Strategic Plan Education Implementation – February 19, 2013

UNLV's *Focus: 50 to 100* strategic plan included three categories of prioritized action items and desired goals. One of the three categories was education. There were updates to the education implementation plan in 2009, 2010, 2011, and 2012. This document is the 2012 update. Updates were solicited from campus units engaged in operating programs that address each of the priority areas (Roman numerals)

Status reports for each action item, as of February 20, 2013, are shown. The format of this update changed as a result of a October 2012 Education Implementation team meeting that led to a revision of the categories for the Education portion of the Focus 50 to 100 Strategic Plan. Additionally, this report is expanded and provides more strategic detail to better inform the campus as to the depth and breadth of the progress that has been made. These revised categories better align with our current initiatives and the focus of the Focus 50 to 100 Strategic Plan (http://planning.unlv.edu).

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

Committee Members
John V. White, Executive Vice President and Provost, Committee Chair
Gregory Brown, Vice Provost for Faculty, Policy and Research
Carl Reiber, Vice Provost for Academic Affairs
Dan Bubb, Director of Academic Assessment
Ion Dove, Chair, Faculty Senate General Education Committee
Chris Heavey, Director General Education
Kate Korgan, Senior Associate Dean of the Graduate College
Mark Fink, Director On-line Education
Liam Frink, Academic Affairs Fellow – Faculty Mentoring
Kendall Hartley, Assistant Chair, Department of Teaching and Learning
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
Gayle Juneau, Executive Director for Academic Advising
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

Update on Focus 50-100 Priority Areas and Action items since 2011 report
I.   NWCCU - Preparations for April visit and continued monitoring

A. Status and Preparations for Spring 2013 virtual evaluation
UNLV's Northwest Commission on College and Universities (NWCCU) Standard 2 committee has completed the Standard 2 self-study and posted it to the UNLV NWCCU

accreditation web page at http://provost.unlv.edu/nwccu/. The committee collected campus feedback through email and in-person at two campus open forums which were held on October 24 and 31, 2012. The report was submitted to NWCCU in February 2013.

B. Continuing monitoring
The virtual evaluation is expected to be completed in spring 2013. If there are recommendations from the evaluation UNLV will respond as directed by NWCCU.

University leadership needs to ensure that the core themes are referenced and linked to all planning activities, such as the campus, academic and IT master plans. UNLV needs to generate clear documentation that the plans support the core themes. UNLV will need to continuously monitor its planning activities and evaluate the results, so that its Year 7 report will be able to demonstrate progress towards institutional indicators of achievement, track any changes in resources and capacity, record its planning and implementation efforts, and document both its actions taken towards improving institutional effectiveness and its ability to adapt and fulfill its mission.
UNLV will need to form a campus-wide committee to write the Year 7 report in spring 2015 so that actual work can begin in fall 2015. The Year 7 report will consist of both an update on Standards 1 and 2, and a first-time report for three standards:
• Standard 3 – Planning and Implementation
  This standard will require evidence that university planning processes provide direction for institution and lead to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission.
• Standard 4 – Effectiveness and Improvement
  Standard 4 will require evidence that UNLV collects and analyzes data related to the core theme indicators and evaluates achievement of the core theme objectives.
• Standard 5 – Mission Fulfillment, Adaptation, and Sustainability
  This standard will require evidence that campus planning and priority-setting or are public and data-driven. Annual strategic planning sessions should probably be two days, with the first day devoted to presentation and discussion of campus data regarding progress towards institutional goals. Multi-year trends in institutional performance related to major institutional goals (such as student progression and retention) should be generated and analyzed.

II.   Formula Funding Implementation

Support development of and passage of a new formula for funding the System of Higher Education in Nevada. Ensure UNLV aligns its academic work with the stated goals of the new formula and ensure UNLV maximizes educational opportunities for students in southern Nevada created by that formula.

A state legislatively mandated committee has reviewed and will report this fall on the state's formula for funding higher education, with recommendations on how the formula could be more equitable, and how NSHE and its institutions can more closely align their

academic priorities with the state's academic goals of degree completion and student educational attainment; operate more efficiently by setting clearer priorities in allocation of resources; and support the state's economic and workforce development goals. The System of Higher Education leadership has developed a specific proposal for a new formula to meet these standards and will be seeking gubernatorial support for these principles in the development of the 2013 executive budget proposal and from the legislature in 2013.

UNLV is committed to all of these goals and strongly supports this System-wide initiative as a top legislative priority. Among the specific principles for which UNLV has long advocated and which the System proposal and Committee report endorse, include:

a. A new formula that is clearer, more credible and more equitable than the old formula.
b. A formula that prioritizes instruction over other functions by funding credit hours rather than faculty, space or student services.
c. A formula that prioritizes student attainment by funding completed credit hours rather than credit hours attempted (ie enrollment).
d. A formula that distributes state general fund dollars without being offset by student generated revenues, so that student fees and tuition are no longer the first dollars spent.
e. A formula that is based upon residential student credit hours and allows campuses to retain 100% of non-resident tuition and student fees.
f. A formula that more fully reflects the cost of instructional delivery in different programs and at different levels of instruction through a wider range of weights for different discipline clusters and a broader spread of weights from lower division to upper division to graduate credit hours. University-level upper division undergraduate credit hours are weighted differently from college-level upper division credit hours to reflect different costs of delivery at a research university.
g. A formula that reflects mission differentiation among different tiers in the System.
h. A formula aligned with the state's economic development goals.
i. A formula that will allocate a portion of state support based upon institutional performance on designated outcomes such as graduation.

UNLV's objectives in this area are, first and foremost, to support passage of the new formula either in the form of a budget based upon these principles or stand-alone legislation codifying the funding formula.

Once that is achieved, our academic and learning support objectives will include:

a. monitoring and enhancing our ratio of students who successfully complete credit hours as compared to initial enrollment
b. monitoring and enhancing our ratio of student persistence to increase the share of our credit hours attained in upper division courses.
c. developing processes for aligning curricular development, staffing, enrollment management, recruitment / admissions and student data tracking with the stated objectives of the base formula.

d.   prioritizing through the allocation of academic resources increases in the ratio of student credit hours completed in more highly valued discipline clusters and in upper division and graduate courses.
e.   developing capacity to track in real time our performance in the designated measures of the performance pool and using that data to increase our performance in these designated measures.
f.   Our measure of success in achieving these objectives will be maximization of UNLV's share of the funding formula allocation. Increases in our share of state formula support will provide a clear measure of our degree of alignment with the System and state academic objectives inherent in the formula, as specified above.
g.   We will also develop an internal method for setting academic priorities and distributing incremental academic resources (new positions, new money) based upon the values of the new formula. Whereas UNLV's academic resource allocation to colleges and units has been primarily been driven by FTE enrollment, it must shift to allocation based upon goals implicit in the formula.

