Program Review: Academic & Career Services Office

University of Nebraska at Kearney Academic & Career Services Office

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University of Nebraska at Kearney

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**Appendices**
Section I: General Program Characteristics

I. Department history
II. Mission and goals
III. Strategic plan
IV. Initiatives

University of Nebraska at Kearney

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Section I: General Program Characteristics

I. Department history

Merging Academic Advising and Career Services to become Academic and Career Services (ACS) began as a cost-saving move in 2010, but has transformed into an effective intersection of student services over the last nine years. All ACS professional staff provide both advising and career support to students, including meeting individually with all freshmen students, supporting Deciding students with their course selection and major exploration, and helping all UNK students identify career goals and strengthen job-seeking skills.

In 2014, the department moved from Student Affairs into the newly-created Division of Enrollment Management. The change allowed for a more streamlined reporting system with focused collaboration between the included departments (Admissions, Financial Aid, ACS, and First Year Program), although continued communication with the Division of Student Affairs attempts to keep both divisions apprised of ongoing and upcoming events and initiatives.

In addition to maintaining advising services to Deciding students, processing major and advisor changes, administering the early academic alert (EAA) system, and administering a parent information program called Partners Achieving Student Success (PASS), significant changes were made in the career development and job search services offered. In addition, a major initiative was undertaken to increase student attendance and satisfaction with the Career Fairs. (See Section IV).

The First Year Program assistant director initially reported to ACS, though it became evident this was an unnecessary layer of bureaucracy and the position moved to a direct report to the Enrollment Management Associate Vice Chancellor. Collaboration, however, has continued. The FY and ACS departments work very closely together, sharing not only administrative staff, but also student service duties; particularly notable among these are the academic recovery meetings staff undertake in the spring semester.
Overall, the Academic and Career Services Office has strived to create an open and inviting atmosphere in the office to encourage students to seek their assistance when they need it.
II. **Mission and goals**

MISSION: The Enrollment Management Division is committed to the recruitment, retention, and successful educational and professional outcomes of a diverse student body through collaboration with the University community.

VISION: The Enrollment Management Division aspires to lead the University through a changing higher education environment by ensuring that institutional enrollment objectives are met through strategic planning, assessment, and execution of policies tailored to evolving student needs and challenges.

GOALS:
- Actively recruiting all prospective students and families from Nebraska and the surrounding region.
- Assisting students in the transition to UNK, fostering a strong sense of Loper pride through creative programming and persistent outreach, using various forms of information distribution to all first-year students.
- Retaining students through a combination of resources, including centralized academic advising policies, systematic intervention of at-risk students, and innovative programming aimed at supporting academic success.
- Providing programs and services to facilitate students’ professional development and building relationships with organizations that recruit UNK students and alumni.
III. Strategic plan

The UNK strategic plan outlines multiple priorities as part of a goal to increase recruitment and student success. Some of these priorities relate directly to ACS services, as presented in the complete list below. The entire strategic plan is provided in Appendix A.

Goal 2: Access and Success: Increase recruitment and enhance support for student success.

2B. Increase retention of a quality, diverse student body through holistic enrollment management.
   - Emphasize professional engagement with students and improved responsiveness and customer service in all offices and functions.
   - Enhance the quality of advising (faculty and staff) through improved formal training, by developing common measures of student satisfaction with advising, and explore recognition of advising performance as a component of evaluation.
   - Enhance Military and Veteran services and support.
   - Implement best practices and policies to promote student success and timely degree completion.
     - Improve readiness of first-term freshmen “Admitted by Review” by creating/offering a series of 1-hour Learning Skills courses that are specific to areas of concern.
     - Improve Freshman to Sophomore retention rate by deploying intensive early/often advising interventions.
     - Develop a career education module for students that is accessible through MyBlue.
IV. Initiatives

a. Academic Advising

ACS provides academic advising for approximately 275 deciding students each semester, as well as all incoming international students and students contemplating a change in program. All UNK students must be academically advised each term to ensure they are well informed of their choices and the outcomes of those decisions. Using the Developmental Advising Model (Appendix B), ACS assists students through various steps of their academic journey. It is widely known that students who have goals and plans, as well as the support necessary to achieve them, are more likely to persist in their education. Advising meetings provide opportunities to discuss how students can explore interests and hone scholarly skills, including campus involvement, faculty and advisor interaction, and academic opportunities at UNK. The office also coordinates faculty advisor assignments across campus, working with department Chairs and program directors to accommodate a diverse set of criteria for departmental advisor assignments.

b. Freshman Meetings

Since 2015, all first time freshman (except for Thompson Scholars) meet individually with an ACS advisor or trained peer advisor beginning the fourth week of the fall semester. Students receive an email informing them to schedule a “Check In” meeting via Handshake and have a hold placed on their student account until the meeting is complete. The meetings assess the student’s transition to UNK while connecting them to the ACS office as a valuable and trustworthy resource. Advisors help acclimate students to several tools and resources while covering:

- An introduction to the ACS office and the support it gives students
- A conversation regarding how their transition and life in college is going
- Their degree audit in terms of understanding General Studies and major/minor course requirements
- Their responsibilities as advisees
- Meaningful resources which support academic success

c. New Student Enrollment

The New Student Enrollment program is offered every summer during May and June to first-time freshmen. In 2018, a week of NSE was added in July to accommodate late applicants. In 2019, the entire daily NSE schedule will change, creating two half-day programs for 25 students each, rather than a day-long program for 50 students. This is the first significant change in this program (outside of multiple name changes) in two decades. ACS staff meet individually with NSE students who are deciding on majors to help them enroll in appropriate courses, and also assist other departments and programs with advising when schedules or staffing fall behind.
d. Transfer Student Advising

ACS plays a key role in several transfer orientation days each year. The ACS Director communicates with academic Department Chairs to make sure that they are aware of the dates for each transfer day and of the majors for students attending each transfer day. ACS also verifies each student’s major during transfer day check-in and advises all Deciding transfer students. Over the last six years, the number of fall transfer students consistently comprised around 6% of total undergraduate enrollment (between 276 and 343 students annually).

Many incoming transfer students are not able to attend a transfer day. Previously, advising was a complex and confusing process for those students. Now, due to an ACS advisor helping Undergraduate Admissions develop and implement an online transfer orientation program, the process is much smoother (see Appendix C). UNK administration recognized the benefits of having an individual focus their time on transfer student needs and developed a new position in Undergraduate Admissions called the Associate Director for Transfer Transitions. The ACS Advisor who developed the online orientation currently occupies that role and continues to collaborate with ACS to improve UNK’s transfer process.

e. Advisor Training

ACS is available to all departments for individual or departmental advisor training. Advisor training is offered to not only ensure advisors are up-to-date on course requirements, but also to encourage developmental advising practices to enhance advisor/advisee interactions. Past training topics have included Developmental Advising, Advising Students on Probation, and General Studies Advising. These efforts have sometimes been coordinated with the Registrar’s Office, in conjunction with their Degree Audit training. The Future Directions section of this document discusses how ACS hopes to increase the number and effectiveness of our training sessions in the future to achieve even closer communication with academic departments and Deans.

f. Updating Advisors

Undergraduate students are assigned an academic advisor based upon their major, minor, or pre-professional program. Students are assigned particular advisors based on a list of criteria from the chair of each academic department. Students may also be assigned an advisor based upon involvement with the Thompson Scholars Program, Honors Program or the TRiO Program.

New students are assigned an academic advisor after attending New Student Enrollment. Transfer and online undergraduate students are assigned an advisor after attending Transfer Day or completing online orientation. Currently enrolled undergraduate students who change their academic program will be assigned an advisor change after the Registrar office has processed the online major/minor change form.
2018 was the first year ACS became responsible for changing students’ advisors. In that year, ACS staff updated advisors 4,205 times, which includes the circumstances described above, as well as students being assigned a new advisor due to academic departments’ advising policies changing who advises students in their programs.

g. Career and Graduate School Fair

Career and Graduate School Fairs, open to students in all majors, started in fall 2006. Typically, the fall fair is held in early October and the spring fair is held in February in the Health and Sports Center. Some academic departments choose to organize their own major-specific career fairs, networking receptions, or career showcases, including Supply Chain Management, Criminal Justice, Industrial Distribution, Communication Disorders, Health Sciences, Construction Management, and Agribusiness.

The general career and graduate school fair is designed to connect all students with local and regional employers and graduate programs. Freshman and sophomore students attend to strengthen their networking skills, explore what they can do with their academic program and learn about types of employment and graduate study. Junior and senior students attend to seek internships and full-time positions. Many employers do not have a preference for specific majors because they are more interested in the transferable skills students attain, so ACS encourages students to talk with various employers to understand potential opportunities after college.

Academic and Career Services also benefits from revenue generated by the Career Fair. Following is a table summarizing student and employer attendance, as well as financial information from career fairs over the past several years.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employers</th>
<th>Registration Fee Total</th>
<th>Expenses</th>
<th>Department Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>383</td>
<td>96</td>
<td>$15,610</td>
<td>$3,282</td>
<td>$12,328</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>419</td>
<td>99</td>
<td>$17,765</td>
<td>$5,261</td>
<td>$12,504</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>409</td>
<td>84</td>
<td>$15,110</td>
<td>$3,987</td>
<td>$11,123</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>409</td>
<td>117</td>
<td>$21,375</td>
<td>$5,673</td>
<td>$15,702</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>384</td>
<td>116</td>
<td>$21,765</td>
<td>$6,229</td>
<td>$15,536</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>413</td>
<td>107</td>
<td>$16,550</td>
<td>$3,425</td>
<td>$12,295</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>343</td>
<td>84</td>
<td>$14,320</td>
<td>$3,832</td>
<td>$10,488</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>404</td>
<td>84</td>
<td>$18,025</td>
<td>$4,873</td>
<td>$13,152</td>
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<tr>
<td>Spring 2018</td>
<td>348</td>
<td>86</td>
<td>$16,995</td>
<td>$4,422</td>
<td>$12,573</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>335</td>
<td>99</td>
<td>$23,080</td>
<td>$5,877</td>
<td>$17,203</td>
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</table>
Related Career Fair Events
ACS helps students prepare for their career fair experience by promoting preparation workshops to professors and their students as part of the “Career Days” schedule. “Career Days” was created in collaboration with the College of Business and Technology (CBT) to give students a longer timeframe of career events each fall and spring. Some of the events included in Career Days and their hosting partners are:

- Career Fair Prep (ACS)
- Résumé Critique Open House (ACS)
- CBT Networking Reception (CBT)
- JC Penney Suit Up (ACS)
- Supply Chain Management Reception (CBT)
- PromiseShip Reception (PromiseShip)

For the fall Career Fair Prep, ACS typically brings in several local professionals from various companies to present about their organizations and share advice on how students can be successful at the career fair.

Station 1: Students practice networking and using their professional introduction
Station 2: Students get feedback on their résumé
Station 3: Students participate in a brief practice job interview

A table of Career Days events attendance is available in Appendix D.

h. Education Opportunities Fair

Introduced in 1976, the annual Education Opportunities Fair (Formerly the Educator’s Employment Fair) unites regional school districts and students in an effort to increase professional development while creating opportunity for future employment. Students at all levels are encouraged to dress professionally, prepare a professional résumé and cover letter, and network with school districts.

The Spring 2019 fair brought significant changes and collaboration with the College of Education. The fair historically was held in the Student Union (Ponderosa Room) as a morning-only session targeting current student teachers seeking employment. Now, to make the fair more convenient for students, the event is set up in the atrium in the College of Education (COE) building. The COE atrium holds up to 30 tables, so ACS scheduled two two-hour sessions (one morning and one afternoon) so more schools could attend. Interview rooms are provided to the attending school districts and utilized throughout the time of the fair. There are school districts represented from the entire region and beyond, including Kansas, Texas, Alaska and Colorado.
Academic and Career Services also benefits from revenue generated by the Education Opportunities Fair. Following is a table summarizing student and employer attendance, as well as financial information from career fairs over the past several years.

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employers</th>
<th>Registration Fees Collected</th>
<th>Expenses</th>
<th>Department Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>141</td>
<td>37</td>
<td>$2,380</td>
<td>$1,134</td>
<td>$1,246</td>
</tr>
<tr>
<td>2014</td>
<td>124</td>
<td>45</td>
<td>$2,750</td>
<td>$1,093</td>
<td>$1,687</td>
</tr>
<tr>
<td>2015</td>
<td>105</td>
<td>48</td>
<td>$2,880</td>
<td>$1,270</td>
<td>$1,610</td>
</tr>
<tr>
<td>2016</td>
<td>83</td>
<td>51</td>
<td>$2,985</td>
<td>$1,238</td>
<td>$1,747</td>
</tr>
<tr>
<td>2017</td>
<td>85</td>
<td>41</td>
<td>$2,745</td>
<td>$1,613</td>
<td>$1,132</td>
</tr>
<tr>
<td>2018</td>
<td>80</td>
<td>44</td>
<td>$2,595</td>
<td>$1,992</td>
<td>$603</td>
</tr>
<tr>
<td>2019</td>
<td>60</td>
<td>45</td>
<td>$1,380*</td>
<td>$1,099</td>
<td>$281</td>
</tr>
</tbody>
</table>

* $260 registration fees not yet collected, but expected to by end of fiscal year.

