Undergraduate Education including Faculty Development and Support, Curriculum Revisions and Administrative Measures,” was completed on November 8, 2010 and released to the campus for discussion, review and potential revision.

##### 2. Form learning communities

Three formal learning communities currently exist:

- a) Communication Studies – 3 linked courses, GUA 100, COM 101 and COM 102 – now in 2nd year
- b) Writing Links – 2 linked courses now in 5th year. In the past year, four of the six links offered each semester have been between English 102 and ENG 231 or ENG 232. Two

## Strategic Plan Education Implementation – November 8, 2010

links each semester have been between English 102 and Philosophy 102.

- c) Academic Success Center (ASC) – The Academic Success Center with campus wide input has elected to expand upon the Freshman Seminar course with IDS 100. Learning communities are “on hold” until the reformation of the undergraduate curriculum has been completed.
  
- d) Two new learning communities are were initiated in Fall 2010:
  - a. A three-course learning community in Communications and Business, consisting of linked sections of Business 103 and Communications 101, along with enrollment in Communications 102.
  - b. Two new Writing Links combined the Science 101 First-Year course, required of all new majors in the College of Sciences, with one dedicated section of English 101 and one dedicated section of English 101E, so that student science writing may be evaluated and reinforced in their English Composition classes.
  
- e) Seven additional learning communities will be implemented spring 2011:
  - a. Four sections of English 102 will incorporate Service Learning into the curriculum. Students in each section will choose one of five themes (animals, kids, poverty, environment, health) and small groups will be formed around each theme. Each small group will be assigned to a community agency to research how Southern Nevada is addressing their specific issue. Each small group will be required to volunteer so many hours and complete a research paper and presentation on the question of “How social, cultural, and environmental issues are related to Southern Nevada.”
  - b. A repeat of the Science 101 – English 101 Writing Link
  - c. A new Writing Link in English at the sophomore level, combining English 298, Writing about Literature, with English 231, World Literature
  - d. A pilot of a 2nd year University-wide experience, called “Impossible Problems” will consist of a learning community drawn from students majoring in social sciences and natural sciences with an emphasis on civic engagement.

### 3. An emphasis on global/multicultural learning

- a) The Office of the Vice President for Diversity and Inclusion, established in 2007, contributes to the oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment. These efforts extend off-campus into the greater Las Vegas area, for the broad array of community-based university stakeholders. In Fall 2010,
- b) Sept. 2010: The office of the Vice President for Diversity and Inclusion in collaboration with the Presidents office and the Executive Vice President and Provost presented the “Expanding Pathways for Access and Success of Diverse Faculty”. This report was presented to the Cultural Diversity Committee of the Board of Regents. This report

## Strategic Plan Education Implementation – November 8, 2010

provides current data and future actions to retain, support and increase diversity amongst academic and professional faculty. The report is based on surveys and consultation with Cabinet officers; deans; directors; chairs; and faculty of all ranks, gender, sexual orientation, racial, and ethnic identities. It promotes both a “top down” and “bottom up” strategy for expanding diversity within the faculty ranks at UNLV. All levels of administration and faculty are expected to be active participants in its implementation. Over time the plan will be evaluated, revised, and enhanced on an ongoing basis as its efficacy is regularly gauged. The new Vice President for Diversity and Inclusion will be tasked to coordinate implementation activities among all constituent groups on campus.

- c) Oct. 2010: The position of the Vice President for Diversity and Inclusion was filled with the appointment of Dr. Sterling Saddler as Interim Vice President. Dr. Saddler was selected from an internal search of current senior faculty at UNLV, undergoing in-depth interview and a campus town hall process. Dr. Saddler was selected and brings executive leadership experience, strong foundation in academic expertise both in the classroom and in research.
- d) Oct. 2010: In order to support the academic mission of UNLV and to provide direct support and resources for academic faculty the position of Director for Research and Educational Resources is being created. The director will provide leadership for the Institute for Diversity and Social Justice, providing direct lines of interaction and identification of new resources to support research.
- e) The Office of Diversity and Inclusion continues to:
  - a. Organize on-campus and off-campus events, including conferences, symposia and ceremonies, and coordinates the actions of several on-campus committees.
  - b. Operate and support the Vice Presidential Commission on Diversity, consisting of a twenty one voting member panel that includes students, faculty/staff, and community members. The Commission charge includes
    - i. “Act as a committee within which members of the faculty, staff, student body and community, can raise and act on issues related to diversity and inclusion at UNLV.”
    - ii. “Advise the Administration on issues, policies and practices that affect UNLV’s ability to promote diversity and inclusion on the campus and in campus relations to the community.”
    - iii. “Offer recommendations and propose initiatives to redress all forms of inequalities and inequities on the campus.”
    - iv. “Provide other support on issues of diversity and inclusion at UNLV, as decided on by the vote of the Commission.”
  - c. Operate the Institute on Diversity and Social Justice, formerly the Institute for Multicultural Education and Diversity Training (IMEDT), and the Research Center for Social Justice (RCSJ).
    - i. The IMEDT was developed to provide diversity and inclusion-related consultation, training, education, and organizational development

## Strategic Plan Education Implementation – November 8, 2010

services to campus and community stakeholders. More specifically, the Institute develops and offers, on a sliding- scale, cost-recovery fee basis, cutting-edge professional development initiatives and related resources for UNLV faculty, staff, and students; PK-16 faculty, staff, and students; non-profit organizational staff; and, business and industry professionals primarily in the greater Las Vegas. These initiatives include, but are not limited to, multicultural curriculum development seminars and consultation services across academic disciplines and instructional levels; professional development courses dedicated to establishing cultural and related second language competencies; educational guides on multicultural subject matter; speakers' bureaus on a broad range of diversity themes; diversity training on the array of subjects that fall under the diversity umbrella; training guides on diversity topics; and multicultural organizational development services that focus on enhancing educational and workplace climate and quality. As of Spring semester 2009, the Institute had built a formal cohort of eight core faculty and staff; developed and begun implementing six collaborative research projects, responded to 50 requests for education and training, brought three major speakers to campus, generated two major funding proposals to secure a non-state funding stream, and secured an operational home on the UNLV campus