III.   General Education

A.   Continued implementation of the new General Education curriculum. This is an outcomes based, vertically integrated curriculum that provides both structure and an intentional pathway for students. The program introduces, reinforces and integrates into the major transferable foundational skills needed by all students for academic success. There is intentionality behind course design at all levels that embed learning outcomes, active learning, faculty-student engagement and intellectual integrity into the curriculum to allow an educational experience that is relevant to contemporary issues and problems.

Academic Objectives:
1.   First Year Seminar (FYS): Deliver quality FYS courses that meet the standards and objectives established for our new GE program to all students entering UNLV as First Time Full Time Freshmen or to student with fewer than 30 credits.
    a.   Over twenty FYS courses were developed throughout the Spring of 2012 with each college currently offering at least one FYS. In the Fall of 2012 over 1600 freshmen were enrolled in FYS with approximately 1000 – 1200 students expected to take FYS in the Spring of 2013.
    b.   Continue to promote the development and delivery of FYS by high quality and engaged faculty for the Spring term. Support efforts to offer FYS during the summer sessions.
    c.   Support the ongoing efforts by the FYS instructors to promote student learning and success through:
            -Sharing classroom experiences
            -Common student poster sessions
            -Faculty and Student recognition events

        -FYS student learning groups
        -Shared faculty input into course design

2. Second Year Seminar (SYS): Develop new SYS courses that meet the standards and objectives established in the GE Curriculum for delivery in the Fall of 2013. These courses will be in addition to the currently approved, World Literature courses (ENG 231 & 232) which have seen significant redevelopment and advancement over the past year to meet the hallmarks of a SYS. SYS courses are intentionally reading and writing intensive and as such will be required to meet minimal standards for pages (non-textbook) read and writing assignments. Student assessment metrics will be intentionally integrated into the course design.
   a. Two short workshops were delivered in the Fall of 2012 to define interest in SYS and support initial curricular development (11/5 & 12/9).
   b. A three day formal SYS Workshop was delivered in January 2013 for faculty developing SYS courses. This workshop will:
           -promote an in-depth integration of the UULOs into the course structure
           -embed minimal reading and writing standards into the course design
           -integrate course assessment metrics with broader general education goals.
           -use a reverse course design process to promote thoughtful integration of course assignments, UULOs, and assessment methods.
           -assure comparable levels between SYS courses
           -establish a SYS faculty community that will foster further intellectual development of both SYS courses and the broader general education curriculum.

3. Milestone course: Engage departments in identifying their degree level learning outcomes that will be used to define the introductory elements or learning outcomes that will be embedded within their milestone courses. In many instances courses already exist within a degrees curriculum that introduces students to these learning outcomes. As courses are identified, assessable outcomes will be established and methods identified or developed to assure that student are meeting minimal standards (as established by the faculty in each program).
   a. Each department and program will be engaged in a coordinated manner by the Director of General Education and Director of Academic Assessment to initiate the identification of milestone courses with appropriate assessable outcomes embedded.

b. A series of faculty workshops will be held to aid faculty in developing both course level introductory learning outcomes and assessment methods.

4. Culminating Experience: Identify existing capstone courses (or similar) that provide an assessment of a student's level of understanding of both program specific learning outcomes and the University Undergraduate Learning Outcomes. The culminating experience establishes degree specific benchmark standards of expectation of graduating students. Where programs do not have these types of courses or experiences, the Director of General Education will work with the department/program to develop them.

5. Rising Junior Writing Exam: Embed the concept of the rising junior writing exam into the General Education curriculum. Develop the resources necessary to implement the piloted rising junior writing exam. The rising junior writing exam will assure that all UNLV students meet a minimum writing standard before they move into the core of their major as well as to assess the level of student progress under the written communication UULO.

6. Course and Program Level Assessment: Continue to develop and implement both general education course level and program level assessment. Develop assessment methods for the FYS and SYS courses that map onto the UULOs and program level objectives for the General Education curriculum. Included at the program level would be an analysis of the FYS and SYS syllabus, ACT test, and analysis of success metrics such as cohort retention rates, progression analysis, and graduation rates. These will also be correlated with the National Survey of Student Engagement (NSSE) and Collegiate Assessment of Academic Proficiency Engagement (CAAP) results. At the course level, an analysis of student work, assurance of comparable rigor between sections and student engagement survey of General Education objectives..

Similar assessment mechanisms will be developed for the Milestone and Culminating experiences.

IV. Enrollment Management

A. Enrollment Management for Undergraduate Programs

As a result of increasing the minimum GPA for admission to UNLV as well as requiring test scores as part of the application process, UNLV recruitment efforts have become more focused. Specifically, as it relates to the domestic population, there have been recruitment efforts in which various academic, student affairs, and faculty representatives of UNLV have collaborated to offer integrated, on-site recruitment and

orientation events. Beyond collaborative yield and acculturation events, UNLV recruiters are in local, regional, and targeted high schools around the country. With reference to these expansive efforts, recruiters are promoting the high performing majors at UNLV in addition to highlighting the general education reform outcomes in which university values and a first year experience for all new students are now considered cultural, academic values of the university. In terms of enrollment management beyond the first semester, Enrollment Services works closely with the Academic Success Center and the Advising Centers to ensure students are aware of college and university policies as well as are competent regarding curricular requirements. In addition, Enrollment Services is linked with Academic Affairs in such a way that permits bottleneck courses to be identified. This makes it possible to predict course need for students to be able to progress through degree programs in a timely manner toward graduation. Finally, the Advising Centers work closely with Enrollment Management at the point of application for graduation. At this point, the Academic Requirements Report of all students are checked by the appropriate academic advisor as well as certified by Registrar's Office. This is the final approval of students for the completion of the degree. In the near future, all students will have access to four or five year course rotations in which outstanding degree requirements and length of time to graduation will be possible to predict through the MyUNLV system.