2019 registration fees decreased because of the lower employer fee for the afternoon session, which did not include a lunch ticket. Expenses decreased because ACS did not pay for reserved parking stalls or parking attendants by hosting the event at COE, fewer morning session employers used their lunch ticket on account of being farther away from the Student Union food venues, and ACS did not advertise with as much printed mail material (instead relying on electronic advertising methods like email and social media). ACS pays for all expenses incurred at the EOF.

**Related Education Fair Events**

Like the campus-wide Career Fair, ACS makes sure students can put their best feet forward by offering two preparation events for EOF: the Education Alumni Panel and the Résumé Critique Open House.

The Education Alumni Panel began in 2017 as a collaboration with the UNK Alumni Association. Then and now, local alumni educators form a panel to answers students’ questions about student teaching, applications, interviewing, and the first year of teaching. The first year, 25 students attended. In 2018, the event was moved from 7 PM to 5 PM, and only 1 student showed. In 2019, 15 students attended after adjusting the time and place and expanding the panel to include a current student teacher, alumni educators, and alumni administrators.

ACS offered the first Résumé Critique Open House in spring 2018. This two-hour afternoon event is hosted in the ACS office and marketed to education students through email, Handshake, classroom announcements, and posters. Students are encouraged to bring draft résumés so advisors can provide feedback in person. 22 students attended in spring 2018 and 5 attended in spring 2019.
i. Résumé and Cover Letter Critiques

Résumé and cover letter review help students connect collegiate achievements with experiences and skills that are valued in the workplace by emphasizing transferable skills and leadership experience. To support student understanding and independence, ACS created an instructional packet, Creating Your Résumé and Cover Letter (Appendix E), which guides students through the purpose and process of developing these key job search documents.

If students seek help before creating a résumé or cover letter draft, ACS advisors briefly discuss general information, review the different samples provided, and advise to create their first draft with the understanding that they will submit a drafted résumé and/or cover letter for review.

To be flexibly accessible, students can submit documents for feedback through Handshake or in person. If submitted in Handshake, an advisor evaluates elements of the résumé or cover letter’s layout and information, adds comments explaining their ideas and questions, and returns the marked-up document to students via email. Advisors often suggest students stop in for a face-to-face meeting with the reviewer if numerous changes have been recommended, especially structural revisions that might be difficult to integrate. Whether submitted electronically or in person, advisors invite students to communicate further for a final “check” if they have to make major changes.

The following graph illustrates the number of résumés and cover letters reviewed by ACS staff since the last APR in 2013. Counts for each type of document are not currently tracked:
j. Interview Preparation

In the interview process, employers try to ascertain if (1) a candidate has the skills to do the job and (2) if the candidate is a good ‘fit’ for the position and the company. With that context, we promote to instructors, classes, and individuals the value of preparing and practicing for an interview.

ACS maintains a selection of handouts and instructional materials which walk students through the steps to take before, during, and after an interview with the goal of accelerating their success finding suitable employment. As advisors, we reinforce the written interview strategies in both classroom presentations and in individual appointments. Mock Interviews, advisors help students practice opening an interview, responding to common interview questions, and closing an interview. In a face-to-face critique session immediately following the practice interview, students learn what they did well and what strategies will help them answer more effectively.

In the fall 2014, ACS adopted BIG INTERVIEW, an interactive site to help students prepare their job interview. The site includes 7 core-learning modules and tips on how to answer difficult questions. This system allows students to participate in a simulated interview and it records their responses to questions. Upon completion, the student receives and email with a link to all of their responses. Students utilized BIG INTERVIEW 174 times in the past year (March 2018 to present). With this software implementation, mock interviews are not as widely used in the office (86 Mock Interviews in 2018). Additional details are provided in the “Resources” section.

k. Classroom / Student Group Presentations

The primary educational outreach for Academic and Career Services is classroom and group presentations. Student organizations, learning communities, and faculty members request ACS presentations to further students’ professional knowledge and skills on topics that include:

- Résumé and Cover Letter Writing
- Job Interview Skills
- Preparing for the Career Fair
- Understanding Policies in the Undergraduate Catalog
- Handshake portal and FOCUS-2
- Professionalism
- How to search and prepare for an internship

Presentations are scheduled by contacting individual advisors or through the general office email account. ACS tracks what presentation is given, who it is for, and how many students attend. Over the past five years, ACS presented to fewer students due to the College of
Business and Technology (CBT) Career Center collaboratively conducting their own presentations.

<table>
<thead>
<tr>
<th></th>
<th>Number of presentations</th>
<th>Number of students</th>
<th>Average students per presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>63</td>
<td>1,637</td>
<td>26</td>
</tr>
<tr>
<td>2013-14</td>
<td>75</td>
<td>1,964</td>
<td>26</td>
</tr>
<tr>
<td>2014-15</td>
<td>69</td>
<td>1,621</td>
<td>23</td>
</tr>
<tr>
<td>2015-16</td>
<td>55</td>
<td>1,770</td>
<td>32</td>
</tr>
<tr>
<td>2016-17</td>
<td>54</td>
<td>1,519</td>
<td>28</td>
</tr>
<tr>
<td>2017-18</td>
<td>48</td>
<td>1,270</td>
<td>26</td>
</tr>
</tbody>
</table>

I. Career Center Partners Program

ACS established the Career Center Partners Program in the summer of 2012 with two main goals: (1) enhance the department’s working relationships with key employers and (2) generate alternative sources of revenue. The revenue allows the department to continue enhance student services, to develop and expand new services, and to provide financial support to students attending conferences or relocating for an internship. A full description of the pricing structure and benefits provided to the employer partner(s) can be found in Appendix F. This partner program was created in collaboration with the College of Business and Technology Career Center. ACS and CBT Career Center collaboratively manage relationships with the companies, follow through with the benefits of the program, and split the revenue.

In 2012, The Buckle, a national retail clothing company based in Kearney, signed on to be the first UNK employer partner. Since then, five additional organizations have joined the partner program: GIX Logistics, Sandhills Publishing, Prudential, Lutz, and Bayer.

m. Credential Files

Alumni and current students in teacher education use credential files to apply for jobs. Academic and Career Services sets up files and the students/alumni request to have them sent to schools when they apply for teaching positions. Each file contains the applicant’s data sheet, official transcripts, and letters of recommendation. Current students pay $35.00 for five mailings, and alumni pay either $15.00 for one mailing or $35.00 for seven mailings.

As seen by the graph below, the number of credentials mailed have gone down in the last five years, which results in decreased revenue. The decline in students establishing their files is likely due to school districts not requiring university-managed credentials: In 2014, 72% of employers surveyed at our annual Educators Employment Fair required credential files, but in 2018, only 11% did so.
n. Additional Department Marketing

Social Media
ACS has social media accounts for Facebook, Twitter and Instagram. Our typical audience is made up of students who are currently enrolled as well as alumni.

Facebook:
- Typical usage is to promote various career events and important advising updates
- 507 people like the page
- 544 people follow the page
- ACS spends roughly $40 a year to boost various career events

Twitter:
- Typical usage is short descriptions of career events or important advising information
- Currently have 809 followers

Instagram
- Typically connected with Facebook to promote career events and gain a better following
- Activated for the 2018-2019 academic year

Finals Ride
Designed for office outreach for students to build better awareness of services that the office offers as well as congratulate students on finishing out another semester.

- During finals week, ACS borrows the golf cart from Admissions and gives students rides to their finals with music
- Started in Fall of 2017 in collaboration with the First Year Program office
Section II: Performance Measures

I. Student learning outcomes
II. Program assessments

University of Nebraska at Kearney

Prepared by:
Aaron Estes, Associate Director
Keri Pearson, Assistant Director
Section II: Performance Measures

I. Student Learning Outcomes

Department and program-level student learning measurements are slated for development in conjunction with the strategic alignment of the department mission and vision, program evaluation, and goals.

These objectives will also accord with advising-related initiatives in the UNK Strategic Plan, which was updated in 2016 to include the following and referenced in Section II:

Goal 2: Access and Success: Increase recruitment and enhance support for student success.

2B. Increase retention of a quality, diverse student body through holistic enrollment management.

- Emphasize professional engagement with students and improved responsiveness and customer service in all offices and functions.
- Enhance the quality of advising (faculty and staff) through improved formal training, by developing common measures of student satisfaction with advising, and explore recognition of advising performance as a component of evaluation.
- Implement best practices and policies to promote student success and timely degree completion.
- Improve Freshman to Sophomore retention rate by deploying intensive early/often advising interventions.
- Develop a career education module for students that is accessible through MyBlue.
II. Program Assessments

a. Six Week Survey

The First Year Program (FYP) surveys all first-year students and all students living on campus about their first six weeks of campus life. Starting in 2016, a portion of the survey asks questions related to students’ awareness of and connection to advising-related technology, procedures, and staff (advisors). Though questions changed significantly between 2016 and 2017, data for shared questions is presented as well as that for unique questions.

Number of contacts with Academic Advisor:

<table>
<thead>
<tr>
<th></th>
<th>0 contacts</th>
<th>1-2 contacts</th>
<th>3+ contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 (all students)</td>
<td>39%</td>
<td>49%</td>
<td>12%</td>
</tr>
<tr>
<td>2017 (freshmen only)</td>
<td>38%</td>
<td>54%</td>
<td>8%</td>
</tr>
<tr>
<td>2018 (freshmen only)</td>
<td>31%</td>
<td>57%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Students’ advising habits and knowledge:

<table>
<thead>
<tr>
<th></th>
<th>Met Advisor in Person</th>
<th>Check-in by Week 6</th>
<th>Can Find Advisor’s Name</th>
<th>Can Access Degree Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 (all students)</td>
<td>44%</td>
<td>63%</td>
<td>61%</td>
<td>56%</td>
</tr>
<tr>
<td>2017 (freshmen only)</td>
<td>66%</td>
<td>80%</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>2018 (freshmen only)</td>
<td>63%</td>
<td>70%</td>
<td>64%</td>
<td>61%</td>
</tr>
</tbody>
</table>

b. NSSE

The National Survey of Student Engagement (NSSE) records the percentage of UNK students who report “high quality” interactions with their Academic Advisor. While the survey does not differentiate between faculty and staff advisors, the data demonstrates an opportunity for ACS to support stronger advising practices across campus, especially for first-year students. In fall 2019, NSSE data will be collected under an advising model, bringing more detailed insight into its effect on student engagement.

NSSE Respondents Reporting Strong Academic Advising Experiences at UNK

<table>
<thead>
<tr>
<th></th>
<th>First Year Students</th>
<th>Seniors</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010(^1)</td>
<td>33%</td>
<td>36%</td>
<td>34.5%</td>
</tr>
<tr>
<td>2013(^2)</td>
<td>42%</td>
<td>58%</td>
<td>50%</td>
</tr>
<tr>
<td>2016(^2)</td>
<td>46%</td>
<td>61%</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

\(^1\) Respondents rated the quality of academic advising on 4-point poor-to-excellent scale (ratings of “excellent” reported)

\(^2\) Respondents rated interactions with academic advisors on a 7-point Likert scale (ratings of 6 or 7 reported)

c. “15 to 4” Detailed Analyses

Enrollment Management tracks retention and graduation rates and cohort GPAs in terms of students’ credit hour enrollment, family financial contribution, and incoming academic
These assessments show that students who enroll in less than 12 credits are less likely to succeed than those who enroll in more, with a “sweet spot” of 15-16 credit hour enrollment for most groups. See Appendix G for reports detailing student retention and graduation success through the Fall 2017 cohort.

d. Academic Advising Survey

In 2017, ACS surveyed all UNK students for feedback on the effectiveness of their advising. 1,022 students completed the survey. Survey results reveal the extent to which staff and faculty effectively teach students about common advising tasks and goals, with slightly higher ratings for staff advisors in most categories. Respondents reported:

Their advisor “enhanced their ability” to complete the following to at least a moderate degree:

<table>
<thead>
<tr>
<th>Task</th>
<th>Staff Advisor (425 responses)</th>
<th>Faculty Advisor (872 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropping and adding courses</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Understanding a degree audit</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Understanding general studies requirements</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>Seeing how studies align with professional goals</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>Locating academic support services</td>
<td>71%</td>
<td>67%</td>
</tr>
</tbody>
</table>

At least a “moderate” level of agreement that their advisor did the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>Staff Advisor (425 responses)</th>
<th>Faculty Advisor (872 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided sufficient graduation requirement info</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>Provided accurate responses about degree programs</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Encouraged them to use other campus resources</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>Helped monitor their progress towards graduation</td>
<td>91%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Their advisors discussed the following at least “occasionally”:

<table>
<thead>
<tr>
<th>Task</th>
<th>Staff Advisor (419 responses)</th>
<th>Faculty Advisor (866 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future career and/or graduate school options</td>
<td>81%</td>
<td>88%</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>Study Abroad or National Student Exchange</td>
<td>33%</td>
<td>29%</td>
</tr>
<tr>
<td>Identifying career areas that match your interests</td>
<td>71%</td>
<td>72%</td>
</tr>
</tbody>
</table>
e. Career Fair Employer Feedback

Following the Career and Graduate School Fair and Education Opportunities Fair, ACS requests feedback from attending employers to ensure their experience is satisfactory and to understand specific elements of success and needed improvement so proper adjustments are made.

Recent employer’s satisfaction with student readiness is summarized for each fair below. Open-ended feedback is available upon request.