- ii. The Research Center on Social Justice (RCSJ) supports community-based research projects for faculty and graduate students, provides developmental research opportunities for undergraduate students, and engages faculty, students, and community stakeholders in a broad array of participatory action research and service-learning opportunities designed to improve the quality of life for those who are most vulnerable in our state—members of traditionally underserved and underrepresented economic and racial minority groups in the state of Nevada.
- d. Operate the UNLV Multicultural Center (MC) located in the Houssels House building on the UNLV main campus, the MC provides centralized space and resources for UNLV students, staff, faculty, and community stakeholders to collaboratively engage in education, research, and service initiatives related to diversity and inclusion. By engaging members of the UNLV and local community in a broad array of multicultural events, activities, and programs, the MC is a catalyst for creating and sustaining a shift in climate from one of monoculturalism and isolation to one of diversity and inclusion. The MC features communal office and periodic meeting spaces for UNLV student, faculty, and staff groups; provides periodic meeting and event space for university students, employees, and community groups; and, serves as the administrative home to part of the staff of the Office of the Vice President for Diversity and Inclusion, under which the MC is coordinated.

Current users of the MC include SOL, Spectrum, the Latino/a Youth Leadership Conference Organizing Committee, the School of Social Work, MEChA, ROAR, Multi-Greek Council, Black Graduate Student Association, the Vice Presidential Commission on Diversity-Sub-Committee on Sexual Identity/Orientation, Sub-Committee on Religion, the UNLV Institute on Diversity and Social Justice, the Camp Anytown Steering Committee, UNLV Dream Network, TDR Singapore, the Latina/Latino Graduation Committee,

## Strategic Plan Education Implementation – November 8, 2010

Sigma Theta Psi, UCIR, Latino Faculty Alliance, Community Engagement, Ward 5 Chamber of Commerce, Las Vegas Chapter of the NAACP, Student Diversity Programs and Services, NSBE, the Non-Traditional Student Commission Mentoring Taskforce, the , AISES, and NASA.

- e. Collaborate and coordinate multicultural and diversity programming with the Office of Civic Engagement and Diversity. Recent collaborations include:
    - i. Support for Native American Heritage Month programs, and
    - ii. Coordination and leadership for the 2010 Black History Month (BHM) educational programs.
  - f. Advocate for and host multicultural education and diversity training for students, faculty and staff.
  - g. Advocate for changes in university-level policies that affect diversity and inclusion.
- f) The Office of International Programs. Students and faculty use the resources of The Office of International Programs to participate in numerous academic programs abroad. The Office of International Programs serves the UNLV community by providing resources and services that encourage international study. These programs include Study Abroad, Faculty Teaching Abroad, Work Abroad and the National Student Exchange (NSE). The Office also supports Fulbright, Peace Corps and other international initiatives. On average, 500 students and numerous faculty participate in International programs each academic year. The International Programs Office also coordinates international agreements for cooperation with foreign institutions for research and scholarly activities.
- g) The Division of Student Affairs has created the Office of Civic Engagement and Diversity that operates a wide range of programming and mentoring support for UNLV students, including:
- a. Coordinates of all ethnic/cultural heritage month celebrations, including Native American Awareness Days, Latino/a Heritage Month, Black History Month, Asian Pacific Islander American Month, Pride Month (Lesbian, Gay, Bisexual and Transgender Awareness), Women's History Month, and Disability Awareness Week. These programs have been met with tremendous success with attendance ranging from 75 to well over 1,000.
  - b. Once a year hosts the Global Leadership Retreat. The mission of the Global Leadership Retreat is to facilitate student's awareness of the necessary global leadership skills one needs to effectively lead in a global marketplace. This event hosts close to 30 students along with 10 faculty/staff facilitators and 2 lead faculty facilitators.
  - c. The Office of Civic Engagement also provides advising to the Multicultural Greek Council and National Panhellenic Council, which houses the historically black fraternities and sororities. There are over 200 students involved with both of these councils,
  - d. Established and operates the Achieving College Excellence Program (ACE) that

## Strategic Plan Education Implementation – November 8, 2010

provides peer mentoring for under-represented and international students during their first-year at UNLV,

- e. Develops and implements programming focusing on international students and scholars including International Education Week, International Coffee Hour, and Festival of Communities which has an attendance of over 4,700,
- f. Once a semester, hosts the Cultural Leadership Retreat. The mission of the Cultural Leadership Retreat is to facilitate students' awareness and deeper understanding of how we express culture within the context of leadership. Typically 50 students are selected along with 14 faculty/staff facilitators and 2 lead faculty facilitators,
- g. Conducts multicultural education and diversity training for faculty, staff and students on topics such as identify development, power and privilege, and how to be an ally,
- h. Provides Alternative Spring Break experiences for students, faculty and staff in places such as Navajo Nation, Catalina Island, and New Orleans. All ASB programs focus on providing community service to a specific community while the participants gain knowledge about themselves as well as the community they are serving. The program has grown to include three sites and over 50 students.
- i. The Office of Civic Engagement and Diversity developed, operates and has staff that serves as faculty for the Leadership and Civic Engagement Minor, housed in UNLV's College of Education. The minor is a partnership between UNLV Student Affairs and the College of Education Workforce Education Program. Initiated in Fall 2008, student enrollment in the minor's EDU and EDUC courses has grown from 21 in Fall 2008, to 57 in Spring 2009 to 76 in Fall 2009.