B.   Enrollment Management for Graduate Programs

Responsibility for graduate admissions and enrollment management is shared between the graduate college (GC), undergraduate admissions, enrollment & student services, and graduate departments. All graduate admissions decisions are made jointly by the graduate college and the admitting graduate program (the GC upholds necessary conditions for admission; the department decides on the sufficient conditions). Visa processing for admitted international graduate students, and work permit processing for international GAs, are done by the Office of International Students and Scholars (OISS). At the recommendation of external reviewers in June 2011, several changes were made: 1) recruitment was fully decentralized to graduate departments (with some limited, ongoing support from --and initiatives by-- the graduate college); 2) graduate student immunization requirements, enforcement, and tracking were moved to student enrollment services; 3) graduate student residency determinations and processing were moved to undergraduate admissions.

Due to the highly collaborative nature of this system, when challenges arise in other areas (undergraduate admissions, enrollment and student services, OISS, and/or graduate departments) they impact graduate enrollment management.   Within the graduate college, the greatest challenge to highly effective and efficient enrollment management is staffing. Staff shortages impact currently enrolled graduate students more than prospective students; our admissions timeframe and turnaround time is approximately 85% faster in 2012 than in 2010 due to altered business practices and electronic initiatives.

In terms of strategic enrollment at the graduate level, various groups are beginning to work together to identify priorities. Among the questions at hand are issues like: How much graduate enrollment growth is appropriate? Should growth come from new programs and/or existing programs? In which programs should resources be invested for targeted growth (based on the new funding formula, economic development imperatives, grant funded research areas, CoRE initiatives, etc.)? How can we increase quality and improve standards? How can we increase our involvement with, and support of, STEM initiatives and diversity initiatives at the graduate level? This is an ongoing conversation and it will guide us as we move from several years of cuts, eliminated graduate programs, and declines in enrollment (especially in non-degree graduate students and certificate students), to a stable campus economy and a newly thriving climate for research and graduate scholarship.

V.   CoRE

The new collaborative research and education initiative (CoRE) is part of a broad academic agenda to move UNLV forward towards twin goals of achieving Very High Research status and enhancing campus culture and faculty research and instructional support. CoRE is both a grassroots faculty and administrative effort, led primarily through the work of a faculty steering committee engaging with key campus leaders to build consensus on a vision for UNLV CoRE.

CoRE is an incubator for new ideas and new thinking at UNLV. The institutional aspiration of CoRE is to facilitate a cultural change that augments and accelerates interdisciplinary research and education initiatives for the greater success of students and faculty, enhances institutional excellence, and benefits Southern Nevada and beyond.

The initial phase of CoRE will provide opportunities for members of the UNLV campus and community stakeholders to discuss research and education topics of mutual interest. These discussions may lead to further engagement ranging from informal exchanges of ideas, to development of innovative, interdisciplinary courses, to the formation of interdisciplinary research groups, to collaboration on externally funded projects.

The CoRE structure, and specific form and function remain in progress and will largely be an artifact of campus input. The first stages of seeking large-scale input will take place in spring 2013 and include a campus-wide survey that will inform a CoRE summit meeting. By fall of 2013, a CoRE infrastructure will be in place and will begin to engage the campus and broader community in a myriad of interdisciplinary research and education initiatives.

VI.   Academic Master Planning

Process
The Academic Master Plan is a part of a living planning process and planning document and served as a guide for our 2010 & 2013 accreditation visits by

the Northwest Commission on Colleges and Universities. It will also guides major academic, research, policy, and budget decisions.

This document is reexamined annually by about 100 faculty and staff with a university wide planning retreat held before the start of each academic year (August). The planning retreat includes individuals from all aspects of the campus, where our university goals are reviewed, reviewed and updates presented. It is from this annual process that follow up topics for university town hall meetings are derived and the strategic planning process moved forward.

Campus Mater Planning
Background and Context: UNLV last had a full update to its campus master plan approved by the Board of Regents in March 2004. The 2004 master plan (initiated in 2002-2003) was one of the most formal and comprehensive campus master plans UNLV had created for the campus. Since then, UNLV has done a series of focused updates and studies, and has adjusted the campus master plan, including adding a Midtown UNLV and UNLVNow master plan update in 2006 & 2013 respectively. Each update has been approved by the Board of Regents. Board policy required that Campus Master Plans be updated every 10 years.

Campus Master Plan Process and Engagement:
A significant part of developing the Campus Master Plan Update process was to engage the campus and surrounding community. This process included students, faculty, staff, alumni, the UNLV Foundation, Board of Regents members, Clark County, McCarran International Airport, RTCSN, NDOT, utility providers and the community-at-large (including adjacent property/business owners and general interested parties). UNLV provided information on UNLV's goals for campus master planning and development for the community and interested parties. Equally important, UNLV received input and feedback from these constituents and to inform the review and formation of campus master plan goals. UNLV held campus planning sessions and open houses beginning in April 2012 through October 2012. UNLV presented informational updates to the Board of Regents on campus master plan update progress at the June and September 2012 and September 2012 Board meetings, with approval by the Board of Regents in December 2012.

VII.   On-line Education and Disruptive Technologies
There continues to be significant developments in higher education delivery, arising from the advent of Massive Online Open Courseware (MOOC), and disruptive technologies like adaptive learning software and related concepts, such as the inverted classroom. UNLV needs to study, discuss and determine what, if any, policies and curriculum are appropriate for UNLV. UNLV is committed to developing academic policies that address important developments in student learning. These include but are not limited to online learning and non-credit experiences why would non-credit need

academic policies? If this is supposed to be about whether UNLV will accept MOOCs or other new types of learning as transfer courses, then it needs to be stated.

A. Develop a proactive and shared vision of how we will achieve educational excellence across all student learning experiences and outcomes.

Like academic areas, assessment is a foundational necessity to distance education and disruptive technologies. Therefore, it is necessary for the success of the objectives listed to utilize a university wide system for collecting, analyzing and reporting student information. This information should include learning outcomes, course perceptions, instructor perceptions, and likelihood of continuing (persistence). The Office of Assessment should be a partner with others in the interpretation and use of the data collected. All objectives listed below should be supported by scholarly research and relevant data whenever possible.