Career and Graduate School Fair employer feedback:

<table>
<thead>
<tr>
<th></th>
<th>Quality of Résumés</th>
<th>Professional Dress</th>
<th>Evidence of Research</th>
<th>Communication Skills</th>
<th>Overall Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>69%</td>
<td>94%</td>
<td>75%</td>
<td>90%</td>
<td>82%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>78%</td>
<td>90%</td>
<td>65%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>77%</td>
<td>93%</td>
<td>62%</td>
<td>81%</td>
<td>94%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>82%</td>
<td>98%</td>
<td>66%</td>
<td>94%</td>
<td>98%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>75%</td>
<td>94%</td>
<td>62%</td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>41%</td>
<td>62%</td>
<td>39%</td>
<td>58%</td>
<td>65%</td>
</tr>
</tbody>
</table>

Educational Opportunities Fair employer feedback:

<table>
<thead>
<tr>
<th></th>
<th>Quality of Résumés</th>
<th>Professional Dress</th>
<th>Evidence of Research</th>
<th>Communication Skills</th>
<th>Overall Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>100%</td>
<td>100%</td>
<td>not asked</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>88%</td>
<td>100%</td>
<td>65%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>2018</td>
<td>94%</td>
<td>97%</td>
<td>59%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>2019</td>
<td>98%</td>
<td>100%</td>
<td>74%</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>
Section III: Recruitment and Retention Initiatives

I. Recruitment

II. Retention initiatives

III. Summary Table

University of Nebraska at Kearney

Prepared by:
Amy Rundstrom, Assistant Director
Aaron Estes, Assistant Director
Kate Gienger, Advisor
Section III: Recruitment and Retention Initiatives

I. Recruitment Initiatives

a. High School Visits

Advisors in ACS meet with deciding high school students when they tour campus to help them discover what UNK offers academically and what resources and services are available to support their success. Discussion topics frequently include advising, career and major exploration tools at UNK, and questions the students may have about different academic programs. We also provide general information and contact information for departments if students express an interest in a major while they are in our office.

b. Majors Fair

In fall 2018, ACS collaborated with Kearney High School to offer a Majors Fair to 50 high school juniors and seniors. The fair included a panel presentation addressing internships, undergraduate research, studying abroad, and National Student Exchange. Students then browsed majors, career opportunities, and student organizations at booths staffed by UNK faculty and students from seventeen academic departments on the upper deck of the Health and Sports Center. At the same time as the Majors Fair, the UNK Career Fair took place on the gym floor, providing a visual arc for career finding efforts from high school to college. After the fair, students enjoyed an on-campus lunch and an optional campus tour. Moving forward, ACS plans to do continued outreach to high schools in conjunction with the fall career fair.

c. High School Outreach

ACS Advisors have been involved in numerous community outreach events and programs working specifically with high school students, most notably in Kearney and nearby Amherst. A couple times a year, advisors visit high schools to perform mock interviews with high school students. They also serve on panels to discuss career development and
interviewing techniques. When local high schools host career days, advisors attend as a resource at the school. In addition, advisors assist with programming for high school students on UNK’s campus. For example, Adulting 101, hosted by Enactus (a student organization), brought 140 high school students to participate in an interactive day for which ACS advisors presented two separate breakout sessions (one on creating résumés and one of neuroplasticity’s role in transitioning to college).
II. Retention Initiatives

a. PASS Program

The Partners Achieving Student Success (PASS) program was developed and implemented in 2008. This program is designed to support ongoing communication between first year students and their educational partners (usually parents or guardians) as a means of improving academic success and retention. Students who choose to participate sign an Academic Information Release, which allows their designated partner/s access to any grade information that is available to ACS. ACS notifies all instructors who have participants enrolled in their courses, performs grade checks upon request, and shares EAA notifications with partners if they occur.

Over the past five academic years the number of student participants in the PASS program has ranged from 400 to 526.

b. Early Academic Alert (EAA: formerly Early Warning Referrals)

In 2001, ACS developed the Early Warning Referral (EWR) system to help faculty document and provide early intervention for students struggling in their courses. Prior to fall 2018, faculty initiated the EWR process by email, telephone, or in person. This process was time-consuming and error-prone as it required faculty to input all student information and required ACS staff to manually update student data for mailing. In spring 2019, the program was renamed Early Academic Alert (EAA), and, in fall 2019, integrated into MyBlue. Using drop-down menus, professors select students in their classes who should receive an EAA notification, as well as their reason for sending the EAA (reasons provided in Appendix H). Students then receive an automated EAA email which includes the professor’s reason for concern and information about resources which can help. The email is also sent to the students’ advisor/s, professor, and PASS partner/s. Appendix I offers a sample EAA email.

Participation has varied throughout the years. New faculty learn about the EAA process through new faculty orientation. In addition, all faculty are sent postcards and emails, describing how to use the system, and the value of participation. Each term brings renewed attempts in diverse ways to increase faculty participation. See Appendices J and K for details on the utilization of the EAA system.
c. Probation Canvas Group

Students placed on Academic Probation are added to a customized group on Canvas. These students receive information about satisfactory academic progress, GPA calculation, campus resources, and tools for success. Quizzes are available for each section, and occasional emails go out to students in the group offering support, information, and encouragement. ACS is currently revising the content with plans to make it a more user-friendly resource, and considering including the First Year Program in this effort so they can utilize it in their Academic Comeback Plan program for freshmen.

d. Football Success Coaching

ACS collaborates with Football coaching staff and Learning Commons staff to provide academic support to students on the football team. The program supports incoming football student-athletes who possess certain academic risk factors, as well as current student-athletes who have a history of academic struggles. The program connects students to Success Coaches in the Learning Commons to provide ongoing support and access to additional resources. ACS supports this program by using high school academic information to identify incoming students who would benefit from support. ACS also serves as a liaison between the Success Coaches and the Football coaching staff, providing guidance to Success Coaches when necessary and providing information about students’ academic progress to the Football staff.

e. Early Alert Task Force/Academic Comeback Plan

In 2017, advisors from ACS joined the efforts of the First Year office to assist freshman who receive under a 2.0 after their first semester of college. At first, Early Alert Task Force (EATF) members met individually with students at the start of spring semesters to discuss challenges and resources. This year, the EATF heightened their strategies into the Academic Comeback Plan (ACP). First, ACP students receive an email inviting them to sign up for a meeting with a Comeback Coach (who is an EATF member). The initial meeting covers student strengths, challenges, and resources the student may need. Then ACP students meet with a Success Coach (who is a student as well) in the Learning Commons to discuss how to adjust their studying and to discuss a process for visiting each of their professors. Students check back in with their Success Coach about a week later and can set up additional appointments for ongoing academic support. Finally, ACP students have a wrap-up meeting with their Comeback Coach. Students complete this process before the deadline to drop a class.

Looking at the 2018-2019 cohort of first time freshmen who received under a 2.0 GPA in their first semester, EATF contacted 105 students. 31 of those students were stop out, 43 made appointments, and 36 showed to the first appointment. Students completing the program provided feedback about their experience in a survey; selected survey results are shown below.
<table>
<thead>
<tr>
<th>Question</th>
<th>Student answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Has the Academic Comeback Plan helped you have a more successful spring semester?</em></td>
<td>100% yes</td>
</tr>
<tr>
<td><em>In which areas do you feel the Academic Comeback Plan help you to make positive changes?</em></td>
<td>61% study skills &lt;br&gt; 16% balancing school, work, and family &lt;br&gt; 11% time management skills</td>
</tr>
<tr>
<td><em>How did meeting with the professors impact the likelihood that you’ll meet with professors during office hours in the future?</em></td>
<td>50% extremely likely &lt;br&gt; 28% somewhat likely &lt;br&gt; 22% neither likely or unlikely</td>
</tr>
<tr>
<td><em>What specifically did you do differently this semester as a result of the Academic Comeback meetings?</em></td>
<td>Opened ended answers included: &lt;br&gt; - Studied more often and more effectively &lt;br&gt; - Stopped procrastinating &lt;br&gt; - Met with tutors and improved note taking &lt;br&gt; - Met with professors and asked for help when needed &lt;br&gt; - More attentive to assignments and keeping track with school work</td>
</tr>
</tbody>
</table>
III. Recruitment and Retention Summary

<table>
<thead>
<tr>
<th>Event</th>
<th>Initiative Type</th>
<th>Offered 2012-13</th>
<th>Offered 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue and Gold Fridays</td>
<td>Recruitment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>High School Outreach</td>
<td>Recruitment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>High School Visits</td>
<td>Recruitment</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Majors Fair</td>
<td>Recruitment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EAAs</td>
<td>Retention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>EATF/ACP</td>
<td>Retention</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Football Success Coaching</td>
<td>Retention</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PASS Program</td>
<td>Retention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Probation Canvas Group</td>
<td>Retention</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Outreach to At-Risk</td>
<td>Retention</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

A list of division-wide (Enrollment Management) recruitment and retention strategies since March 2015 is available in Appendix L.
Section IV: Organizational Structure

I. Organization chart
II. Staff résumés

University of Nebraska at Kearney

Prepared by:
Joni Weed, Office Associate
I. Organization chart

II. Staff résumés

Staff résumés are available in Appendix M.
Section V: Institutional and Community Contributions

I. University committees

II. Departmental collaboration and partnerships

III. Community involvement

University of Nebraska at Kearney

Prepared by:
Amy Rundstrom, Director
Aaron Estes, Associate Director
Keri Pearson, Assistant Director
John Gibbs, Advisor
Kate Gienger, Advisor
Joni Weed, Office Associate
Darcy Isaac, Office Assistant
Section V: Institutional and Community Contributions

I. University committees

ACS is represented by staff on each of the following:

a. Early Alert Task Force (EATF)

Three ACS staff members work closely with Admissions and First Year Program personnel to develop and implement programming and services that support students earning under a 2.0 GPA in their first semester (placing them on academic probation). Efforts have so far culminated in a formal “Academic Comeback Plan” (piloted Spring 2019) which connects students to professional staff and student leaders through a series of meetings to support new student success in the second semester.

b. Applauding Excellence Selection Committee

Committee members review and rank all nominations for multiple campus-wide student employee awards, including the Leadership Legacy Award, the Student Organization of the Year Award, and Student Employee of the Year Award.

c. First Year Advisory Committee

Committee to support and guide the Assistant Director of First Year Programs. The group assists programming planning, supports retention efforts, and improves first year experiences.

d. Loper2Loper Mentoring Program

To support first year freshman students, they can be nominated or choose to have a mentor which is a UNK faculty or staff member. The mentor/mentee meet once a month and have semester events with all pairs in the program.
e. **Concerning and Risky Events (CARE) Team**
   Receives referrals on students of concern, collects additional information, and identifies and enacts appropriate strategies for addressing the concerns. The purpose of the team is to provide a confidential means for early intervention of at-risk students through collaboration with campus departments, faculty, and staff.

f. **Title IX Process Advisor**
   A process advisor is someone from the University that is assigned to one of the parties in a Title IX case. The advisor supports the party throughout the process and answers questions as needed.

g. **Student Success/Retention Committee**
   The committee consists of staff from Student Affairs and Enrollment Management. Its purpose is to develop programing and marketing that encourages retention and timely course enrollment.

h. **General Studies Council**
   The council develops proposals to update the general studies curriculum, approves courses in the general studies program, and evaluates the program to ensure the courses are meeting the program learning outcomes.

i. **Tuition Refund Appeal Committee**
   The committee reviews appeals from students who dropped a course after the first week of classes and believe that they should receive a higher refund than what they received.

j. **Enrollment Management Assessment Team**
   The committee discusses division-wide and department-specific assessment initiatives to ensure effective collaboration and alignment with Enrollment Management goals. Recent meeting focused on strategically defining freshman programming missions and goals in order to develop appropriate assessment measures. Two ACS advisors serve on the committee.
II. **Departmental Collaboration and Partnerships**

a. **New Advisor Connections**

Three ACS advisors visited more than 10 academic departments in Spring 2019 to discuss their programs, majors, courses, and department needs. These meetings helped the advisors better understand the strengths of the students who often choose their majors, as well as ways for advisors to more effectively talk to “their” students about course options, encourage career exploration, and critique résumés.
III. Community involvement

Staff members’ community involvement directly impacts the academic and career development of students and prospective students, strengthens connections in the community, and benefits current and prospective students.

a. CLASS Act

CLASS Act is a community based volunteer organization to support Kearney Public Schools through an annual fundraising event. The funds raised support academics, technology, athletics, fine arts, and safety issues district wide through teacher grants and building allotments.

b. KPS College and Career Education Committee

The committee consists of people from Kearney Public Schools, UNK, other post-secondary education institutions, and businesses from various industries. The purpose of the committee is to assist in developing career education programming for Kearney Public Schools.

c. Leadership Kearney

Leadership Kearney is an organization created to identify, educate, and nurture potential, emerging and existing leaders who are committed to improving the quality of life in Kearney and the surrounding communities. There are monthly meetings that educate the members on interactive networking, community betterment and cooperation through tours, round-table discussions and speakers. Two ACS advisors have completed the program.

d. Mary Daake Trivia Contest and Scholarship

For the past five years, members of the ACS staff, along with others, have hosted a trivia contest to raise money for a scholarship established to honor the memory of Mary Daake, the former Director of ACS. ACS works with Financial Aid to identify first-time freshman Deciding students who have financial need, and selects two of those students to receive scholarships. Each scholarship is $1,000 and there have been eight recipients.
Section VI: Student Support Data and Resources

I. Resources
II. Student data
III. Department Expenditures

University of Nebraska at Kearney

Prepared by:
Keri Pearson, Assistant Director
Joni Weed, Office Associate
Section VI: Student Support Data and Resources

I. Resources

a. Handshake (formerly NACELink / loperCAREERS)

Handshake was integrated into ACS in 2016 in collaboration with the CBT Career Center. As the official UNK job board, it provides local, regional, and national employers the opportunity to advertise job openings directly to UNK students and allows UNK students to search those jobs. ACS recently set up regular, automated email blasts: Every two weeks, the system sends targeted emails to students with new job postings, using the student’s major and the job requirements to select recipients. A total of 497 student accounts have been created this academic year. There are 172 local/regional employers with active accounts and they have posted a total of 1,146 jobs this academic year.