### 4. An emphasis on early and developmental advising support

- a) The Academic Success Center (ASC):
  - a. Advising Unit welcomed 970 new students who were admitted for 2010. Students were offered early advising as well as advising during the new Student Orientation, Advising and Registration (SOAR) sessions (April through August). The students who attended SOAR sessions were also contacted before school began and 6 weeks into the semester (461 contacts) to offer additional advice and services as needed.
  - b. With mandates and input from CSUN, the Board of Regents, and other stakeholders at UNLV, the Academic Success Center has developed and launched an Academic Success Coaching Program. This Coaching Program addresses learning support issues not only for alternate admits, but also for any undergraduate student who needs intense diagnosis and prescriptions in learning areas. This program started September 2010 and data will be collected at the end of the Fall 2010 semester. It is important to note that one diagnosis tool being used is the iCritical Thinking test in partnership with UNLV Libraries.
  - c. Increased the availability of standardized testing to better place students into classes at the appropriate level. For example, the Math diagnostic test offered for incoming students will be offered on a range of times and dates, so that the test can be completed prior to the onset of Orientation. Academic advisors will then be sent these diagnostic numbers prior to the advising that occurs during

## Strategic Plan Education Implementation – November 8, 2010

the Orientation process. The Academic Success Center continues to communicate and collaborate with the Mathematics Department and Enrollment Services to offer math diagnosis test for incoming students prior to orientation. That data is then available to advisors for guidance during orientation advising sessions.

- d. The Academic Success Center established in September 2010 a campus wide testing center which offers CLEP, ACT Residual, LSAT, MPRE, SAT, ACT, and unique proctoring exams for distance education and correspondence tests for UNLV students as well as the general population.
- 
- b) College Academic Advising Centers, coordinated through the Executive Director for Academic Advising in the Office of the Senior Vice Provost for Academic Affairs:
    - a. Currently operates eleven Advising Centers that serve approximately 22,000 undergraduate students.
    - b. Increased staffing to better serve the student body. UNLV has hired 20 academic advisors since 2006 to work in the College Advising Centers. The presence of these new advisors has
      - i. Reduced the three-week advising appointment wait time to less than one week during non-peak times of the semester.
      - ii. Systematically lowered advisor to student ratio, as shown below
        1. 2006 – 1:821
        2. 2007 – 1:739
        3. 2008 – 1:692
        4. 2009 – 1:668
    - c. Planned and is implementing an improved and more coherent advising experience for students that will match or exceed the student advising experience at UNLV's peer institutions. UNLV Academic Advising has
      - i. Created a written plan for developmental advising (academic advising syllabus) to educate first-year students regarding yearly requirements of the major and the expected benefits of working with an academic advisor at each stage.
      - ii. Partnered with SOAR in 2009 to advise 91% of 3,300 new freshmen, as well as connect them to faculty and peers.
      - iii. Advised and developed individual contracts with alternate admitted students who have declared a major.
      - iv. Provided programming for mid-semester grades initiative including phone contacts and referrals to tutoring and other support services. UNLV Advising continues to partner with the Academic Success Center on this initiative.
      - v. Developed welcome events for nontraditional students.
      - vi. Developed an on-line advising option.

## Strategic Plan Education Implementation – November 8, 2010

- vii. Provided professional development opportunities to advisors/directors to facilitate these accomplishments.
  - viii. In Fall 2010, UNLV academic advisors hosted a Sophomore Year Experience for students who were admitted in and attended SOAR in 2009. The purpose of the event was to assist sophomores in making a successful transition from their first year to their second year, to enhance sophomores' knowledge about UNLV majors and career preparation, and to encourage sophomores to seek out new experiences and previously unexplored opportunities.
- d. What we want to accomplish next within our current constraints:
- i. To continue our efforts geared towards sophomore students, we plan to amplify our partnerships with other units to increase sophomore student persistence through programming efforts geared towards this student population.
- c) Mid-semester Grade Reports and Early Alerts as they relate to Academic Advising.
- a. Beginning in Fall 2008, faculty were requested to submit mid-semester grades for students in all 100 and 200 level classes. The mid-semester grades provide students with feedback on their academic performance, and allow both College Academic Advisors and Academic Success Center advisors to reach out to students who are struggling to offer them additional resources.
  - b. Fall 2009 midsemester grade reports consisted of 3,560 midsemester grades of which 2,822 were letter grades and 1,488 were in the range D+ through F:
  - c. After receiving grade reports and experiencing all available interventions, student performance was as follows:
    - 1. Nearly half of students who earned a D+ or lower at mid-semester earned a C- or better at semester end (47.3%)
    - 2. 17% of students who earned a D+ or lower at mid-semester earned a B- or better at semester end
    - 3. 17% of students who earned a D+ or lower at mid-semester dropped the course before final grades were posted
    - 4. When both a mid-semester letter grade and a semester letter grade were reported, students earned nearly 1 full grade higher at the end of the semester as compared with their mid-semester grade. This result was statistically significant.
- ii. WebCampus Feedback
- The 11 academic advising directors were surveyed regarding their perceptions of students' experiences with WebCampus. All of the 11 directors shared that students reported no problems with accessing their mid-semester grades. However, the variance among colleges of mid-semester grade submission was significant. Specifically, the College of Liberal Arts and the College of Sciences independently submitted over 10,000 grades on WebCampus.

## Strategic Plan Education Implementation – November 8, 2010

Alternately, the College of Hotel Administration and the College of Engineering reported minimal participation by faculty for the mid-semester grades project. A point for consideration, however, should be the numbers of general education courses that are housed in each college as compared with the ratio of grade submissions by faculty members.

- iii. Mid-Semester Academic Advising & Academic Success Center Initiatives
- iv. Mid-Semester Academic Advising & Academic Success Center Initiatives

Each semester, following the dates when mid-semester grades are due, advising centers are able to run mid-semester grade reports of their students in MyUNLV. Advising centers then follow up with students.