I. Academic Objectives

1. Form a working group charged to study significant developments in disruptive, adaptive, and learning technologies to determine what is appropriate for UNLV.

   a. Report on the status of UNLV's capabilities in producing online course content.

   b. Develop a plan, aligned with our broader academic plan for improving learning outcomes across campus, for improving learning outcomes specific to fully online and hybrid courses, and for using disruptive technologies for general improvement of learning outcomes.

   c. Consider proposing a policy and/or process for evaluating, naming and implementing pilot courses on the MOOC model as part of our own e-learning profile, both for online degrees and for stand-alone online courses that would have appeal beyond the UNLV student body.

   d. Study and report, with recommendations, the issue of accepting competency-based credentials in relation to current credit hour criteria. Additionally recommend criteria to consider as part of our curricular requirements, for example the Degree Qualifications Profile study (DQP). This includes external experiences (such as but not limited to) MOOCs for which students might seek to have UNLV award credit (other than through the established process for transfer credit which requires an accredited institution to award the credit) as well as competency-based assessments we might implement in areas such as Writing, Analytic skills etc. There are three preliminary objectives to translate into practical recommendations regarding external MOOC or other non-credit experience for which students seek to obtain credit or use for academic fulfillment:

      • Skill acquisition and content mastery to a level equivalent to what we would expect in a credit course

      • Fosters participation in an intellectual environment that is not limited to mastery of a set of skills

      • Contributes to the development of UNLV students as "life-long learners," as well as other General Education and undergraduate education learning outcomes.

B. Learning Support Objectives

1. Develop consistency of student support of their college experience across delivery modalities.
   a. Revise admission process to identify students who enroll to earn an online degree, or in courses offered fully online.
   b. Revise registration process to allow fully online students an early registration period so they can graduate in a timely manner.
   c. Improve proctoring services provided to students and instructors. Consider the use of nationally vetted programs such as Kryterion.
   d. Develop an online orientation, based on academic achievement for online students who are not able to attend UNLV's in-person orientation. This should include the variances and skills required to achieve academic success through online learning.
   e. Improve student feedback concerning online instruction through a 360° review of student experience (focus groups).
   f. Provide student concierge services in close collaboration with other units (advising, admissions, academic units. etc.) to afford online students the ability to resolve issues in a timely manner.
   g. Complete an affinity program to help increase student affinity with the university, targeted to the online student who is time-bound and/or geographically-bound to fully be a "Rebel." Currently the RebZone project is in development to provide online student virtual access to UNLV events. Many institutions have great success in offering this service to audiences from prospective students to alumni.

C. Faculty Support Objectives
1. UNLV should consider providing teaching faculty the greatest opportunity for academic success in the physical or virtual classroom through positive and proactive professional development. Teaching and learning in higher education continue to change at a significant pace. This requires UNLV faculty to be aware, informed, and skilled in new approaches proven to provide significant opportunities for students to succeed. Research shows that instructors who use innovative and proven approaches are more effective. We should examine innovative and creative methods that promote exemplary teaching and learning, focused on student learning. By starting with our existing capital in learning technologies and Online Education's participation in the New Media Consortium, our institution can disrupt the established practice to increase student success.
   a. Examine the capability of incorporating a center harnessing the complimentary expertise and synergy of various units into a unit for creative instruction. This should include, but is not limited to, online education (e-learning), new media, research in teaching and learning, and disruptive technologies. Close collaborations with the faculty mentoring program, university libraries, and the other units are ideal.
   b. Review and approve fully online and hybrid Course Development form changes.
   c. Establish the role and function of the Online Education Faculty Advisory Council to align with the EVP&P initiatives.

d. Examine faculty member incentives for engaging in professional development to ensure alignment with university objectives in addition to current incentives provided to faculty, colleges, or schools. Incentives could include tenure and promotion, release time, technology devices for instructional use, etc.

VII.   Branding and Communication

The following framework is a general approach to planning and implementing the branding and communication of UNLV's Undergraduate Education. This approach recommends:

1. Identification of various audiences
2. Creation of messages on UNLV's Education that are audience specific
3. Routine collection of data and content for the messages, and regular methods of acquiring that data and content
4. Articulation of deliverables and benchmarks
5. Integration of branding and communication into the three core themes of the NWCCU Accreditation report.

The approach below proposes engaging the UNLV News and Public Information Office and integrates communications regarding our education mission (including undergraduate education reform) messaging on the quality of UNLV's programs, and strategic thinking regarding how we project ourselves.

A. Audiences

In order to effectively communicate our messages, it will be important to identify the groups to whom we are communicating. These groups include:
- the greater Southern Nevada area/entire state
- UNLV students
- K-12 students
- Clark County School District
- professionals in Higher Education
- parents
- donors

B. Messages on UNLV's Education Mission

UNLV Office of the EVP&P will develop the overarching messages regarding UNLV's education mission, and colleges and academic programs would identify characteristics, activities, and evidence unique to their areas. Overarching content for the UNLV education message includes:

- At the core of UNLV's undergraduate education is its new general education model, linking general education to the majors in a model widely proposed as the gold standard for higher education--incorporates many of the elements of national reforms initiatives
  o articulates and embeds student learning outcomes (UULOs) essential for academic and professional success

- o includes First Year Seminars, Second Year Seminars, Milestone courses in the majors, and capstone/culminating activities that provide a coherent pathways for students with a developmental focus on learning outcomes that are introduced, reinforced, and expanded through demonstration by exit
  - o Provide opportunities for educational practices proven to engage students and improve academic achievement (high impact practices such as service learning, writing intensive courses, undergraduate research, etc))
    - Assessment of student learning happens at the course level, in the program, and institutionally as part of the evaluation of undergraduate education
  - Students are diagnosed and monitored with feedback systems and academic support structures providing a variety of interventions (e.g., tutoring, advising)
- UNLV admissions reflects its values for a diverse student population with high standards for a university education.
- UNLV Faculty embrace teaching and learning methods that are student centered, providing opportunities for active, research-based learning and real-world application
- UNLV graduates are not just the employees for the region, but the employers
- Entrepreneurship is an educational value that defines the UNLV experience
- Las Vegas and Southern Nevada is intentionally conceived as the laboratory for learning for our students, providing opportunities for real-world exploration and application
- UNLV works with K12 colleagues on a wide range of programs designed to engage youth in higher education and to close the readiness gap
- UNLV intentionally prepares future faculty through graduate education

C. Data/Content of messages on Undergraduate Education and quality of our Programs, as well as processes for collecting Data/Content

Content/Data:
The content and data of the messages might include participation/membership in professional associations, accreditation, international, national and regional awards to units and faculty, career placement, graduation rates, stellar student stories, events, etc. In addition to evidence gathered by the VPAA, each College and academic program would provide a "quality" benchmarks list.