In addition to facilitating the job search process, Handshake streamlines logistics related to the annual career fairs. Employers register for the fairs online through Handshake and students can pre-register to skip the registration line at the event.

Handshake also allows students to schedule appointments with advisors during and outside of office hours. Previously, students had to call the office to schedule advisor appointments, taking up significant personnel resources. Now with Handshake, office staff can use their time to support broader department initiatives.

In fall 2018, Human Resources and Financial Aid adopted the platform for student worker postings and ACS began applying it as the office-wide calendar system. In spring 2019, the CBT Career Center shared they will phase out their financial support of Handshake and replace it with “Suitable” software. ACS plans to keep Handshake and to continue to grow its versatility in facilitating advising, career services, and on campus student employment.
b. FOCUS-2

The FOCUS-2 provides students with in-depth information on a large number of potential majors and careers based on multiple assessments, including Work Interest, Leisure Interest, Skills, Personality and Values. The system utilizes occupational data from the Department of Labor, which validates the information students receive. In addition to the assessments, FOCUS-2 allows students to search for occupations by name or industry, find information on careers using the ‘What can I do with a major in...?’ tool, and set goals using the action plan tool. FOCUS-2 has enhanced ACS’s ability to help students research potential careers and helped Deciding students during the major exploration process. Because it is web-based, FOCUS-2 is always accessible to students, which makes it convenient for students to take assessments on their own before they come in for a meeting with an ACS staff member.

The system also allows ACS staff to track usage, view individual user’s results, and send emails to users. Many users self-identify as ‘Prospective Students’ at the time they access the system due to ACS outreach with high schools and participation in campus visits, thereby creating a meaningful and supportive connection with the University.

<table>
<thead>
<tr>
<th>2014-2018 FOCUS-2 User Counts</th>
<th>Total Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students</td>
<td>198</td>
</tr>
<tr>
<td>UNK Class of 2018</td>
<td>460</td>
</tr>
<tr>
<td>UNK Class of 2017</td>
<td>335</td>
</tr>
<tr>
<td>UNK Class of 2016</td>
<td>138</td>
</tr>
<tr>
<td>UNK Class of 2015</td>
<td>62</td>
</tr>
<tr>
<td>UNK Class of 2014</td>
<td>32</td>
</tr>
<tr>
<td>Graduate Student</td>
<td>163</td>
</tr>
<tr>
<td>Alumni</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>1,449</td>
</tr>
</tbody>
</table>

Since FOCUS-2 was implemented in the fall 2010 semester, 4,974 users have accessed the system 12,471 times. In 2018 alone, 672 users accessed it 1,801 times.

c. Big Interview (formerly Interview Stream)

Big Interview utilizes technology to enhance ACS’s ability to provide students with instruction in the area of job interview skills. At any location, students can use a webcam to record responses to pre-recorded interview questions. ACS advisors then access the student’s responses and provide them with feedback. ACS advisors may also watch the interviews with students to point out specific issues with their responses. In addition, the
student is able to email their responses to others, such as a professor, to receive additional feedback, thereby enhancing the instruction they receive.

Students utilized Big Interview 174 times in the past year (March 2018 to present). With this software implementation, face-to-face mock interviews are not as widely used in the office (86 Mock Interviews in 2018).
II. Student data

ACS works directly and intensely with many “groups” of students, particularly freshmen, Deciding students, and BGS (Bachelor of General Studies) students. Below is a chart demonstrating enrollments (for fall semesters) and graduation numbers (for the academic year) since 2013.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Freshman Students</th>
<th>First Time Freshmen</th>
<th>Deciding Students</th>
<th>BGS Students (enrolled)</th>
<th>BGS Students (graduated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>1,528</td>
<td>1,022</td>
<td>312</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2014</td>
<td>1,423</td>
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<td>1,008</td>
<td>264</td>
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<td>2017</td>
<td>1,457</td>
<td>904</td>
<td>234</td>
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<td>2018</td>
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<td>944</td>
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## III. Department expenditures

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<th>2015</th>
<th>2016</th>
<th>2017</th>
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<tbody>
<tr>
<td><strong>State</strong></td>
<td></td>
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<tr>
<td>Operating</td>
<td>$4,746.72</td>
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<td>$3,996.00</td>
<td>$2,475.00</td>
<td>$2,475.00</td>
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<tr>
<td>Salaries</td>
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<td>$243,730.00</td>
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<td>$665.89</td>
<td>$489.82</td>
<td>$163.08</td>
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TOTAL $269,295.61 $246,694.82 $234,643.39 $266,856.56 $268,484.62

### Senior Registration

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<th>2016</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td><strong>Prior Balance</strong></td>
<td>$48,700.26</td>
<td>$61,692.79</td>
<td>$58,956.16</td>
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<tr>
<td>Income</td>
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<td>$45,074.00</td>
<td>$41,606.00</td>
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<tr>
<td>Balance</td>
<td>$94,248.25</td>
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**Expenses**

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<th>2018</th>
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</thead>
<tbody>
<tr>
<td>Non-Personal Services</td>
<td>$15,671.29</td>
<td>$20,720.87</td>
<td>$22,118.90</td>
<td>$22,673.81</td>
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<td>Total Personal Services</td>
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<td>$27,089.76</td>
<td>$25,932.68</td>
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**Ending Balance**

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</thead>
<tbody>
<tr>
<td>$61,692.79</td>
<td>$58,956.16</td>
<td>$52,060.58</td>
<td>$39,705.65</td>
<td>$41,561.86</td>
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### Academic Success Fees

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<th>2017</th>
<th>2018</th>
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<tr>
<td><strong>Balance Forward</strong></td>
<td>$30,645.79</td>
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<td>$20,715.45</td>
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<table>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
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<td>Non-Personal Services</td>
<td>$21,813.13</td>
<td>$4,286.84</td>
<td>$4,670.98</td>
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<td>Total Salaries &amp; Wages</td>
<td>$6,158.15*</td>
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<td>$1,348.78</td>
<td>$3,906.39</td>
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<tr>
<td><strong>Balance</strong></td>
<td>$23,518.51</td>
<td>$22,885.33</td>
<td>$22,064.23</td>
<td>$20,715.45</td>
<td>$10,648.23</td>
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</table>
Section VII: Program Comparison and Analysis

I. Program comparison

II. Analysis per program

University of Nebraska at Kearney

Prepared by:
Keri Pearson, Assistant Director
Section VII: Program Comparison and Analysis

I. Program Comparison Method

A survey was distributed to 27 individuals directing offices that offer Academic Advising, Career Services, or both at a Nebraska college or university or at a Peer Institution (as designated by the Nebraska Board of Regents). 23 (85%) of those invited completed the survey.

II. Analysis per program

a. Academic Advising

13 comparative Academic Advising offices responded to the survey. Questions focused on understanding advising-related services, which services utilized most of their staff members’ time, and their advising model.

Most offices that advise Deciding students like UNK also manage academic probation and suspension (85%), help students explore majors (85%), and/or offer new student enrollment, early alert programs, and presentations (77%, 69%, 69%).

Unlike UNK, most advising offices did not report offering parent programs. The UNK PASS Program (Partners Achieving Student Success) is described in Section I Initiatives.

“Other” programs reported include first year experiences (FYE) and seminars, student/parent orientation, academic support services (tutoring, coaching), disability services, and “retention” efforts (which were not specifically defined).
Available Advising-related Services:

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<th>Institution</th>
<th>Nebraska (N) or Peer (P) Institution</th>
<th>Advising Deciding Students</th>
<th>New Student Enrollment</th>
<th>New Transfer Student Enrollment</th>
<th>Parent Programs</th>
<th>Early Alert Programs</th>
<th>Academic Probation &amp; Suspension</th>
<th>Presentations (student groups, classrooms)</th>
<th>Exploring and Declaring Majors</th>
<th>Other</th>
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</tr>
<tr>
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<td>X</td>
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</tr>
<tr>
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<tr>
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<td>85</td>
<td>69</td>
<td>85</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

¹ No response  
² No centralized advising office  
³ Combined advising and career services office  

* The services is one that requires most time for staff members

Most Staff Time
When asked which two services require the majority of staff members’ time, 11 institutions selected Advising Deciding Students, with Early Alert Program, Academic Probation and Suspension, and Exploring and Declaring Majors, and “Other” each selected by three institutions as well. “Other” services typically involved first year or retention initiatives. This trend demonstrates how the necessary, individualized nature of advising impacts staffing needs.

Advising Models
When asked to briefly describe their office’s advising model, respondents utilized several key terms with evidence that the ProActive advising model is being implemented more
frequently than others, though still with great variety among institutions. This points to how organizational models and institutional objectives may impact advising along with the intentions of advisors. Some institutions misinterpreted the open-ended question and instead described their campus’s advising-related organizational structure, so no information can be provided.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Advising Model Key Terms</th>
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</thead>
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<tr>
<td>Doane College</td>
<td>Appreciative Model; ProActive Model; Intrusive Model</td>
</tr>
<tr>
<td>Minnesota State-Moorhead</td>
<td>ProActive Model</td>
</tr>
<tr>
<td>Murray State</td>
<td></td>
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<tr>
<td>Northern Michigan</td>
<td>ProActive Model; Intrusive Model</td>
</tr>
<tr>
<td>Sam Houston State</td>
<td>N/A</td>
</tr>
<tr>
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<td>Appreciative Model</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>ProActive Model</td>
</tr>
<tr>
<td>UN-Kearney³</td>
<td>Developmental Model</td>
</tr>
<tr>
<td>UN-Lincoln</td>
<td>COMPASS Model</td>
</tr>
<tr>
<td>UN-Omaha³</td>
<td>Probing Questions; Motivational Interviewing; Self-Efficacy</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>ProActive Model; Intrusive Model</td>
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<td>University of Northern Iowa</td>
<td>Developmental Model; Appreciative Model; ProActive Model</td>
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<td>Full Intake Model</td>
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<tr>
<td>Western Illinois</td>
<td>ProActive Model</td>
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</tbody>
</table>

¹ No response
² No centralized advising office
³ Combined advising and career services office

b. Career Services

13 comparative Career Services offices responded to the survey. Questions focused on understanding career-related services and which services were most popular with students.

Like UNK, all Career Services offices provide résumé and practice interview feedback and offer presentations to students, classes, and/or organizations. Most (92%) also offer Career Fairs and professional networking events, while 85% reported offering appointments for students to explore careers.

Unlike UNK, most Career Services departments do not manage credential files. This service is described in Section I Initiatives.
“Other” programs reported include professional wear “closets,” internship events or classes, and services focused on specific connections, like on-campus employment, graduate school, and gap-year planning.

**Available Career-related Services:**

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<th>Résumé critiques</th>
<th>Interview preparation</th>
<th>Career Fairs</th>
<th>Presentations (student groups, classrooms)</th>
<th>Professional networking events</th>
<th>Career exploration appointments</th>
<th>For-credit career exploration courses</th>
<th>Credential file management</th>
<th>Other</th>
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<td></td>
</tr>
<tr>
<td>Creighton</td>
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<td></td>
<td></td>
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<tr>
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</tr>
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</tr>
<tr>
<td>Sam Houston State³</td>
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<td>☺ ☺ X X X X</td>
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<tr>
<td>University of Wisconsin-Stevens Point²</td>
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</tbody>
</table>

¹ No response

² Combined advising and career services office

☐ The service is one of the most popular with students
c. Combined Advising and Career Services Offices

The combined Academic Advising and Career Services department at UNK differs from most universities surveyed: of the 17 institutions invited to participate, only 4 (24%) have a similarly combined office and only three of those four completed the survey: Northern Michigan University, University of Nebraska at Omaha, and University of Wisconsin-Stevens Point. Chadron State College also offers a combined office, but did not respond to the survey.

To evaluate this unique yet beneficial arrangement, these institutions reported how dual-office structure both enhances and challenges their work with students. All respondents identified the opportunity to seamlessly connect questions about students’ classes and interests during advising with career and job-exploration services as a benefit. While institutions without combined offices likely help students in a similar way, directors of combined offices report their academic advisors are strongly versed in available career resources because of a shared office.

Challenges included (1) finding time to take on new initiatives since the advising and career “seasons” are separate and (2) convincing faculty that the staff advising/career exploration structure is as beneficial as students having a faculty advisor. The University of Wisconsin-Stevens Point alluded to advisor positions being separate from career services positions (while being housed in the same office), which creates challenges in defining the role and scope of each type and connecting students to the right “side” of the office.
Section VIII: Future Directions

University of Nebraska at Kearney
Prepared by:
Amy Rundstrom, Director
Aaron Estes, Associate Director
Section VIII: Future Directions

The future of ACS will be shaped by increased collaboration across campus. We believe that our services play a key role in student success and retention, and by strengthening partnerships, we will be able to connect more students to our resources. In addition, we will work to better understand the impact our services have on student success so that we can become more effective.