The academic advising centers and the Academic Success Center worked together to develop strategies for reaching the maximum number of students through proactive strategies for mid-semester success. This was the standpoint utilized to develop programs since the ability to predict the number of faculty who would actually submit mid-term grades was not possible. As a result, the following initiatives were planned and implemented to focus on mid-semester intervention for students:

- Students can access their mid-semester grades in the Student Center of MyUNLV.
  - Freshman alternate admit students are also being intentionally guided by their Academic Success Coach following mid-semester grade submission.
  - Walk-in academic advising appointments were available for any student with mid-semester concerns.
  - Students earning D+ through F in courses were emailed and strongly encouraged to meet with an academic advisor.
- d. The Academic Success Center initiated an Early Alert Program to respond to mid-semester grades:
    - i. In Fall 2009 the Academic Success Center started a new Early Alert Program to allow faculty to notify us when a student is in academic trouble. Once the ASC Learning Support Unit receives an alert, they are able to reach out to the student personally and individually to offer support and mentoring to help the student get back on track.
    - ii. ASC regularly seeks feedback from faculty and students to assess the above programs' effectiveness. Overall, the ASC hopes that this program will allow them to catch students before they fall too far behind, so that it help them make progress and persist at the institution.
  - e. College Academic Advisors:
    - i. Contacted students within their majors who had received grades of D and below to assist them with methods to improve their grades. In total, the following academic advising centers contacted 2,496 students: Business, Engineering, Education, Hotel, Health Sciences, Sciences, and Urban

## Strategic Plan Education Implementation – November 8, 2010

Affairs. Overall, as it relates to the students who were communicated with by telephone or email, 167+ scheduled follow-up appointments (specifically regarding mid-semester) with an academic advisor.

- ii. In addition to the contact made to individual students, the advising community as a whole hosted Mid-Semester Tent Events during the week of Mid-Semester. The Tent Events were scheduled throughout the week, wherein advisors were available in visible/high traffic areas on campus, to promote resources offered to students and to provide support.

### 5. Mission definition and support for the Academic Success Center

- a) The Academic Success Center (ASC) opened in September 2008 with the mission to partner with most academic and service units to both welcome and mentor students from pre-admission to First Year Programs to a successful graduation. The ASC Provides Freshmen and Transfer Students with the academic and service contacts and tools to facilitate a successful transition into college life, create pivotal relationships for students with faculty, advisors, staff and other students. Additionally, the ASC will seek to offer early, developmental Advising, particularly for undeclared students, First-Year programming and learning support initiatives, such as tutoring and seeks to integrate functions with Enrollment Services to foster seamless First Year and matriculation Pathways. . The Academic Success Center continues to provide advising and learning support for all student athletes. The APR (academic progress rate) and graduation rates in Spring 2010 where some of the highest in recent UNLV history.
- b) The University of Nevada, Las Vegas as a campus community has responded with marked support for this mission that fostered the relatively rapid development of the Academic Success Center. From upper administration to Faculty Senate to Advising to Enrollment Services to Athletics, faculty and staff have actively engaged in advising the ASC, as well as referring students. Additionally, the UNLV student government, CSUN, strongly supports the ASC through support events like Major Exploration Fair and unanimously voting to support the ASC with a student fee.

### 6. Integrate research into curriculum in all programs

- a) In Summer and Fall 2009, The Office of the Vice Provost for Academic Affairs worked with the University Libraries to plan and implement a year-long “UNLV Faculty Institute Research-based Learning for High Impact Classes.” The Institute started with a 3-day faculty workshop held January 4-6, 2010. Faculty participants, were partnered with faculty librarians to develop approaches for incorporating research-based learning into large-enrollment classes, and then revise course syllabi and classroom learning exercises to incorporate research-based learning. Work has continued throughout the Spring and Fall 2010 semesters with three half-day seminars, course redesign with library faculty partners, and course implementation. Course revisions are being implemented during Fall semester 2010. Evaluation of this initiative is ongoing.
- b) The University Libraries are planning a college-specific Institute with the Hotel College to be held in January 2011 as well as another more general Institute for Summer 2011.
- c) The University Libraries offers the Rebel Research Service—individual customized research help offered for undergraduate students by the Libraries’ Peer Research Coaches.
- d) A number of programs currently incorporate research as either required or optional experiences for undergraduates:

## Strategic Plan Education Implementation – November 8, 2010

- a. A final research-based thesis is required for undergraduate students in the university Honors program.
- b. Research-based field, lab and studio experiences are available to undergraduates in all of UNLV's Colleges: Business, Education, Engineering, Fine Arts, Health Sciences, Hotel, Liberal Arts, Sciences, and Urban Affairs. As an example, in calendar year 2009 in the College of Sciences, about 60 undergraduate students have taken a year (two semesters) of research for credit. There are additional students who continue to work in labs and in the field after they have completed their allowed maximum of 6 credits to complete a project so that they can either present the work or publish a paper. In many instances, these students are performing paid work supported by a grant. Summing these two categories the College of Sciences estimates that the actual number of for-credit and not-for-credit paid research undergraduate students was between 90-100 for calendar year 2009.

### 7. Embed assessment into education reform

- a) On-going program-level academic assessment. 229 undergraduate and graduate degree programs are being assessed in a systematic manner. Many examples of “loop closing,” that is, acting on assessment results can be identified. In addition, programs are developing new 5-year assessment plans for all degree programs. This process should allow faculty to refine learning outcomes, remap outcomes to curriculum, select the most effective assessment tools, create a timeline for implementation, and assign responsibilities for analyzing, reporting, reviewing, and using results to improve student learning.
- b) As recommended by NWCCU, Deans have been charged with insuring that assessments are implemented. Many Deans plan to review the new 5-year assessment plans before they are submitted. The Office of Academic Assessment is working with the Deans to provide a summary of the assessment report results that will assist them in their added responsibilities.
- c) Current university-level academic assessment:
  - a. The current General Education Interim Core outcomes are currently being assessed within the courses that most students take to meet a given core requirement.
  - b. Student and alumni feedback is being systematically gathered through the Graduating Senior Exit Survey, the National Survey of Student Engagement, the Student Satisfaction Inventory, and the Alumni Survey.
  - c. The critical thinking and writing skills of a large sample of freshmen and seniors have been assessed using the College Assessment of Academic Proficiency (CAAP) as part of the Voluntary System of Accountability. In addition, two other critical thinking instruments, Critical Thinking Assessment Test (CAT) and iCritical Thinking, are being piloted. The funded cross-disciplinary CAT project trains faculty to score student short essays, thus helping faculty better understand students' critical thinking strengths and weaknesses. The iCritical Thinking test is thought to identify strengths and weaknesses in the critical thinking skills associated with information literacy.
  - d. The Office of Academic Assessment consults continuously with faculty to improve assessment tools, processes, and effectiveness. Annual professional development activities include a fall Assessment Symposium open to all faculty

## Strategic Plan Education Implementation – November 8, 2010

and staff and a spring Assessment Workshop with stipends for faculty participation and assessment tool development. National assessment experts have been frequent keynote speakers. An internally developed Introduction to Assessment e-module has been distributed to all assessment coordinators. Faculty attendance at state and national assessment conferences has been sponsored and national assessment webinars are offered periodically.