D. Branding and Communication integrated into the three Core Themes of the NWCCU Accreditation report.

Core Theme 1: Promote Student Learning and Success

Branding and Communication Objectives:

1. Establish a central UNLV brand that communicates student learning and success related to UNLV's Education mission

2. Create an ongoing Branding and Communication Task Force to update new developments in student learning and success and Undergraduate mission
3. Establish regular oversight from UNLV News and Public Information that includes regular, strategic and inclusive gathering of news and information from the Colleges, the Libraries and the Centers

Core Theme 2: Advance and Support Research, Scholarship and Creative Activity

B. Branding and Communications Objectives

1. Colleges, Division, UNLV Libraries, Centers engage in regular reporting of news, achievements, students' stories, faculty highlights, academic support available, special events, etc., to a central distribution point (logically PIO). PIO coordinates with Communications staff members to update websites, press releases, newsletters, social media and produce/distribute monthly communication piece to CCSD administration, counselors and faculty

2. News and Public Information assess deliverables and benchmarks related to UNLV's Education research, scholarship and creative activity.

VIII.   Faculty Mentoring

In July 2012 the Office of the Executive Vice President and Provost began a new, university-wide faculty mentoring program. In these first phase of the program, the goal is to assist the professional development and campus community integration of junior faculty. The pilot phase was fully launched by September 2012.

The mission of the Faculty Mentoring Program (FMP) is to provide support and information with the aim of facilitating the professional success and satisfaction of faculty. The program coordinates the matching of junior faculty with mentors outside of their department, and offers mentoring training to individuals and groups on special topics. It also provides a clearinghouse for professional development materials and information, as well as networking and peer-interaction opportunities. The program is intended to enhance the recruitment and retention of faculty, to promote inter-disciplinary communication, to build the campus community, and to promote the values of trust, respect, collegiality, diversity, and inclusion in the academic climate at University of Nevada, Las Vegas.

The philosophy of the Faculty Mentoring Program (FMP) is that the maximization of sources of professional guidance and social support will benefit the progress and well-being of faculty. Its aim is thus to complement departmental mentoring efforts with extra-department mentors, resources, and training.

There are five components to the FMP:

1. **TWO-TIERED MENTORING**: The FMP provides a mentor outside the department by matching junior faculty to a mentor preferably within a department whose discipline is nonetheless related to that of the mentee (e.g., a mentor in Sociology for a newly hired faculty in Psychology). These extra-departmental , though discipline-relevant, matches will increase opportunities for interdisciplinary collaborations and the building of a broader network of professional and social relationships.
2. **INFORMATION CLEARING-HOUSE**: The FMP will provide a clearinghouse for information, materials, and resources online so that junior faculty can access important information independently.
3. **PROFESSIONAL DEVELOPMENT PROGRAMMING**: The FMP will partner with the Division of Research and Graduate Studies, the Consortium for Faculty Professional Opportunities (CFPO) and faculty to develop relevant professional programming (research networking, seminars, training).
4. **PEER MENTORING/NETWORKING PROGRAMMING**: The FMP will engage in active peer mentoring and networking opportunities.
5. **SPECIAL TOPICS TRAINING**: The FMP will offer training on special mentoring topics to mentors, chairs, and departments.

The ongoing design of the program is drawn from the mentoring best practices literature, as well as faculty input. The program will be managed by a Director of Faculty Mentoring reporting to the Executive Vice President and Provost. A Faculty Mentoring Program Advisory Committee consisting of faculty from all colleges will also be constituted to advise on programming.

IX.   Graduate Assistant Funding

History

UNLV's pool of State Graduate Assistant (GA) funds has not notably increased in more than a decade. In 2009, the Graduate College led a campus-wide conversation about state GA stipend allocations to colleges, guidelines for expending state GA funds, and how to help make GA stipends more competitive. Out of that process, which involved conversations with, and input from, various groups on campus (including the GPSA and graduate students, the Graduate Council and graduate coordinators, Department Chairs, Assistant/Associate Deans, the Dean's Council, and the Cabinet) the consensus was that we should establish a GA program consistent with the principles of research institutions by implementing the following changes:

- Generate a new, empirical model/formula to allocate state GA funds to deans (in academic colleges with graduate programs) on a 3 year basis that:
    - allows flexibility within colleges
    - supports a long term strategic approach to recruitment
    - incentivizes both doctoral graduation and overall graduation in the college allocation formula
    - encourages grant support for graduate research assistants

- o dedicates state GA funds primarily for GTAs to support FTE generation & meet teaching needs
- o enacts a plan to increase stipends to make us more competitive with peer and peer plus institutions.

UPDATE: These goals were implemented in the new state GA allocation formula that adjusted state GA funding to deans and allocated the same amount to them for AY10-11, 11-12, and 12-13. That formula is being re-run in fall 2012 for a new college allocation of state GA funds to be distributed to deans for AY13-14, 14-15, and 15-16.

- The Deans, on advice of chairs, graduate coordinators, and graduate programs (and with support from the GPSA), recommended against raising the mandatory minimum stipends for two reasons: 1) without new state or campus funds, doing so would result in a loss of total GA positions, thereby impacting graduate students, headcount and FTE; 2) the Deans and departments already have the ability to offer stipends higher than the mandatory minimum amounts. Stipend increases are necessary, but must come with an infusion of new funds. The consensus from the various campus groups was to strive to secure additional funds in coming years to support stipend increases per the schedule below:

	Minimum Masters Stipend Amount	Minimum Doctoral Stipend Amount	ESTIMATED Total New Funds Needed
2010-2011	Same: $10k minimum	Same: $12k minimum	NONE: Same as this year
2011-2012	Same	Increase minimum by $2k ($14,000)	$1,000,000
2012-2013	Increase minimum by $2.5k ($12,500)	Increase minimum by $2k ($16,000)	Another $750k (Masters) + $1m (Doctoral) = $1.75 million
2013-2014	Stabilize @ $12,500 minimum	Stabilize @ $16,000 minimum	Approx. total of $2.75 million more per year

UPDATE: The goals for increasing state funded GA support outlined above were not met due to severe budget cuts that prohibited additional GA expenditures. However, beginning in fall 2013, we were able to secure additional funds to increase the minimum doctoral state funded GA stipend (for fall/spring) to $13k, and up to $15k for those doctoral students who have advanced to candidacy. These minimums are also applied to non-state funded (grant/contract funded) GAs, but the stipend increase is covered with external funds, not supplemented with state funds.