I. Campus-wide Academic Advising Collaboration

ACS seeks to utilize connections with academic departments to establish stronger campus-wide academic advising practices. This effort will include evaluating current advising practices, establishing common goals for changes in advising, and supporting the implementation of collaborative improvement plans. This effort will result in students understanding degree options in terms of their interests/strengths, connecting earlier and more meaningfully to campus resources, and strategizing semester course enrollment. Overall, these objectives will help facilitate better retention and graduation rates at UNK.

ACS will also assign staff members as liaisons to each college prior to the start of the Fall 2019 semester. In addition to strengthening relationships with faculty, liaisons will assist with the academic advising collaboration project, keep ACS up-to-date on academic program changes, and work to increase awareness and utilization of career services.

II. ACS Professional Development Grant

The purpose of the ACS Professional Development Grant will be to encourage student participation in professional conferences and internships. ACS will provide funds that students can use for expenses related to those activities. Students will be selected through an application process.
III. Career Development Module

A priority listed in UNK’s strategic plan is to “Develop a career education module for students that is accessible through MyBlue.” ACS has looked at several platforms that could be used to develop this module, and has considered several sites to serve as the primary home for the module. ACS decided to take a two-pronged approach to addressing this priority, with one prong aimed at students and another prong aimed at faculty. First, Handshake (the primary online career development platform for students) was added to the “Tools” section in MyBlue. ACS is in its third year working with Handshake, and has put an emphasis on increasing student awareness and use in the last year. ACS believes it is appropriate to continue to focus on marketing Handshake to students as the primary career resource, rather than creating something new for students to access through MyBlue. Having Handshake accessible in MyBlue provides students with another access point.

For the second prong, ACS is developing career education materials that will be shared with faculty through Box. The materials will be organized by career development topic, and each topic will have sample presentations and assignments that faculty will be able to easily incorporate into their classes. Faculty will be encouraged to utilize these resources independently, or in conjunction with a class presentation from an ACS staff member. ACS will also add an online class presentation request form to its website to encourage more faculty to take advantage of that service.

IV. Deciding Student Living Learning Community

ACS plans to work with Residence Life to develop a learning community for Deciding students that will be implemented in the Fall 2020 semester. Currently in the brainstorming stage, a 2020 start provides time for collaboration and strategy that will ensure the program’s success. Under the direction of ACS full-time staff and/or Peer Advisors, programming for the Deciding student LC will definitely include career and academic exploration activities and may also involve StrengthsFinder and other self-assessments.

V. Assessment Plan

ACS will develop an assessment plan that stems from a departmental mission statement. Before the plan is developed, ACS will identify programs and services that are keys to the success of the department and then determine how to evaluate those programs and services to understand their effectiveness. In addition, the plan will include short and long-term calendars that will illustrate what year(s) each programs and services will be evaluated, along with timelines for collecting and analyzing data.

VI. PASS Program Streamlining

In the future ACS hopes documentation of the PASS release form can be digitized so faculty and advisors have immediate access to the names of the partners with whom they can
discuss academic performance and progress. This will require more education on the PASS program overall for faculty, staff, students, and partners involved in the program. In addition, ACS would like to see more student participation and to increase the number of faculty who contact us about the PASS participants who are enrolled in their classes.

VII. Peer Advisor Position Development

ACS Peer Advisors assist with Freshman Check-In meetings, credential file management, general clerical support, and various projects (social media, etc). After interviewing current PAs for feedback, ACS identified several opportunities for improvement that will harness their strengths and interests to the benefit of UNK students:

• Meeting monthly from October to March to build teamwork, review advising-related “rules” (like dropping classes), and plan projects
• Exploring ways to connect PAs with students face-to-face in spring semesters
• Exploring training programs (like NASPA’s Peer Educator certification) that prepare PAs for peer interactions and include more role-playing
• Training PAs to provide meaningful feedback on résumés and cover letters and to offer presentations to classes and campus organizations
• Coordinating staff-initiated projects to be purposeful in their use of work time
• Structuring feedback for PAs (observations, 1-1 meetings, etc)

VIII. Potential Name / Location Change

ACS staff members have discussed changing the department name to better describe its function. “Academic & Career Services” was established in 2010, so current faculty and staff know who we are and what we do. However, new students may not be able to discern that “Academic & Career Services” helps with questions related to academic advising without “advising” in the name. The review team’s perspective on this perceived ambiguity is appreciated.

Furthermore, tentative plans to move Admissions to Warner Hall may mean that ACS moves to Warner Hall as well. Another potential physical move could place ACS and several other Student Affairs and Enrollment Management departments (not Admissions) on the main floor of the Library. On one hand, ACS works closely with Admissions and can better serve newly admitted and prospective students with close proximity to Admissions. On the other hand, maintaining a centralized location in MSAB or the Library facilitates stronger connections with both non-academic and academic departments (although the new STEM building and more academic departments are developing on the west side of campus). The review team’s perspective on ideal physical location is appreciated.
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Appendix A

University of Nebraska at Kearney (UNK)
Strategic Plan 2016

Mission
The University of Nebraska at Kearney is a public, residential university committed to be one of the nation’s premier undergraduate institutions with excellent graduate education, scholarship, and public service.

Vision
UNK will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in an increasingly diverse, interconnected, interdependent, and technological society.

Values
• Learning Matters: UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect—inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.
• Learning Environment Matters: UNK is committed to a student-centered learning environment that:
  • is inclusive and explicitly values diversity of individuals, cultures, thought, and expression.
  • centers on student success through personalized teaching and mentoring relationships.
  • extends broad access to a quality education to all qualified students in the region, especially Nebraska, emphasizing diversity and quality.
  • prepares students for lifelong learning with the ability to think critically, exposure to global perspectives, and competence with technology.
  • embraces modern technology to enhance pedagogy and access to traditional and online programs.
  • integrates experiential learning.
  • fosters ethical behavior and decision-making and responsibility.
  • promotes emotional, social, and physical wellness in addition to intellectual development.
  • serves, engages, and enriches the Kearney community, area, and region.
  • provides a regional focal point for intellectual, artistic, cultural, and recreational activity and competitive NCAA Division II intercollegiate sports.
• People Matter: UNK promotes an inclusive environment that affords equitable access and opportunity to every individual.
• Responsible Stewardship Matters: UNK is committed to efficient and effective administration of resources—human, financial, and physical/infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.
Mission Imperatives

UNK is an exemplary public university that serves Nebraska by:
• meeting citizens’ educational needs.
• adhering to policies of accrediting and governing agencies.
• being accountable to stakeholders for the quality of its work and for good stewardship of its resources.
• engaging in research, service, and outreach activities that apply university expertise to public needs.
• renewing curriculum, pedagogy, and activities with advice from internal and external constituencies.
• recruiting, challenging, nurturing, and retaining a diverse student body.
• recruiting and mentoring qualified diverse faculty and staff.
• building bridges to the community and state through athletic, cultural, and educational events.

UNK is an exemplary residential university that provides:
• a holistic approach to student development manifested in a progressive academic curriculum and a wide array of personal growth opportunities outside the classroom.
• residence halls and academic buildings that are well suited to student success and achievement.
• modern, well maintained and secure living and dining accommodations, sports and recreational facilities, and campus grounds.
• programs and services designed to involve those who live on or off campus in campus life.
• deliberate interaction with the surrounding community, capitalizing on location advantages to enhance learning opportunities for students.

UNK provides quality undergraduate education by means of
• a curriculum that provides solid grounding for students in the liberal arts and sciences while also enabling them to specialize and prepare for careers.
• high quality academic programs that attract top students and draw faculty from centers of scholarship nationwide and worldwide.
• a well-qualified faculty/staff/student community whose diversity is itself an educational resource.
• student services that foster academic success, involvement in campus life, and progress toward graduation.
• a culture that supports opportunities for international experiences and studies.
• a commitment to learning with plentiful opportunities for students to engage in research with professors.
• a modern instructional and information technology infrastructure.
• expanding affordable access through quality online courses and degree programs.
• processes to assess student learning and to adjust programs in light of that appraisal.

UNK provides quality graduate programs that:
• build on areas of undergraduate strength.
• respond to public need and demand and serve the people of Nebraska and beyond.
• familiarize students with trends and developments in their disciplines.
• mentor students to contribute to their disciplines and apply knowledge to issues in society.
• help students develop research skills.

UNK values and supports faculty research and creative activity that:
• advances academic disciplines and addresses public needs.
• enhances teaching and professional development.
• involves mentoring and collaboration with students.

Envisioned Outcomes

• UNK will graduate persons who know the accomplishments of civilizations, who value disciplined thought, and who are prepared for productive careers, further education, and responsible citizenship.
• UNK will advance state and community interests by applying university educational programs and other expertise to meet public needs.
Strategic Goals, Strategies and Implementation Priorities

Four strategic goals were derived directly from each of UNK’s four core institutional values. Strategies and implementation priorities provide the means for achieving/evaluating progress toward the four strategic goals.

UNK Value—Learning Matters. UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect—inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.

Goal 1: Academic Quality. Faculty and staff will ensure ongoing review and continuous improvement of the curriculum across all academic programs on campus.

Strategies and Implementation Priorities:

1A. All academic programs and units on campus will undergo continuous review characterized by systematic planning, collection and analysis of data, and evaluation.
   • Form Academic Program Review Assessment Committee to review/evaluate/identify common processes and metrics, quantitative and qualitative, to ensure meaningful ongoing review of quality and efficacy of all academic (both instructional and non-instructional) programs.
   • Review and, as appropriate, restructure the academic alignments within academic affairs, colleges, and departments—may include consolidation or separation of academic units and/or reapportionment of resources.
   • Engage academic units to identify themes that might connect curriculum across campus (STEM/STEAM, Great Works, e.g.).
   • Evaluate pursuing formal accreditation for quality academic programs that are not currently accredited.

1B. Require completion of an extended/substantive and independent, yet faculty guided, Experiential Learning (EL) activity, within the major field of study, for graduation in all academic programs/degrees.
   • Form a campus-wide EL Committee to develop a common University-wide EL framework and require completion of an approved EL activity for all graduates.

1C. Embrace NU-system priority of collaboration and enhance/increase collaborative opportunities with other campuses, government agencies, and the private sector.
   • Survey all existing collaborations across campus and identify/prioritize future opportunities that benefit students and regional/state/beyond needs, building upon existing/emerging system-wide collaborative models (e.g., Food for Health, Health Sciences, Engineering).
   • Expand innovative curricular initiatives (e.g., stackable credentials, certificate programs, 2 + 2 articulation agreements, and internships) in collaboration with other NU campuses, public or state universities, community colleges, and the corporate sector.
   • Capitalize on unprecedented/expanded scope of academic opportunities while developing University Village, e.g., public/private academic and workforce-related ventures, maker spaces, incubator initiatives, collaborations with government, city, civic agencies.

1D. Evaluate existing on-site and on-line graduate programs, investigate new degree/credential options in areas of strength and demand—notably those that form stronger partnerships with other NU campuses.

1E. Expand undergraduate and graduate online offerings in areas of strength and demand to provide greater access to quality UNK programs and market/recruit aggressively.
UNK Value—UNK is committed to a student-centered learning environment: that is inclusive and explicitly values diversity, extends broad access, promotes emotional, social, and physical wellness, embraces technology, centers on personalized teaching and mentoring relationships, enriches the Kearney community, provides a regional focal point for intellectual, artistic, cultural, recreational, and competitive NCAA Division II intercollegiate sports.

Goal 2: Access and Success. Increase recruitment and enhance support for student success.

Strategies and Implementation Priorities:

2A. Increase recruitment of a quality, diverse student body through holistic enrollment management.
   - Elevate expectations for every unit/member of the campus community to embrace the critical role each plays in recruiting/retaining students—emphasizing engagement, positive interactions, and mutual respect.
   - Evaluate and enhance all aspects of recruitment (e.g., Admissions & Financial Aid strategies, campus tours and academic department visits, marketing/messaging, transfer processes).
   - Deploy targeted initiatives to increase enrollments of transfer, minority, and international students and increase presence in specific Nebraska schools with strong academic programs and high number of quality graduates.

2B. Increase retention of a quality, diverse student body through holistic enrollment management.
   - Emphasize professional engagement with students and improved responsiveness and customer service in all offices and functions.
   - Enhance the quality of advising (faculty and staff) through improved formal training, by developing common measures of student satisfaction with advising, and explore recognition of advising performance as a component of evaluation.
   - Enhance Military and Veteran services and support.
   - Implement best practices and policies to promote student success and timely degree completion.
   - Improve readiness of first-term freshmen “Admitted by Review” by creating/offering a series of 1-hour Learning Skills courses that are specific to areas of concern.
   - Improve Freshman to Sophomore retention rate by deploying intensive early/often advising interventions.
   - Ensure academic programs are well-articulated and courses are offered/scheduled to meet demands.
   - Develop a career education module for students that is accessible through MyBlue.

2C. Enhance support and marketing for signature programs/initiatives with campus-wide reach that positively impact student recruitment, retention, success and academic quality including the Honors Program, Undergraduate Research, Thompson Scholars Learning Community, and Kearney Bound Scholars, e.g.