- d) Incorporation of academic assessment into education reform efforts:
  - a. Assessment tools are currently being created alongside all reform initiatives.
  - b. The first draft of the integrated undergraduate education reform framework was developed with continuous guidance and feedback pertaining to how feasibly/effectively it could be assessed.
  - c. Assessable skills, ideas, and values have been created for each learning objective related to each of the proposed learning outcomes. This has been done developmentally so that we know what we want students to demonstrate during the beginning, middle, and end of their undergraduate university career.
  - d. An integrated analysis of UNLV student performance and survey data has been completed by the Office of Academic Assessment to inform education reform decisions.
- e) The proposed next step for academic assessment and education reform is to implement a comprehensive assessment plan that tracks the attainment of undergraduate learning outcomes throughout student development. This must be carried out in tandem with the reform, but in a way that won't set back the progress that has been made in program assessment.

### **8. Develop upper division as well as lower division skills/competencies/capstones as part of general education reform.**

- a) Proposals for universal upper-division general education competencies were first made in 2007 as part of the Focus 50-100 planning and as part of the Fall 2007 General Education retreat. These ideas were further developed both in the 2008 AAC&U Greater Expectations Institute, where the concept of Beginning, Middle, End competencies were first developed, and in the 2008 AAC&U General Education Institute, where the UNLV team proposed reinforcing universal outcomes throughout a student's academic career. In 2008-2009, the General Education Advisory committee proposed developmental rubrics for beginning, middle and end levels of competency in each of the major Universal Undergraduate Learning Outcomes.
- b) The recently completed (January 28, 2010) first draft of the proposal to revise Undergraduate Education at UNLV:
  - a. Specifically identifies a six broad outcomes that are to be introduced, reinforced and enhanced at of an undergraduate student's academic career
  - b. Proposes a developmental framework (Figure 1) for attaining these outcomes at the beginning, middle and end of a student's academic career.
  - c. As part of the framework, recommends that students, in the majors, complete Milestone and Capstone experiences that, within the context and topical knowledge of the major at the junior and senior level, reinforce and enhance the competencies described by the Universal Learning Outcomes

## Strategic Plan Education Implementation – November 8, 2010

### 9. Implement a timeline for the reform efforts.

Because responsibilities for planning and implementation of education reform are distributed among several major campus units at UNLV, reform processes described in this report are occurring on different time lines.

- a) In general, activity levels have increased in each of the three successive years 2007, 2008 and 2009, and no formal planned integrated timeline exists. Several campus administrators, specifically the Senior Vice Provost for Academic Affairs, the Executive Vice President and Provost, the Vice President for Student Affairs, and the Dean of the Libraries coordinate campus-wide responsibilities for planning and oversight of undergraduate education reform, and coordination of the timing of reform activities occurs between and through those offices.
- b) As an overall summary,
  - a. Planning for implementation of undergraduate education reform began in Fall 2007.
  - b. Major changes in UNLV's advising and support systems for students took place in calendar years 2008 and 2009.
  - c. Learning community changes started in Fall 2008, and
  - d. Course level changes are starting to take place in Fall 2010.
  - e. University-wide curricular changes are on a 5-year timeline, with a goal of introducing changes to the Fall 2012 – Spring 2014 undergraduate catalog.
  - f. Specific dates for each implementation area described in this report are summarized in Appendix I.

### 10. Engage faculty and students in the process – use CCTL and General Education Advisory Committee as lead groups.

- a) The CCTL held two large campus-wide faculty/student workshops in Fall 2008, one to review the proposed universal learning outcomes, and another to develop information about capstone courses. Effective Fall 2010, CCTL has since been replaced with the Consortium for Faculty Professional Opportunities (CFPO)
- b) The General Education Advisory Committee (GEAC) has met monthly throughout calendar years 2008, 2009 and 2010 to develop proposed revisions to UNLV's General Education goals, Universal Undergraduate Learning Outcomes (UULO's) and curriculum.
  - a. GEAC representation has been expanded to include members from key co-curricular providers: Student Affairs, International Programs, and key "consumer" colleges, the Colleges of Business, Education, Health Sciences and Urban Affairs.
  - b. In late Fall 2008 and Spring 2009, the proposed UULO's were presented to nine academic departments, the Faculty Senate General Education Committee, Academic Assessment Committee, Academic Advising Council, and College of Liberal Arts' executive committees. Faculty input from these meetings was analyzed and incorporated into revisions to the outcomes
  - c. In summer 2009, a UNLV team consisting of two Deans, two Chairs, two faculty and two administrators attended the American Association of Colleges and Universities' inaugural Engaging Departments Institute, and developed a

## Strategic Plan Education Implementation – November 8, 2010

report and framework for engaging UNLV departments in the process of developing and evaluating proposed General Education reforms. This process and framework has been put in place.

- d. In summer and fall 2009, the GEAC completed a set of planning activities to establish progressive developmental (Beginning, Middle, End) rubrics for each major learning outcome, propose where in an undergraduate curriculum the progressive development would take place and discuss how, in terms of learning activities, the outcomes could be covered.
  - e. In Spring and Fall 2010, the GEAC completed a draft proposal for General Education reform, dated November 8, 2010, and released it to the campus for review.
- c) A General Education Task Force was created in Fall 2010 and charged by President Smatresk with guiding the campus-wide review process of the draft General Education proposal.