Current GA Stipend Proposal

The recent doctoral GA stipend increase has been very well received, but there is collective agreement (based on campus strategic planning priorities) that the efforts need to continue to increase stipends and be more competitive. The Graduate College Executive Committee and the Graduate Council have put forth the following proposal (below); the Research Council will be considering this later this spring (2013) as well. The three keys points are as follow:

- Increase masters level stipends from $10k (fall/spring) to $12k. Students cannot survive on $10k for 10 months, and this is not a competitive amount. Further, some departments only have masters programs, so they do not benefit from doctoral stipend increases. Finally, many masters programs feed into our doctoral programs, so failure to recruit outstanding students and support them with a reasonable GA stipend at the masters level will negatively impact recruitment/admissions into many of our doctoral programs.
  - COST: With approximately 350 masters level GAs/yr, this would require approximately $700,000 of new funds.

- Increase doctoral level stipends again so that pre-advancement to candidacy GAs earn $14k and post-advancement to candidacy GAs earn $16k. This makes us fairly competitive in disciplines outside science, engineering, and health sciences/nursing. Once these higher minimum doctoral stipend levels are achieved, it is likely that UNLV will need to strategically support stipend increases in these higher cost (and economically valuable) areas above the rest of the campus.
  - COST: Approximately $350k to move to the $14k/$16k threshold; additional funds to increase doctoral stipends in high cost areas would vary depending on the size of the increase.

- Aside from stipend increases, the conversation needs to be expanded to include strategies for increasing our base funding for state GAs so that we not only provide higher stipends for those in the current positions, but the overall number of GA positions available is increased at UNLV. This is already happening in many areas due to grant support for externally funded GAs, but a larger pool of funds for state GAs is also necessary to support: 1) strategic growth in key graduate study areas; 2) the provision of adequate numbers of undergraduate classes and labs to serve a growing population and keep them moving toward graduation.
  - COST: For example, a 10% increase in both masters and doctoral level GAs would cost approximately $420k (masters) and $525k (doctoral), or approx. $945k combined.

X.   Minority Serving Institution Status

Purpose:
The UNLV student body is becoming increasingly diverse. As was reported by US News and World Report the University of Nevada Las Vegas is now ranked nationally as the 8th most diverse campus in terms of undergraduate students. The continued growth of diverse populations in

southern Nevada that include Asian American, Latino, and Pacific Americans supports the argument for establishing UNLV as the premier Minority Serving Institution in Nevada.

The purpose of this working document is to establish a task force to provide leadership for achieving MSI status. This process will include identification of key task force members to include students, staff (administrative, support and faculty), departments and colleges, as well as community leadership. The task force will focus on short and long term strategies for achieving minority serving institution status. Embedded in this effort will be to achieve recognition as an Asian American Native American Pacific Islander Serving Institution (AANAPISI) under Title III and Hispanic Serving Institution under Title V.

Program Goals:
Goal 1: Identify and bring together key members of the campus community representing their respective departments and colleges to serve on the task force.

Goal 2: Increase awareness about the MSI process and the benefits to UNLV students, faculty, staff and Nevada.

Goal 3: Develop an MSI Action Plan to act as guiding document for how UNLV operates and supports MSI initiatives. As a research institution UNLV must set the standard and provide leadership for implementation and accountability as an MSI serving AANAPISI and HSI populations.

Goal 4: Complete a campus wide inventory to identify which assets and needs exist. Critical to the process is understanding what institutional infrastructure exist that will support these efforts.

Goal 5: Engagement and collaboration with key community and business leaders who are in partnership with higher education to advance and support the UNLV MSI Action Plan.

Proposed MSI Work Groups:
MSI Designation Team
      Data
Institutional Infrastructure/assessment Team
      Assets Mapping of Resources
      Needs Assessment
Funding Team
      Title III and Title V Grants
      New Fundraising Development Opportunities
STEM Alliance Team
      Office of the Provost, Office Diversity initiatives, Office of the VP for Research
      Graduate College, CAEO, Academic Success Center, Schools of Science, Technology,
      Engineering and Math, Health and Community Sciences Campus Engagement: Students,
      Faculty, Staff
      AANAPISI Team
HIS Team
Community/Business/Industry Partnership Team Institutional Partnerships Team
      NSHE, CSN, NSC, TMCC, GBC, UNR, WN

Expected Outcomes:

1. Achieve Minority Serving Institution designation and recognition as an AANAPISI And HSI.
2. Develop the UNLV MSI Action Plan for student success and community engagement
3. Utilize data as a tool for capacity building. Establish a short and long term Sustainability plan for support of MSI at UNLV.
4. Identify and complete campus inventory identifying assets and needs to support MSI efforts. Identify what resource currently exist and how can they contribute to The MSI process.
5. Continue efforts to establish strong pipeline initiatives with CCSD and other school districts in Nevada. Leadership from ongoing efforts like those of CAEO will be very
   beneficial to this work.
5. Establish strong connection to UNLV STEM Alliance efforts. Understanding that There is big push to bring Minority students into the STEM fields.
6. Identify new sources of funding from grants and new donors invested in the MSI process.

Proposed Task Force Membership

Office of the Provost:	Dr. Carl Reiber
Institutional Analysis and Planning	Diane Muntel
Office of Diversity initiatives	Jose L. Melendrez
Student Affairs	
CAEO	Keith Rogers
Enrollment & Student Services	Rob Sheinkopf or designee
Financial Aid	Norm Bedford or designee
Office of Sponsorship Programs	Stephanie Page VP Office for Research
Graduate College	Dr. Kate Korgan
Academic Success Center	Dr. Ann White
Student Leadership	
Faculty Leadership	
Community Leadership	

       Asian Chamber of Commerce
       Latin Chamber of Commerce
       Urban Chamber of Commerce
       OCA
       NAACP

XI.   IT Master Plan

Project Summary: To ensure the technology needs of the campus support and keep pace with the growing, changing and future needs of the university. UNLV recently selected BerryDunn, an independent consulting firm, to assist with the development of the university's first ever Information Technology Master Plan.