2D. Enhance support for diverse University activities and events that enrich the community and cultural life of the Kearney area, state, region, and beyond.
   - Increasingly integrate themes of global engagement and cultural competency in academic programs and across campus and promote cross-cultural interaction between students from different backgrounds.
   - Enhance students’ global engagement by increasing Study Abroad Programs (long and short term programs) and continue to promote Service Learning and Community Outreach opportunities.
   - Develop and support a comprehensive vision for UNK as a cultural hub for, for example, the fine and performing arts, museums, festivals, symposia/conferences, civic engagement, and public discourse.
   - Develop strategic plan for intercollegiate athletics, to provide sustainable framework for student-athletes’ competitive and academic success, and enhance relationships/affinity with students, employees, alumni, and community.
UNK Value—People Matter. UNK respects diversity—of individuals, cultures, thought, and expression—and supports an inclusive environment that affords equitable access and opportunity to every individual.

Goal 3: Quality Faculty and Staff. Recruit, support, develop, and retain a high quality and diverse faculty and staff.

Strategies and Implementation Priorities:

3A. Evaluate processes of recruiting, retention, compensation, and explore alternate compensation approaches.
   • Develop effective job postings that accurately reflect position responsibilities and workload expectations.
   • Supervisors will encourage and evaluate, as appropriate within university guidelines, employee professionalism in their interactions with students, colleagues, and constituents.
   • Solicit campus input to professional development for faculty and staff.
   • Survey employees to determine meaningful recognitions of contributions, performance, and accomplishments.

3B. Explore and implement ways to enhance diversity of faculty and staff.
   • Utilize the Equity, Access and Diversity Advisory (EAD) to assist the Chancellor in further nurturing an atmosphere of inclusion for faculty, staff, students, and visitors to campus.
   • Evaluate current recruiting processes and procedures to attract larger and more diverse candidate pools.

3C. Specific for Faculty: Explore and implement approaches to managing workload/expectations and teaching, scholarship, and service to enhance the workplace and productivity.
   • Utilize Digital Measures as the official electronic repository for faculty activity (teaching, scholarship, service, and administrative responsibilities) and annual productivity goals.
   • Examine faculty workload policy, clarify performance/evaluation expectations, and seek parity across units.
   • Inaugurate, and clarify performance/evaluation expectations for, appointments of designated faculty as Professor of Research (greater degree of focus on scholarly activity) and Professor of Practice (greater degree of focus on teaching/advising/service).
   • Provide appropriate and reasonable support for faculty to pursue a meaningful agenda of scholarly activity, one of professional satisfaction and distinct benefit to students and society.
   • Develop campus-wide program in grantsmanship to increase grant resources, and in seeking parity across units, work toward recognizing grantwriting as an option for faculty scholarly productivity in evaluations.

3C. Specific for Staff: Explore and implement approaches to managing workload/expectations to enhance the workplace and productivity.
   • Benchmark staff compensation through established NU system pay bands.
   • Clarify staff workload expectations within job descriptions/bands and seek parity across units.
UNK Value—Responsible Stewardship. UNK is committed to efficient and effective administration of resources—human, financial, and physical/infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.

Goal 4: Stewardship of Resources. Secure, generate, and responsibly steward the resources necessary to carry out the mission of the campus and ensure long-term institutional fiscal stability and environmental sustainability.

Strategies:

4A. Annually generate revenue necessary to offer competitive compensation, maintain and replace facilities, and invest in technology and infrastructure, student services, and general institutional needs.
   - Enhance recruitment and retention of students to increase credit-hour production/tuition net revenue.
   - Optimize course offerings/scheduling/enrollments to increase credit hour production/tuition net revenue.
   - Enhance current/Develop new on-campus and online programs in areas of strength/demand and market and recruit aggressively.
   - Increase internal support for, and success in, acquiring external grant/indirect funding.
   - Build on increasingly successful Foundation efforts to increase private giving.
   - Create stronger 2+2 agreements with state institutions of higher education and collaborate with high schools on dual enrollment and other mutually beneficial opportunities.

4B. Administer resources in alignment with campus, unit, and operations priorities.
   - Critically analyze, using appropriate metrics, the effectiveness, efficiency, and fiscal and environmental sustainability of every unit/aspect of UNK’s operations.
   - Align resource allocations with priorities in all units/aspects of UNK’s operations.
   - Continue to invest prudently in technology and environmentally-friendly infrastructure to support campus priorities while seeking efficiencies in purchasing and within current staffing/time.
   - Increasingly execute environmental sustainability strategies identified in UNK’s sustainability master plan.
   - Form a Budget Advisory, with representation across campus units, to provide input relative to resource allocation and administration.

4C. Enhance UNK’s brand and reputational identity across the state, region, and nation.
   - Operationalize plans for integrated marketing/branding/communications, unique to UNK while complimentary to the NU “One University Four Campuses” theme, to tell our University’s story and aggressively promote the strategic priorities outlined in this document.
   - Identify and pursue mutually beneficial collaborations with the City of Kearney and Buffalo County, regional businesses and stakeholders, and other specific area communities (such as Lexington and Grand Island) to work together to solve community academic and business challenges.
   - Capitalize on unprecedented opportunities provided by the development of University Village to pursue new ventures and partnerships—public/private, academic/community, retail, office, residential, and recreational.
   - Build on increasingly successful alumni engagement initiatives and tracking of graduates to deepen alumni affinity and engagement with campus to enhance recruiting, fundraising, and experiential learning and internship opportunities.
Appendix B
Developmental Advising Model

Copied from https://advising.richmond.edu/advisors/meeting/developmental.html

Developmental academic advising is more than just signing forms and approving course choices. It involves seeing students as growing and changing over time, with needs that grow and change as they do. It means seeing the whole person, and providing a sounding board, a resource, and a means of support as that person faces a range of choices and challenges throughout the college years. Advisors provide encouragement to pursue all the opportunities of a liberal arts education and our university. They provide a place to turn when a student has concerns. And they provide support when a student needs assistance.

The notion of "development" is important both to the advising relationship, which develops over time, and to the students, who are developing as they move through their college experience. The needs of a first-year student are typically different from those of a senior, and developmental advising responds to those and other changing needs.

Of course, advising is a shared responsibility of both the advisor and the student. An academic advisor is not meant to act as parent or decision maker, telling the student what choices to make or even making choices on the student's behalf. Rather the advisor and student work together, with the student making choices while the advisor acts as a resource to help manage the complexity of college life, and also as someone who can present options students might not see on their own. Some of these options include:

- Research with faculty, internships, and independent studies
- Major, minor, and course choices
- Coming to understand the breadth and depth of a liberal arts education
- Participation in the community and co/extra-curricular activities, including the arts
- Study abroad
- Career considerations and preparation
- Exploring religious/spiritual life
- Healthy life choices

Ultimately, strong developmental advising provides a supportive partnership, where the student (as decision maker) works over time with a knowledgeable advisor to shape the best choices possible.
## Appendix C

Transfer Student Process Changes  
(2016 to 2019)

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<th>Previous Process</th>
<th>Problems</th>
<th>Current Process</th>
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<td><strong>Admission</strong></td>
<td>Admitted through Undergraduate Admissions office</td>
<td>No “point” person for transfer students’ unique experience</td>
<td>AD for Transfer Transitions coordinates admission</td>
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<td><strong>Orientation</strong></td>
<td>Only on-campus transfer student orientation available</td>
<td>Students who could not attend struggled to coordinate their transition to UNK</td>
<td>Online transfer student orientation available</td>
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<td><strong>Transfer Credit</strong></td>
<td>Registrar load transfer credit during or after enrollment for students not attending orientation</td>
<td>Advisor and student did not know transfer credits applied/accepted prior to enrollment</td>
<td>Transfer credit loaded into myBlue upon completion of online orientation</td>
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<td><strong>Student Questions</strong></td>
<td>UNK staff assess where students were in transfer process to connect them</td>
<td>Students often shuffled to multiple departments before finding right one</td>
<td>AD for Transfer Transitions coordinates campus connections</td>
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<td><strong>Advising</strong></td>
<td>ACS verify major, assign advisor, and prompt Registrar’s Office to send department Chair unofficial transcript evaluation</td>
<td>Advisor and student did not know transfer credits applied/accepted prior to enrollment</td>
<td>Transfer credit loaded into myBlue upon completion of online orientation</td>
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### Career Fair Events Attendance

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<td>Fall 2018</td>
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**ALL EVENTS TOTAL** 426
INTRODUCTION

So, you’ve reached the point in your life at which someone tells you that you need a résumé. You may be wondering, what is a résumé and why do I need one? And, even if I do know what it is, I don’t have a clue where or how to start!

Well, no worries, this packet can lead you through the process and help you create a résumé that works! Let’s start at the beginning.

What is a résumé? It is a brief (usually one page) document that showcases your best – most relevant – skills, experiences, and qualifications. Think of it as a summary, or a snapshot – a very clear and concise image of you and your professional abilities.

Employers typically spend 8 - 10 seconds reviewing a résumé. Consequently, you need to make every line and every word count!

Why do I need a résumé? Various documents are required during the job search process. Your résumé – and accompanying cover letter – are your marketing materials. They get attention, introduce you to employers, and [hopefully] convince those employers to invite you to the next phase of the process – the interview.

How do I get started? The best way to begin is to take inventory. Develop a list that includes your education, experience, skills, abilities, honors, and activities. What have you achieved that makes you stand out? What have you accomplished that will make you a great candidate for the positions you’re seeking? What special skills, certifications, and training do you have? How have you contributed through volunteer work or community service? What leadership positions have you taken on? If you have military experience, be sure to include that, too. Demonstrate the match between your skills and the prospective employer’s needs.

Read on to learn the finer points of résumé writing!

Transferable Skills

Give yourself credit for the transferable / employability skills you possess. These skills are valued by employers in all types of work environments.

How have you developed your ability to . . .

1. Work with a team?
2. Make decisions and solve problems?
3. Plan, organize, and prioritize?
4. Communicate with people inside and outside an organization?
5. Obtain and process information?
6. Analyze quantitative data?
7. Understand technical information?
8. Operate computer hardware and software?
9. Create and/or edit written reports?
10. Sell, negotiate, motivate, or influence others?

Emphasize these valuable skills to set yourself apart!
FIRST AND LAST NAME

Street Address ▪ City, State Zip Code ▪ Phone Number ▪ Email Address ▪ LinkedIn URL

EDUCATION

- List most recent educational information first (reverse chronological order)
- Cite name and location of institution, degree and graduation date, major/minor/endorsement/emphasis
- List only the institutions from which you have earned degrees, unless you pursued a particular area of study that is relevant to your reader
- Optional: GPA - if above 3.0, honors, awards, scholarships, training, class projects, research, study abroad experience, languages, related coursework. Some of these could be separate sections, as well.
- Right-align dates

<table>
<thead>
<tr>
<th>Education Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska-Kearney, Kearney, NE</td>
</tr>
<tr>
<td>Bachelor of Science – Business Administration, Finance Emphasis</td>
</tr>
<tr>
<td>University of Nebraska at Kearney, Kearney, NE</td>
</tr>
<tr>
<td>Bachelor of Science in Social Work</td>
</tr>
<tr>
<td>Major GPA: 4.0/4.0</td>
</tr>
<tr>
<td>• Honors Program, 4 years</td>
</tr>
<tr>
<td>• Awarded the Artice Miles Scholarship for students showing potential in the field of Social Work 2015</td>
</tr>
</tbody>
</table>

EXPERIENCE

- Include full-time positions, as well as part-time, seasonal, temporary, volunteer, field experience, observation, internship, etc.
- Consider using different section headings; i.e., Related, Teaching, Professional, or Leadership Experience
- List most recent and/or relevant experience first
- Lead with position title, organization, location (city and state), and dates (month/year) right-aligned
- Present information in a consistent order and a consistent format throughout your résumé
- Provide a bulleted description of experiences, with emphasis on skills and accomplishments, NOT routine duties
- Make it easy for employers to skim for detail; they will not read lengthy paragraphs
- Use action verbs to lead statements and avoid using personal pronouns
- Apply the Winning Formula: Action Verb + Subject + Purpose / Method / Result (*See list of Action Verbs on page 4.)

<table>
<thead>
<tr>
<th>Experience Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor, Horizon Middle School, Kearney, NE</td>
</tr>
<tr>
<td>• Coached 5 third-grade students in reading skills, resulting in an average 3-point improvement on assessments</td>
</tr>
<tr>
<td>Resident Assistant, UNK North Residence Hall, Kearney, NE</td>
</tr>
<tr>
<td>• Used presentation skills to conduct seminars, educating 150 freshmen on Student Code of Conduct</td>
</tr>
</tbody>
</table>

IMPORTANT RÉSUMÉ POINTS AND FORMATTING GUIDELINES:

- Organize the résumé information in order of relevancy and interest to your reader
- Present information to establish that you have the knowledge, skills, abilities, or personality traits that an employer is seeking, by including key words and phrases important to the position or industry
- Limit italics and underlining
- List only one address and one phone number
- Use easy-to-read fonts, usually Calibri or Cambria, 10-12 points
- Set margins between .5 and 1 inch
- Limit résumé to one (two at the most) page in length – NO ERRORS!
- Print on white or ivory quality bond paper, using a laser printer, one side only
OPTIONAL RÉSUMÉ SECTIONS

QUALIFICATIONS SUMMARY
- A strong summary of specific skills or experiences directly related to the position you are applying for
- Be sure to use key words and phrases that reflect those found in the job description and company information

**Example:**

**SUMMARY OF QUALIFICATIONS**
- Three years’ experience providing NetWare Operating Systems support, file server installations, troubleshooting and technical consulting
- Proficient in Novell NetWare 4x, NDS, DOS and client tools; familiar with NetWare DHCP and DNS administration

RELEVANT COURSEWORK or EXPERIENTIAL LEARNING
- For college students or recent graduates, your education might be your biggest selling point. If you have completed a special project or learned a particular skill, be sure to highlight it for potential employers.