### 11. Expand learning support

- a) University Libraries: Central to the Libraries' mission and vision is to help the campus ensure that it graduates information-literate students capable of functioning in this century's global economy, and with the ability to navigate the information-rich world for their current and future needs. In addition to contributing to student learning through research and information services, in person and online, the Libraries provide specific co-curricular programs and services as well as curricular integration of information literacy learning outcomes. Recently, efforts were expanded to include the following initiatives: working with the Athletics Department to integrate library skills sessions into the athletic study hall and the addition of "Text A Librarian" to the suite of student options for contacting the Libraries for research support. During 2010, the Libraries have partnered with the Academic Success Center (ASC) to offer targeted learning support for alternate admits, aimed at increasing skills in the areas of information literacy/critical thinking, and have also worked with the ASC to create space for a drop-in tutoring service in Lied Library.
- b) The Academic Success Center (ASC) offers small group and drop-in lab tutoring located in the UNLV Libraries for courses like accounting, biology, chemistry, economics, math, philosophy, psychology, and physics. Subjects are added based on tutoring requests and availability. Tutoring is provided throughout the school year so students can sign up anytime for assistance. Modified Supplemental Instruction has also been initiated in January 2010. The Academic Success Center's tutoring programs transitioned from a fee-for-service program to general fee-funded program for Spring 2010. ASC's Peer Mentoring program expanded into the ASC's Success Coaching program to assist all at-risk incoming students as well as all undergraduate students. Part of the new Success Coaching program will be diagnosis of reading skill gaps and interventions with each student in the areas where they need help. ASC has seen huge increases in the numbers of students taking advantage of these support programs and the student evaluations of the programs are extremely positive.
- c) The Center for Academic Enrichment and Outreach offers tutoring, mentoring and other learning support services that emphasize development of basic skills and effective study habits. UNLV students who are active participants in Student Support Services

## Strategic Plan Education Implementation – November 8, 2010

and McNair Scholars Institute receive tutoring, which includes instruction in reading, writing, study skills, mathematics, science, and other subjects. These students also benefit from financial literacy, study skills, graduate school preparation, GRE/GMAT preparation, and personal development workshops. Moreover, McNair Scholars participate in mentoring programs and opportunities for research or other scholarly activities involving faculty mentors, national research presentations, seminars, and other educational activities designed to prepare students for doctoral study.

- d) Several other Tutoring programs are available on campus, including
  - a. UNLV Math Tutoring Clinic, which moved into expanded facilities in the Central Desert Complex in Spring 2009. The Clinic offers free tutoring for 100-level math courses. There are walk-in hours as well as individual appointments available. Approximately 1,500-2,400 students are currently served each semester.
  - b. The UNLV Writing Center offers free services to assist students with writing assignments from brainstorming and outlines to proofreading final drafts. The Writing Center also offer essay and grammar workshops throughout the year. An On-line Writing Lab (OWL) is available; it can be accessed at <http://writingcenter.unlv.edu/owl/> A satellite Writing Center is available at the College of Engineering.

### 12. Begin first-year programs

Several new first-year programs have been recently been established since 2007, and one has been deleted. In Fall 2009, not including Honors, there were four first-year programs operating at UNLV with an enrolled capacity of 697 students.

- a) College of Sciences, required 1-credit first-year course, SCI 101 for all science majors, initiated in 2005. Eleven sections of 30 students each, for a total enrollment of 330, were taught in Fall 2009. Seven sections of 30 students each were taught in Spring 2010, for a total enrollment of 210. Nine sections were offered for Fall 2010
- b) College of Business, optional first-year course, BUS 103, was initiated in Fall 2009. Eight sections of 20 students each, with a total enrollment of 160 were taught in Fall 2009.
- c) College of Urban Affairs, optional first-year 3-course learning community, COM 100, combined with COM 101 and COM 102, was started up in Fall 2008. Five sections of 27 students each were taught in Fall 2009 with a total enrollment of 135.
- d) The first-year program in University College, initiated in 2004 was terminated after Fall 2009, as a result of the incorporation of University College into the Academic Success Center. Interdisciplinary programs in University College were re-assigned to the College of Liberal Arts effective Spring 2010. The UNS 100, 107, 201, and 202 courses have been eliminated. UNS 201 has been replaced with Interdisciplinary Studies (IDS) 201, which started in Spring 2010. In concert with the College of Liberal Arts, the Academic Success Center offers IDS 100 for all exploring majors. College of Liberal Arts, un-themed learning community, optional, for first-year undeclared majors was initiated in 2010 to replace University College. The 100-level IDS classes will be starting up in Fall 2010 as a partnership between the College of Liberal Arts and the Academic Success Center.
- e) College of Liberal Arts, un-themed learning community, optional, for first-year undeclared majors was initiated in 2010 to replace University College. A 100-level IDS classes was initiated in Fall 2010 as a partnership between the College of Liberal Arts

## Strategic Plan Education Implementation – November 8, 2010

and the Academic Success Center. Two sections of IDS 100 were offered under this new model.

### **II. Continue to improve enrollment management and admissions activities, developing a more selective admissions model**

#### **1. Continue to use technology to improve recruiting and admissions services (iNtegrate, Hobsons, AY etc.)**

- a) UNLV's new Peoplesoft® student database system, developed over the past two years via the iNtegrate project, became operational in Spring 2010 for course scheduling and went online for enrollment management as MyUNLV® effective Fall Semester 2010.
- b) UNLV's admissions web pages for Future Students have been upgraded with significant interactive content, including features powered by Ask Admissions.net that allow students to ask specific questions about admissions, request general information, and directly contact admissions counselors via telephone and email.
- c) In addition to using its own web sites, UNLV is participating with Hobson's College View®, College Confidential®, and USA Education Guides to provide information about UNLV in general and about its undergraduate degree programs to students in the USA and in foreign countries.
- d) The Apply Yourself (AY) application process was initiated early in Spring 2009 for Fall 2009 admissions for both undergraduate and graduate applications. AY streamlines the application process by allowing applicants to upload documents into their application prior to submission, and makes all application information available on-line for viewing 24 hours a day, seven days a week, eliminating the need for applicants to mail in their documents directly.