Scope of work: Prepare an actionable technology plan consisting of 10-25 strategic IT

initiatives that are both prioritized and sustainable.

Approach:
- Conduct onsite interviews and meetings with key individuals and departments/units to better understand current technology environment;
- Disseminate IT Master plan questionnaire to identify opportunities where technology changes can enable UNLV to better meet its current department/unit goals and future vision
- Conduct focus group sessions

Stakeholders: Faculty and staff, students, technical staff, IT steering committee, NSHE and community

Role of IT Steering Committee:
- Help ensure that all campus constituents have an opportunity to be involved in the planning process
- Serve as a voice for the area on campus you represent throughout the plan development
- Provide insight on how best to involve others in your area in the planning process
- Assist the consultants as they seek to understand the UNLV environment
- Share your unique individual, unit, and university experience to ensure the planning process results in a plan that reflects the diverse needs of the campus

Schedule of Deliverables and Responsible Party:
- Provide list of required documents – OIT
- Disseminate and collect questionnaires ASAP – IT Steering Committee, OIT
- Secure department/unit strategic and technology plans by 10/30 – IT Steering Committee, OIT
- Identify necessary departments/units for focus groups on 10/30, 11/1 and 11/2 – President, President's Cabinet, Deans, IT Steering Committee and OIT
- Conduct onsite focus group meetings on 10/30, 11/1 and 11/2 - BerryDunn
- Phase 1 (gathering data and assessment) thru early spring 2013 - BerryDunn
- Phase 2 (compile data and prepare report) end of Summer 2013 - BerryDunn
  - o Provide an actionable plan
  - o Identify 10-25 strategic IT initiatives that are sustainable
  - o Prioritize strategic IT initiatives (foundational, governance, tangible)

Key Points of Contact:

Lori Temple, Ph.D. Vice Provost for IT Office of Information Technology (OIT) (702) 895-1886	Clint Davies Principal 207.541.2322 cdavies@berrydunn.com	David Houle Project Manager 207.541.2218 dhoule@ berrydunn.com	Vienna Shea Senior Consultant 207.541.2287 vshea@ berrydunn.com

XII.   Economic Development

In response to the growing campus and community conversation regarding the role of higher education in economic development, Provost White established a working group on this issue as part of the educational implementation team's efforts.   The group consists of the following faculty: Dr. Peg Rees, Dr. Jen Fabbi, Dr. Andrew Hardin, Dr. Chris Stream, Dr. Shawn Gerstenberger, and Dr. Kate Korgan, chair. The group is scheduled to meet on October 24th, after which time we will be in contact with various faculty and groups from across campus to gather information about the current and possible linkages between campus teaching, learning, research, and creative activity, and the community at large. The mission is not to look solely at the ways in which UNLV can train a regionally relevant workforce, but rather to identify the many complex, creative, and collaborative intersections that exist and foster social entrepreneurship, intellectual curiosity, economic engagement, opportunities for community leadership, and impactful campus/community/economic exchanges. This working group will provide a preliminary report on the relationship between educational engagement and economic development in approximately a month.

XIII.   Career Services

The Executive Vice President and Provost assembled a group to evaluate UNLV's current Career Services and provide recommendations. The group proposed the creation of a comprehensive Career Services Center for UNLV. In order to be inclusive of all the possible services a comprehensive career center could provide a team of staff met on October 16, 2012 to begin to identify the various components that should ideally be included. Staff members included Karen Strong, Gayle Juneau, David Forgues, Shannon Goodman, Alex Tocci and Phoebe Kuo-Jackson. The general consensus among the group is to retain a down-sized centralized Career Services Office under the auspices of Enrollment and Student Services to coordinate the core functions and activities. Concurrently, the college-based academic advising centers, the Academic Success Center, and Alumni Relations would share responsibility for many of the programs and services.

Career Services would provide services, programs, interventions beginning during orientation and match these services to the developmental level of the students. With a research focus, UNLV must have a robust and comprehensive Career Services Center to ensure students have access to major exploration and options, job search skill building, intensive counseling, career assessments to assist with focus, externship and internship possibilities and access to employers. The points below identify areas that would contribute to the career development of UNLV's students and address most of the items in Core Theme 1.

Academic Advising Community
The Office of Academic Advising would collaborate with the college-based advising centers and the Academic Success Center to provide substantive career advising and

career mapping. Their charge would be to integrate those functions with the academic advising they currently deliver.

Counseling and Psychological Services
This office would provide more intensive counseling addressing career issues such as anxiety, cultural barriers, parent wishes vs. students' wishes, academic challenges that prevent progress in chosen major, etc.

Academic Success Center
This office incorporates career advising into their FYS classes and it is recommended that all FYS classes do the same.

Career Services Office
This office would serve as the nexus for all career initiatives for UNLV. Below are current and proposed initiatives.

- It would create and provide the curriculum for all First Year Seminars.
- Continue to offer the Rebel Internship one credit class.
- Increase the number and variety of employers who participate in Career Service events.
- Create Career sheets that based upon a specific major describe possible careers, academic requirements, salaries and other options.
- Create a video campaign to market the office to all students
- Develop an orientation presentation for both parents and students. Begin the conversation with students as to why they are going to college and set collegiate and career goals.
- Create a career on-line module where students would go to see recommended tasks on the career continuum. Career Service staff would provide content and Academic Advisors, Counselors; all would refer students to this site.
- Promote newly purchased software – FOCUS 2 – which contains programs such as career exploration tools, assessment tools, skill building, etc.
- Continue to build the job database through Career Link.
- Employment and Internships via *Career Link* (NACElink): Assist students with searching for internships via *Career Link*. Provide access to computers and the software enabling students to search for internships. Provide guidance as they search. 6,678 employers are registered on UNLVs Career Link. Alumni are offered access to this system free of charge. There are currently just over 16,000
- Maintain web site with student resources: Keep resources updated; listing of event dates updated; notice of employers on campus updated; contact information updated. Current links and resources: *How to Apply for a Job Online; reports; Career Connections - Semester Newsletters; Student Calendar; Student Web resources; On-Campus recruiting; Career Shift; Facebook; Podcasts;*
    - *How to Apply for a Job Online:* A PowerPoint presentation highlighting the process of job search and application process for online postings;
    - *Reports:* National Association of Colleges and Employers Salary Survey; UNLV Graduating Student Surveys listed by college annually beginning

with 2005-2006; Counseling Summary which lists the number of students by standing who have been counseled in the Career Services office; Career Day Participant Data 2010 by number of students and ethnicity and college as well as alumni as well as traffic volume by hour throughout the day; Fall Marketplace Student Participation Data with the same data as Career Day; Employer Activities Report, a thirty-plus page report outlining interactions and services by employers throughout the year.