LEADERSHIP
- If you have held leadership roles on campus or in other organizations, you have two options: include that information in your Experience section, or create a separate section to highlight leadership roles.

SPECIAL SKILLS
- A section that highlights expertise you may have in foreign languages, computer operation / programming, equipment you can use, or other areas of excellence that have not been mentioned elsewhere.
- Indicate your skill level, such as Intermediate MS Excel, Advanced conversational proficiency in Spanish, etc.

RESEARCH / PRESENTATIONS
- If you have done extensive research in your field, you may wish to state the title or thesis of the paper and a brief description of your findings.
- Give insight into your professional expertise (useful for graduate school applications). If you published/presented your research at a conference, include the name, location, and date of the publication and/or the conference.

HONORS AND AWARDS
- Honors such as Dean’s List, membership in an academic honorary, or scholarships can be included in the “Education” section, or they may be listed in a separate section.

PROFESSIONAL AFFILIATIONS
- If you have joined a professional association related to your chosen field, list it here. Write out the name.
- If applicable, include information about your involvement in the association: leadership positions held, conferences or workshops attended, special programs, projects, etc.

ADDITIONAL TRAINING
- You may list any significant seminars, workshops, or other training that has enhanced your knowledge or will be helpful in your chosen career field.

CAMPUS INVOLVEMENT / STUDENT ORGANIZATIONS
- Sometimes it’s appropriate to label this type of experience as “Leadership,” but you may include it in its own section, if you choose.

VOLUNTEER EXPERIENCE or COMMUNITY INVOLVEMENT
- Shows a level of selflessness and a willingness to be a “team player.” It can potentially open a door, especially if the reader shares a similar interest.

MILITARY EXPERIENCE
- This could be listed under its own heading, or as work or leadership experience. Be sure to reflect promotions you received in addition to describing your responsibilities and accomplishments.
**ACTION VERBS**

When describing experiences on your résumé, begin with action verbs such as those listed below. Refer to a thesaurus for additional verbs.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Creative</th>
</tr>
</thead>
<tbody>
<tr>
<td>addressed</td>
<td>acted</td>
</tr>
<tr>
<td>contacted</td>
<td>directed</td>
</tr>
<tr>
<td>presented</td>
<td>designed</td>
</tr>
<tr>
<td>negotiated</td>
<td>created</td>
</tr>
<tr>
<td>edited</td>
<td>conducted</td>
</tr>
<tr>
<td>promoted</td>
<td>performed</td>
</tr>
<tr>
<td>mediated</td>
<td>composed</td>
</tr>
<tr>
<td>published</td>
<td>originated</td>
</tr>
<tr>
<td>presented</td>
<td>introduced</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Finance</th>
<th>Helping</th>
</tr>
</thead>
<tbody>
<tr>
<td>balanced</td>
<td>advised</td>
</tr>
<tr>
<td>calculated</td>
<td>assessed</td>
</tr>
<tr>
<td>projected</td>
<td>advocated</td>
</tr>
<tr>
<td>budgeted</td>
<td>facilitated</td>
</tr>
<tr>
<td>analyzed</td>
<td>coached</td>
</tr>
<tr>
<td>reconciled</td>
<td>clarified</td>
</tr>
<tr>
<td>allocated</td>
<td>supported</td>
</tr>
<tr>
<td>appraised</td>
<td></td>
</tr>
<tr>
<td>forecasted</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Management</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>administered</td>
<td>monitored</td>
</tr>
<tr>
<td>consulted</td>
<td>compiled</td>
</tr>
<tr>
<td>recommended</td>
<td>distributed</td>
</tr>
<tr>
<td>analyzed</td>
<td>classified</td>
</tr>
<tr>
<td>delegated</td>
<td>inspected</td>
</tr>
<tr>
<td>recruited</td>
<td>screened</td>
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<tr>
<td>evaluated</td>
<td>generated</td>
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<tr>
<td>prioritized</td>
<td>arranged</td>
</tr>
<tr>
<td>scheduled</td>
<td>implemented</td>
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<tr>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Results</th>
<th>Instruction</th>
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</thead>
<tbody>
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<td>reduced</td>
<td>trained</td>
</tr>
<tr>
<td>launched</td>
<td>motivated</td>
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<tr>
<td>accomplished</td>
<td>facilitated</td>
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<tr>
<td>established</td>
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<td>contributed</td>
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<td>improved</td>
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<tr>
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<table>
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<tr>
<th>Technical</th>
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<td>engineered</td>
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<tr>
<td>operated</td>
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<tr>
<td>designed</td>
</tr>
<tr>
<td>upgraded</td>
</tr>
<tr>
<td>devised</td>
</tr>
<tr>
<td>programmed</td>
</tr>
</tbody>
</table>

**TRANSFERABLE SKILLS**

Emphasize and quantify transferable skills using the **Winning Formula**: *Action Verb + Subject + Purpose / Method / Result*. See examples below for some ideas:

- Used creativity and communication skills to develop and facilitate weekly team-building activities for 30 members of on-campus residence hall community

- Motivated 6 fraternity brothers to participate in St. Jude’s Children’s Hospital annual fundraiser, increasing the contribution from our chapter by 20 percent over previous years

- Collaborated with faculty mentor to develop research project, conducting background research, constructing a hypothesis, and running additional surveys to test the theory
  - Presented findings of study, “Job satisfaction in relation to vocational callings,” at Undergraduate Research Symposium

- Organized 3 summer basketball camps for local youth, with approximately 35 youth attending each camp
  - Contracted with facility manager to secure adequate gym space for all camps
  - Hired and trained 6 coaches, as well as several time-keepers and assistants
Louie Loper
8956 12th Street
Kearney, NE 68845

EDUCATION
University of Nebraska at Kearney, Kearney, NE
Bachelor of Science, Business Administration
Minor: Entrepreneurship
Cumulative GPA: 3.7/4.0

STUDY ABROAD
Shanghai University, Shanghai, China
Summer 2013
Studied Business, Language, and Culture
- Gained appreciation of diversity and expanded cultural horizons
- Increased confidence and independence, gaining new friendships and networking abilities

INTERNESHP EXPERIENCE
World Wide Logistics Ltd., Corporate Services, Shanghai, China
Summer 2014
- Assisted Corporate Services Agent with general customer service, resulting in a measurable 5% increase in customer satisfaction over 3 months
- Provided clients with pricing quotes for upcoming projects in order to secure their business
- Gained knowledge of supply chain efficiency and cost reduction

Antelope Café, Kearney, NE
January 2013 – May 2013
- Assisted local business owner with the development of a new off-campus restaurant
- Participated in marketing strategy meetings and created a social media campaign to increase awareness throughout the community
- Created a profit-loss spreadsheet to document income and expense categories

LEADERSHIP
Team Member, UNK Students in Free Enterprise
- Worked with team of 8 to teach 30 high school students steps to starting a business during the school’s “Entrepreneurship Day”
- Served as a judge for a middle school “Money Smart Week” essay contest that tested students’ knowledge of budgeting and money management

Resident Assistant UNK, Kearney, NE
Aug 2012 – May 2014
- Developed strong time management skills through balancing a full course load and spending approximately 20 hours per week fulfilling Resident Assistant duties
- Conducted team-building activities to assist residents in developing relationships with each other
- Conducted floor meetings to educate residents on the policies and procedures of Residential Life and to encourage participation in campus events
- Assisted students with academic concerns by hosting weekly study groups

HONORS & ACTIVITIES
Presenter, National Conference on Undergraduate Research
May 2013
- Research title, “Creating a business plan in a global society”
- Created presentation using Prezi; fielded questions from 40 attendees

Team Captain, American Cancer Society Relay for Life
April 2013

♦ Include References on a Separate Sheet – not on the Résumé ♦
EDUCATION
University of Nebraska at Kearney, Kearney, NE  December 2015
Bachelor of Science – Sports Management

INTERNSHIP EXPERIENCE
- Assisted staff with membership, marketing and Team USA projects
- Applied excellent communication skills while contacting 150+ members by phone and email to promote member benefits
- Gained a broad knowledge of many aspects of running a successful athletic organization
- Attended USOC workshops including relationships in the workplace and first aid response

Lincoln Salt Dogs, Lincoln, NE  May 2014 – July 2014
- Executed in-game promotions, enhancing the fan experience between innings
- Placed cold calls with the ticket sales department resulting in the sale of 6 corporate packages, for net sales totaling almost $3,600.00
- Escorted team mascot to kid’s club movie matinees as a part of community relations program
- Maintained database with demographic and ticket-order information for 1,200 customers

ATHLETIC and LEADERSHIP EXPERIENCE
Student-Athlete/Team Captain, UNK Women’s Soccer, Kearney, NE  Aug 2012 – Dec 2015
- Developed strong time management skills through balancing a full course load with practice, team travel and competitions
- Learned to communicate with a diverse group of people by connecting with teammates and focusing on common goals
- Analyzed constructive criticism from coaching staff and used it to improve performance
- Served as Team Captain for the 2014-2015 seasons motivating and leading student athletes

Chapter President, UNK Iota Gamma Fraternity, Kearney, NE  Jan 2013 – Dec 2013
- Provided leadership to a chapter with 65 active members by conducting weekly chapter meetings
- Worked with executive board to oversee the success of the fraternity in the areas of academic success, philanthropy, fundraising, recruitment and campus involvement
- Trained recruitment team, emphasizing core goals and mission of the fraternity

HONORS AND ACTIVITIES
- Three-time Academic All-Conference Selection  2012 - 2014
- Team Representative on Student Athlete Advisory Council  2013 - 2014
- Hoops-for-Heart Marketing Committee  Spring 2014

♦ Include References on a Separate Sheet – not on the Résumé ♦
WRITING A COVER LETTER

Your cover letter, which **always accompanies your résumé**, may be the first thing prospective employers see even before they read the résumé you have so carefully prepared. It may be your first chance to market yourself. It is important to spend a good deal of thought and time writing an effective cover letter, one that will inspire the employer to seek out more information about you. **Avoid copying** sample cover letters – they **will not** represent you adequately and will probably sound artificial. In addition, a cover letter should:

- Link your **skills and experience** to the employer’s **needs** and show your enthusiasm for this position
- Express your individuality and be **tailored to each position** and/or employer
- Be addressed to a **specific person**

**SAMPLE COVER LETTER**

Your Street Address  
City, State Zip Code  

Date (i.e. September 26, 2015)  

Name of person who is hiring for this position **(If not listed, call the company and find out.)**  
His/Her Job Title  
Company / Organization  
Street Address  
City, State Zip Code  

Dear Ms. / Mr. / Dr. / Mrs. __________________: **(If no name is available: Dear Personnel Director, or Dear Search Committee.)**

**Paragraph 1 - Why are you writing?**  
The beginning of your letter should capture the reader’s attention, while avoiding clichés and gimmicks. Also, tell why you are writing (name the specific position or type of work you are applying for) and mention the resource used in finding out about the opening. **Briefly** introduce your credentials, professional experiences and personality traits.

**Paragraph 2 - Qualifications**  
Explain why you are interested in working for this specific employer or in this field of work, and most importantly, what your qualifications are (academic background/training, work experience, personal skills). **Point out your accomplishments and skills that relate to the position** without duplicating exactly what is included on your résumé. Then, connect those things to the company’s needs to show you have done your **research** about the company (or the industry) and are aware of how you could be of benefit. This paragraph should essentially answer the employer’s question, “Why should I hire you?”

**Paragraph 3 - Take Action**  
Refer the reader to your enclosed (or attached) résumé and point out that it provides further details of your qualifications. Indicate your desire for an interview and bring attention to your contact information (phone and email). Many applicants take a more active approach and give a timeframe in which they will contact the company. If you do this, be sure to follow up when you say you will.

**Paragraph 4 - Thank You**  
Thank the reader for his/her time and consideration.

Sincerely,

(Your **handwritten signature** – blue or black ink)

Type your name  
Phone number (including area code)  
Email Address  
Enclosure: Résumé
IMPORTANT COVER LETTER POINTS AND FORMATTING GUIDELINES:

- One page, produced on word processor and laser printer.
- No spelling or typing errors. Check grammar, punctuation, and syntax.
- Use quality bond paper, 8 ½ x 11 inches, which matches your résumé.
- If printed, sign with blue or black pen.
- Avoid folding: mail in 9” x 12” envelope with résumé behind the letter.
- Choose a conservative stamp for your envelope.
- Keep notes on date of mailing and date for follow-up communication.