#### **2. Continue identifying better admissions paradigms that increase selectivity while insuring a diverse student population**

- a) In the Fall of 2007 the Faculty Senate Admissions Committee identified some objective standards that were based on the Board of Regents' criteria and that the committee thought could reasonably be used to automatically admit students meeting the standards without the committee's full review. This move was designed to increase the efficiency of the committee's work after the Board of Regents decided in the summer of 2007 to more than double the target number of alternate admits in order to maintain diversity as grade standards rose and to allow more admissions based on factors other than just grades. The committee still does full reviews for hundreds of alternate admission applicants, but over half are now admitted under six categories of automatic criteria. Angelina Hill, Ph.D., then-Director of Assessment and Policy Analysis analyzed data on Fall 2008 retention in a report for Enrollment and Student Services. According to the report, 97.2% of all fall 2008 freshman admits were enrolled in spring 2009. Alternate admits, by comparison, had an overall retention rate of 92.9%. While that rate is lower than the rate for all freshman students, the two groups are under different rules governing their admission status in their second semester. Only alternate admits lose their admission status when their first semester GPA is less than 2.0. Additional revisions to availability of admissions information, admissions criteria, admissions processes, advising support and committee composition were proposed to improve admissions processes and support for students admitted under the alternate criteria.
- b) As a result of implementation of the changes in the alternate admissions process, effective Fall 2008, including the adoption of non-cognitive variables, as described in II.3 below, the 2008 Faculty Senate Admissions Committee reports that there "was an

## Strategic Plan Education Implementation – November 8, 2010

increase in the number of newly registered Alternate Admits (AA's) from approximately 400 in the Fall of 2007 to over 800 in the Fall of 2008. For comparison purposes, the total increase in headcount from Fall 2007 to Fall 2008 was 461. The 2008 AA's increased diversity at UNLV as intended, with 18.3% being Latino and 16.6% African-American compared to 15.6% and 9.6%, respectively, of all newly registered undergraduates.

### 3. Implement “non-cogs” as a piece of the admissions process

- a) UNLV admissions under Alternate Criteria were revised in 2008 upon recommendations of an Alternative Admissions Committee chaired by then-Vice President for Diversity and Inclusion Christine Clark. Non-cognitive variables were included in the revisions. UNLV's alternate criteria include a combination of test scores and grade point average that indicate potential for success, special talents and/or abilities, improvement in a student's academic record, other evidence of potential for success, overcoming adversity or special hardship, and special circumstances. These revised admissions criteria were implemented for Fall 2008 admissions.

## III. Stay connected with PK-12 and NSHE institutions

### 1. Improve transfer processes and articulation with community colleges

- a) UNLV participates on several NSHE committees to maintain communications and uniformity of requirements across all seven NSHE degree-granting institutions, including:
  - a. The System Academic Affairs Council, comprised of administrators from all seven degree-granting NSHE institutions, meets before each NSHE Board of Regents meeting to review, discuss and recommend new program proposals, degree requirements, including NSHE General Education requirements and degree credits, and common course numbering.
  - b. The System Articulation Board, comprised of faculty, advisors and administrators from all seven degree-granting NSHE institutions, meets periodically to review admissions requirements for uniformity, such as standardized examination scores for placement, transfer issues,
- b) UNLV academic advisors and faculty meet periodically to exchange information with advisors and faculty from the College of Southern Nevada and Nevada State College as part of the Southern Nevada Articulation Council (SNAC). SNAC, chaired by CSN Registrar Pat Zozaya, reviews transfer agreements and advising materials and processes to make sure that NSHE students understand which prerequisite and General Education courses to take that will correctly count for credit at all institutions.
- c) UNLV's Faculty Senate General Education committee includes a CSN representative, who, by participating, is kept up to date on standards and processes for approving petitions for transfer or substitution of degree requirements, and also on any new applications or revisions to courses that are accepted to meet multicultural and international general education requirements.
- d) UNLV and CSN professionals worked together to gather information about specific degrees that were amongst the highest transfer degrees from CSN transfer students who came into UNLV. Nine degrees were audited: Biological Science (AS), Business (AB), Criminal Justice (AA), Elementary Education (AA), History (AA), Pre-Engineering-Mechanical Eng. (AS), Psychology (AA), Secondary Education (AA), and Special Education (AA). The purpose of this audit was to determine the differences between

**Strategic Plan Education Implementation – November 8, 2010**

the CSN degrees in comparison to their UNLV degree equivalent. The results are shown in Table 3:

## Strategic Plan Education Implementation – November 8, 2010

Table 3: Summary of UNLV-CSN Degree audit analysis completed in 2009.