- *Career Connections:* Lists career development events for the semester; promotes Career Day; highlights an employer; features a "success story" of an alumnus; provides an interview with an employer; highlights office services; published once a semester.
- *Career Connections Newsletter* every semester: Compose and collect articles relevant to career development. Authors may include staff, students who have completed internships, employers; faculty/administrators; alumni; profiles of successes.
- *Career Calendar*: Day by day listing of Walk-in times and various on-campus events.
- *Student Web Resources*: A very extensive listing of career fields supplemented by links to associations and job posting sites; Comprehensive listing of career topics as well again supplemented by extensive links to other resource sites.
- *Graduating Student Survey*: Link to the survey for graduating students.
- *On campus recruiting:* Lists descriptions of resources including interviews, internship listings, resume books, employer information sessions, career fairs and employer panels.
- *Career Shift:* Link to a proprietary site at which students can search for employment listings, develop their own personal marketing campaigns and create a database of contacts.

- Career resource room with computers, books, brochures and other resources
- Host recruiters on campus for interviews and information sessions. Approximately 100 employers visit each semester with over 120 interview sessions 800 individual interviews conducted. Recruiting surveys are administered to employers rating student career preparation attributes, interview assessment attributes, overall recruiting services and campus relations.
- Assistance in developing resumes
- Career Fair twice a year plus summer career and internship fair.

XIV. STEM

UNLV is committed to increasing participation in STEM disciplines and to produce informed citizens who possess and apply the necessary understandings to expand Nevada's STEM-capable workforce in order to compete in a global society.

UNLV is engaged in an array of activities in the research and educational areas focused on the development of Science, Technology, Engineering, and Mathematics (STEM) disciplines and the role they play in the support of economic development, creativity and

the growth of new industries. Research and creative activities in the STEM disciplines will expand our abilities to sustain a competitive scientific and technologically based economy as well as to expand the number of individuals with the expertise to become leaders in the STEM professions. Interdisciplinary STEM research and educational activities includes all fields of fundamental science, technology, engineering and mathematics. UNLV has committed to foster diversity and to increase participation of underrepresented groups in STEM and to produce informed citizens who possess and apply the necessary understandings to expand Nevada's STEM-capable workforce in order to compete in a global society.

FIRST ANNUAL STEM SUMMIT - January 14-15, 2013
Faculty, staff, students and the campus community were encouraged to define the way UNLV develops future scientific collaborations, supports the development of faculty scientific partnerships and utilizes laboratory capabilities and educational initiatives in (STEM) Science, Technology, Engineering and Mathematics. Posters presented previously at departmental or professional events were displayed and served as a great opportunity to showcase interdisciplinary research at UNLV.

The event was sponsored by the Office of the Provost, Vice Provost for Academic Affairs, Vice President for Student Affairs, Vice President for Research and the Vice President for Diversity Initiatives along with the College of Sciences, College of Engineering, College of Education, School of Allied Health Sciences, School of Nursing, School of Dental Medicine, and the School of Community Health Sciences.

Over 200 faculty, staff and students participated in the STEM Summit which made this an outstanding and informative event. As a goal of the STEM Summit we want to enhance our communications within and between STEM stakeholders and as such your input in the survey and as part of the summit will inform our future activities and initiatives. Survey results along with session summaries will be available on the STEM web page soon (http://stem.unlv.edu/). Events and activities are already being planned based on input and discussions:
- a team was assembled to participate in the collaborative submission of an NIH U54 grant proposal
- a second STEM based education grant proposal team is coming together
- the STEM Summit also provided the leadership team with clear goals and ideas on which to base future activities.

XV.   Teaching Evaluation Standardization

A joint faculty, student, and administrative task group has been meeting regularly since Spring 2012 to collect information and develop recommendations about a potential transition to a more uniform approach for Student Evaluations of Teaching (SETs) at UNLV. The task group has met with campus faculty, the faculty senate Tenure and Promotion (T&P) Committee, students and administrators; evaluated current UNLV SET forms and practices; examined the peer-reviewed literature and evaluated SET approaches at peer institutions. The Task Group has found that departments are

burdened with either high labor costs and delays in processing paper-based administration of surveys, or with high direct operating budget costs. An additional problem is the sometimes low response rates for electronic methods of administration.

Across UNLV, survey lengths range from two to 40 questions, and survey design, question content, rating scales, and student comment procedures all vary considerably. The methods and degrees of processing of student survey response data also vary. In some cases, results from only one or a few questions are used to rate the faculty member, and the degree of comment processing ranges from none (comments are not allowed or discarded without return to faculty) to extensive (comments are extensively redacted before return). Delays occur in return of processed data, ranging from several months to a year, limiting the utility of the responses to faculty members. The Faculty Senate T&P committee reports that it is difficult to compare faculty instructional ratings when different questions, different rating scales and different degrees of information processing are used. UNLV students are disengaged from the process because they seldom receive any kind of feedback indicating that their opinions and responses made any difference in the quality of faculty instruction or facilities.

Based on its research, the Task Group's report will make recommendations to include questions in the broad areas of faculty instructional performance that students are qualified to rate, to delete questions in areas students are not able to rate, and to adopt a survey that will be in two parts.

The first part would be a common set of questions for all faculty with a standardized set of response options and uniform rating scale that will allow for comparison within and across colleges. The second part would be questions chosen to reflect the unique needs of different academic programs and disciplines, and also particular instructional environments (e.g., large lecture, small discussion, laboratory, performance studio). Regarding survey approach, the Task Group's report will make general recommendations favoring adoption of a survey approach that works for both face to face and online classes, preserves student anonymity, generates high response rates and reduces the financial and labor burdens on academic departments. Widespread student use of mobile wireless devices and availability of numerical and text analytic software may create circumstances where the convenience and speed of electronic survey approaches can be combined with high in-class response rates.
The Task Group will also recommend that, going forward, two groups will be needed to address 1) the content of the questions and 2) means of administration of those questions. The valuable discussions and extensive research knowledge gained by the current group could serve those two groups well.

The Task group is now drafting its report to campus, and is anticipating completion early in March 22013.