Degree Type	Number of credits required for Associates Degree at CSN	Number of credits required for Bachelors Degree at UNLV	Courses required for AA by CSN that are not required for Bachelors at UNLV	Lower division courses required for Bachelors not required by CSN	Additional Information
Biological Science (AS)	64 credits	124 Credits	None	UNLV requires CHEM 241 with Lab *Course available at CSN but not required for AS	*All of the courses required for the AS are required for UNLV's Bachelors *Humanities courses are to be taken to also fulfill MC/INT requirements. *62 credits must be taken at 4 year institution
Business (AB)	62 credits	124 Credits	MGT 201 *CSN MGT 201 will articulate to MGT 301 only if MGT 352 is taken at UNLV with a grade of 'C' at first attempt	*Humanities at CSN currently only requires 3 credits, UNLV requires 6 (one being COM 101)	*Humanities credits needs to be raised to 6 credits *Humanities courses are to be taken to also fulfill MC/INT requirements. *62 credits must be taken at 4 year institution
Criminal Justice (AA)	62 credits	124 Credits	None	None	*Humanities courses are to be taken to also fulfill MC/INT requirements. *62 credits must be taken at 4 year institution
Elementary Education (AA)	61 credits	124 Credits	EDU 203-Intro to Spec. Ed	None	*Fine Arts course should also fulfill INT requirements (CSN course that would fulfill FA and INT: THTR 100) *62 credits must be taken at 4 year institution
History (AA)	62 credits	124 Credits	HIST 217 and an additional HIST lower division elective is not required at UNLV but would fulfill an elective credit (27 elective credits needed for UNLV Bachelors)	*UNLV requires 6 credits in Fine Arts and Humanities, whereas CSN only requires 3 credits for each field. *UNLV requires 6 credits of Foreign Language-CSN does not require FL	All of the classes taken according to CSN's degree sheet will fulfill credits within the UNLV degree sheet. *62 credits must be taken at 4 year institution
Pre-Engineering-Mech. Eng. (AS)	61 credits	126 Credits	None	UNLV lower division courses required for Bachelors: EE 290, ME 100w/lab, and ME 120/220/240	*UNLV Humanities requires PHIL 242 to be one of the classes chosen, whereas CSN does not specify any particular courses for this 6 credit requirement *UNLV Social Sciences requires ECON 102 and EGG 307, whereas CSN does not specify course just lists 9 credits required *62 Credits must be taken at 4 year institution
Psychology (AA)	60 credits	124 Credits	*MHDD courses required for Mental Health by CSN transfer in to UNLV as general electives *PSY 241 is not required by UNLV, but would be applied to fulfill an elective requirement.	*UNLV requires PHIL 101 to be taken to fulfill 3 of the 6 credits required for Humanities, whereas CSN does not specify which specific courses to take to fulfill their 6 humanities credits. *UNLV requires ANTH 101 and SOC 101 to fulfill 6 of the 9 credits for Social Science, whereas CSN does not list these courses under the Social Science requirements. *UNLV requires 6 credits of Foreign Language	*62 Credits must be taken at 4 year institution
Secondary Education (AA)	61 credits	124 Credits	*When 9 credits of Social Science is required-EDU 220 (EPY 303) should fulfill 4 of these credits *CSN should make sure that the elective courses chosen will transfer in to fulfill course requirements for students' first teaching field	None	*62 Credits must be taken at 4 year institution
Special Education (AA)	62 credits	124 Credits	*CSN requires 12 credits of electives, only 6 of these credits will apply towards the general electives needed by the major. Six of the credits will go over the credits needed for the Bachelors.	None	*Humanities or Fine Arts courses are to be taken to also fulfill 3 credits towards the INT requirement. *62 Credits must be taken at 4 year institution

**2. Work with K-12 to close readiness gaps**

- a) UNLV operates the Center for Mathematics and Science Education (CMSE), is a collaborative venture among faculty from the College of Science, the College of Education, and mathematics and science personnel from the Clark County School District. The Center is dedicated to improving both science and mathematics teaching and learning. As its primary mission, it encourages cooperation among the three partners, emphasizes research, supports externally funded projects, and serves as a focal point for outreach to the Clark County School District. Advising the Center are deans from the College of Sciences and the College of Education, the Vice President of Research and Graduate studies, and the superintendent of the Clark County School District. In calendar years 2005 through 2007, the Center received \$735,000 funding to support professional development of middle school and high school Science and Mathematics teachers. In 2009, CMSE has been meeting periodically with the Clark County School District to assess gaps in Math readiness and has been discussing selection of a diagnostic test to determine readiness gaps.
- b) UNLV's Center for Academic Enrichment and Outreach performs a key role in working with southern Nevada's K-12 student population to improve their preparations and readiness for college. The CAEO works with nine target middle schools and 14 target high schools in southern Nevada. Twenty-four thousand (24,000) Clark county K-12 students participated in the CAEO's programs in 2009. CAEO operates five programs that help to close readiness gaps, including:
  - a. The UNLV Gaining Early Awareness And Readiness For Undergraduate Program (GEAR UP), operated by the Center for Academic Enrichment and Outreach (CAEO), works to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education. Services are offered for students, parents, teachers and school administrators. Student services include tutoring and academic enhancement, summer and after-school academic enrichment, college preparation workshops, career exploration, mentoring activities and college visits.
  - b. The UNLV TRIO Educational Talent Search Program identifies disadvantaged youth with potential in post-secondary education, encourage them to continue and graduate from secondary schools and to enroll in post-secondary education programs. Offered services include development of study and time management skills, practice in writing short essays and reports, and preparation for SAT and ACT tests. For the 2008-2009 academic year, 96% of all students progressed to the next grade level, 94% of the senior participants graduated from high school, and 63% of ETS' college-ready students enrolled in a post-secondary program.
  - c. The UNLV TRIO Upward Bound program is an academic enrichment program that offers a broad range of academic support services to students. In 2008-9, 96% of Upward Bound students were promoted to the next grade level or graduated from high school, 75% of the graduated Upward Bound seniors enrolled in a post-secondary educational program, and 80% of Upward Bound first-year college students persisted towards graduating. The following services are offered:
    - i. Academic instruction and tutoring,
    - ii. ACT and SAT college admissions testing workshops, and

## Strategic Plan Education Implementation – November 8, 2010

- iii. Academic counseling and career exploration.
- d. The UNLV TRIO Upward Bound Math and Science program is designed to strengthen the math and science skills of participating students. The goal is to help students recognize and develop their potential to excel in math and science and encourage them to pursue post-secondary degrees in these fields. Math and Science program services offered include:
  - i. Summer programs of intensive math and science training
  - ii. Computer training,
  - iii. Saturday tutorial, instruction and college-preparation sessions at UNLV, and
  - iv. Participant-conducted scientific research under the guidance of a faculty member of graduate student serving as the participant's mentor.
- e. The CAEO's Adult Educational Services (AES) program's mission is to assist individual 19 years of age and older in pursuit of a post-secondary education. In 2008-2009, 96% of AES' college-ready participants enrolled into post-secondary education. Services offered include testing and tutoring, including;
  - i. Preparations for the GED Pre-Test
  - ii. Individualized and group tutoring
  - iii. Counseling assistance with entry and re-entry into adult high school, vocational school, or college
  - iv. Assistance with preparing for the ACT and SAT college entrance examinations, and
  - v. Assistance with Career Exploration and Planning.