USE OF A REFERENCE SHEET

- Select **3-4 references** who have worked with you and are able to talk with employers about your skills and abilities.
  - *Examples:* Current or previous supervisors, college professors, advisors or instructors
- **Always contact references** to obtain their permission prior to listing them on your reference sheet.
- References are **not part of a résumé**, so they should be listed on a separate page.
- Enclose a reference sheet with your résumé and cover letter only if the employer specifically requests references.

SAMPLE REFERENCE SHEET

<table>
<thead>
<tr>
<th>Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Name and contact information as it looks on your résumé.)</td>
</tr>
</tbody>
</table>

**REFERENCES:** (remember to list 3-4 references)

- Name of Reference (First and Last)
- Title
- Organization
- Mailing Address
- City, State, ZIP
- Phone Number
- Email
- Relationship, if unclear in letter or résumé (i.e., **Dr. Pepper is my advisor and research mentor.**)

<table>
<thead>
<tr>
<th>Name of Reference (First and Last)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Mailing Address</td>
</tr>
<tr>
<td>City, State, ZIP</td>
</tr>
<tr>
<td>Phone Number</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Relationship, if unclear in letter or résumé</td>
</tr>
</tbody>
</table>

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Appendix F
ACS and CBT Career Partners Program

The UNK College of Business & Technology Career Center is teaming up with Academic & Career Services to connect businesses with UNK students. Join our “Career Center Partners” program and your business will gain valuable opportunities to network and build relationships with qualified prospective employees.

CAREER CENTER PARTNERSHIP
$2,500 FOR 1 YEAR | $3,500 FOR 2 YEARS

Participation in
Career Fairs
• Connect with students seeking career information.
• Waived Registration fee for sponsor-level participation in two career fairs per year.
  (four company reps to attend two career fairs - $1,000 value)
• Prime table location and parking for each career fair.
• One-page insert in the fall and spring career fair publications, distribution to all attendees, e-mailed to select faculty, and e-mailed to all junior and senior students.

CBT Company Connections - Fall
Full promotional day on campus - Spring
• Classroom presentations (availability will vary)
• Social media exposure throughout the event
• Information table in newly renovated student union

CBT Networking Reception
First right to participate in workshops, resume reviews, employer panels, and mock interview days

Featured Announcements
• Company job/internship announcements promoted through E-mail, Handshake, and social media

Social Media & Website Visibility
• Logo on quarterly newsletters sent to CBT students and faculty
• Featured on CBT Career Center and Academic & Career Services platforms

Promotional Video
• Video highlights company cultural and career opportunities
• Video production will be professionally done by UNK Communications & Marketing
• Videos will be played outside CBT Career Center and Academic & Career Services offices
INDIVIDUAL OPPORTUNITIES
ALL OPTIONS BELOW ARE INCLUDED IN THE PARTNERSHIP PROGRAM

Career Fairs | SPONSORSHIP $500 - PARTICIPATION $200
Twice a year UNK hosts this event to connect students with businesses. Set up a booth and hand out information at this well-attended event. Or sponsor the event to connect your brand with UNK.

CBT Company Connections | $200
Set up a booth in West Center to promote your company. Visit with students and share info on internship or employment opportunities.

CBT Networking Reception | $25
Network with junior and senior CBT students after the Spring Career Fair at UNK.

Business Spotlight Video | $300
Video will highlight the reasons why students should work/ intern for your company. Approximately 60 seconds long. UNK Creative Team will produce the video if needed. The video will be posted at the Career Center and through social media channels.

Your partnership may be tax deductible. Ask for details.

QUESTIONS? CONTACT:
Dustin Favinger, Director of CBT Career Center
308.865.8066 | 117E West Center
favingerdd@unk.edu | unk.edu/cbt_careers

John Gibbs, Academic and Career Services
308-865-8925 | MSAB 150
gibbsjm@unk.edu
# Appendix G

**Student Retention and Graduation**
(through Fall 2017 cohort)

## 15 to finish in 4 Analysis

**Between $10,000 and Cost of Attendance Effective Family Contribution**

<table>
<thead>
<tr>
<th>Retention</th>
<th>Graduation</th>
<th>Fall Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 Year</td>
<td>5 Year</td>
</tr>
<tr>
<td>Students</td>
<td>Proportion</td>
<td>Avg. Term GPA</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Fall 2012</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 12 Credit Hours</td>
<td>50.0%</td>
<td>33.3%</td>
</tr>
<tr>
<td>12 - 15 Credit Hours</td>
<td>90.8%</td>
<td>81.6%</td>
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<tr>
<td>15 - 16 Credit Hours</td>
<td>93.2%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Over 16 Credit Hours</td>
<td>93.1%</td>
<td>82.8%</td>
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</table>

<table>
<thead>
<tr>
<th>Retention</th>
<th>Graduation</th>
<th>Fall Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 Year</td>
<td>5 Year</td>
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<tr>
<td>Students</td>
<td>Proportion</td>
<td>Avg. Term GPA</td>
</tr>
<tr>
<td>-----------</td>
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<td>--------------------</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 12 Credit Hours</td>
<td>75.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>12 - 15 Credit Hours</td>
<td>91.9%</td>
<td>79.0%</td>
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<td>15 - 16 Credit Hours</td>
<td>94.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>Over 16 Credit Hours</td>
<td>94.3%</td>
<td>82.9%</td>
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<table>
<thead>
<tr>
<th>Retention</th>
<th>Graduation</th>
<th>Fall Semester Only</th>
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<tbody>
<tr>
<td></td>
<td>4 Year</td>
<td>5 Year</td>
</tr>
<tr>
<td>Students</td>
<td>Proportion</td>
<td>Avg. Term GPA</td>
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</tr>
<tr>
<td><strong>Fall 2014</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 12 Credit Hours</td>
<td>25.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>12 - 15 Credit Hours</td>
<td>93.0%</td>
<td>63.4%</td>
</tr>
<tr>
<td>15 - 16 Credit Hours</td>
<td>91.9%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Over 16 Credit Hours</td>
<td>97.7%</td>
<td>81.8%</td>
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### 15 to finish in 4 Analysis

**Between $10,000 and Cost of Attendance Effective Family Contribution**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Retention</td>
<td>Graduation</td>
<td>Fall Semester Only</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>1 Year</td>
<td>2 Year</td>
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<tr>
<td>Under 12 Credit Hours</td>
<td>50.0%</td>
<td>25.0%</td>
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<tr>
<td>12 - 15 Credit Hours</td>
<td>96.6%</td>
<td>78.2%</td>
<td>60.9%</td>
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<tr>
<td>15 - 16 Credit Hours</td>
<td>98.0%</td>
<td>90.0%</td>
<td>72.0%</td>
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<tr>
<td>Over 16 Credit Hours</td>
<td>97.6%</td>
<td>85.7%</td>
<td>73.8%</td>
</tr>
</tbody>
</table>

Notes:

- Only Undergraduate First Time Freshmen are used.
- Only Hours after withdrawals are counted.
  - For example, a student may register for 15 Credit Hours but withdraw from 1 class (3 credit hours) - therefore only 12 Credit Hours are counted.
Appendix H
EAA “Reasons” for Faculty Referral

EWR “Reasons” in drop down box on e-form

- You are struggling in the class. It is important that you talk with your instructor right away.
- You have excessive absences from this class.
- You have excessive absences from the lab portion of this course.
- You are frequently late to class.
- You have incomplete assignments.
- You have not submitted assignments.
- You have not completed one or more exams.
- You have not been participating in the Canvas/online portion of this class regularly.
- The quality of your work in this class is not satisfactory at this point in the semester.
- You have taken this class before and your current performance indicates that you will get a similar grade as in previous semesters unless you change your habits immediately.
- You failed your first exam. Increased scores are required to be successful in this course.
- Due to low grades on exams, quizzes, and/or assignments, you are in danger of failing this course.
- You have not followed through on the accommodation plan that you previously discussed with your instructor.
- You have not followed through on the actions discussed in the previous conversation with your instructor.
- At this point it will be difficult for you to pass this course. It is recommended that you meet with your academic advisor to talk about how the course could impact your degree progress. You can find your advisor’s contact information on the home screen in MyBlue.
Appendix I
Sample EAA Email

Hello «fname»,

On behalf of professor «instr_lname», I am contacting you regarding your performance in «class». Your instructor is concerned because «reason».

It is important to all of us at UNK that our students are doing well, and we would like to help you. Here is a To-Do list of things that you can do to improve your situation:

- Contact professor «instr_lname» at «email» to discuss your options. Communicating with your instructor lets them know you care about your progress.
- Schedule an appointment with the Learning Commons on the second floor of the library. They provide both face-to-face and online tutoring and writing assistance for several courses as well as Success Coaching, which focuses on building study skills and time management. Here is their tutoring schedule.
- There can be unintended consequences to dropping a course, especially if you are dropping below full-time. Contact an academic advisor if you plan to drop this, or another course. The last day to withdraw from a full semester course is Friday, October 19\textsuperscript{th}.
- Contact the Counseling Center at 308-865-8248 if a personal problem is affecting your academic performance, or Student Health Services at 308-865-8218.
- Join the “Loper to Loper” mentor program. They will help you connect with other Lopers and feel more at home on campus. For information contact Brette Ensz at enszba@unk.edu.

\textbf{If you are an international student,} it is very important that you meet with an international student advisor before you withdraw from any course to stay in compliance with your \textbf{VISA requirements.}

We would like to help you make this semester a success. If you have any questions or if you would like to visit with an advisor please contact the Academic and Career Services Office at 308-865-8501.

Sincerely,
Aaron Estes
Associate Director, Academic and Career Services
Appendix J
EAA Utilization Trends

<table>
<thead>
<tr>
<th></th>
<th>13F</th>
<th>14S</th>
<th>14F</th>
<th>15S</th>
<th>15F</th>
<th>16S</th>
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<th>17F</th>
<th>18S</th>
<th>18F</th>
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<tbody>
<tr>
<td>Total EWRs</td>
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<td>647</td>
<td>790</td>
<td>631</td>
<td>573</td>
<td>671</td>
<td>669</td>
<td>482</td>
<td>528</td>
<td>445</td>
<td>738</td>
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<td># Individual Students</td>
<td>531</td>
<td>492</td>
<td>609</td>
<td>534</td>
<td>459</td>
<td>554</td>
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<td>111</td>
<td>128</td>
<td>98</td>
<td>134</td>
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EWR Usage Trends

- Total EWRs
- # Individual Students
- # Faculty Participating
**Appendix K**  
EAA Student Grade Trends

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<th>Dropped Class</th>
<th>90</th>
<th>104</th>
<th>165</th>
<th>102</th>
<th>126</th>
<th>170</th>
<th>111</th>
<th>94</th>
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<td>21%</td>
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<table>
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<tr>
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<th>174</th>
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<th>185</th>
<th>181</th>
<th>167</th>
<th>273</th>
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<tbody>
<tr>
<td>Stayed in class and received:</td>
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<td>40%</td>
<td>45%</td>
<td>33%</td>
<td>39%</td>
<td>38%</td>
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<td>48%</td>
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<td>47%</td>
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<table>
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<th></th>
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</tr>
</tbody>
</table>

**EAA Student Grade Trends**

- **Dropped Class**
- **C or better**
- **Withdrawn all classes**

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Academic & Career Services   ▪   2019 Program Review   ▪   Appendices
Appendix L
Enrollment Management Recruitment and Retention Strategies
(March 2015 and beyond)

1. 15 to Finish in Four Campaign.

2. Improving the Retention & Success of UNK Students in the Murky Middle.

3. Time to Register Messages and intensive Follow up for those who fail to Preregister.


5. Early First Term Freshmen Meetings with Professional Advisors.

6. At-Risk Freshmen Early Success Conversations with Resident Hall Personnel.

7. Communication and an Early Landing Pad for Freshmen Parents: Streamlined and focused messages and Pre-Labor Day Letter to Parents.

8. First Year Program Expanded to include Transfer Students.


10. New Health Science Major both a Plan “B” for students unsuccessful in their bid for professional school and for those students wanting a career behind the scenes in the medical field.

11. Creating Strategies for Improving Student Success in Courses with High Rates of DFWs and Low Course Completion Rates.

12. Identifying Critical Courses for Every Major within the Degree Audit: Implementing Off Track Messages for Students and Advisors.

13. Lowering the Cost of Attending UNK: Open Access textbook initiative and appeal to faculty concerning course fees and supplies.

14. CCC Initiative: 0.20 FTE on Campus UNK Transfer Specialist.

15. The Loper Advantage Fund Endowed Scholarship for Community College Grads.

17. Developed a voluntary Online Freshman Student Orientation Platform: “The Freshman Summit”. The goal is to help the student and their parents as they transition from high school to the University.

18. Developed an Online Transfer Student Orientation and Registration Option for students unable to attend a Transfer Day.

19. Meeting Face to Face with First Time Full Time Freshmen who earn GPAs below 2.0 in late January and early February (Academic Comeback Plan).

20. Linked UNK Athletes and their Study Halls with the Learning Commons and Success Coaches.

21. Use of Data Analysis to allocate Tuition Remissions, Merit Based Scholarships and Need Based Aid in a more strategic way to increase ROI and hold discount rate at or near 22%.

22. Created the first Full time Position dedicated to serving Military, Veteran and Dependent students. Assistant Director of Military and Veteran Affairs.

23. Created a full time Analyst Position dedicated to providing timely analysis of recruitment, retention, need based aid, tuition remission initiatives and student success campaigns.

24. Loper 2 Loper Mentoring Program run by the First Year Program.

25. For Fall 2017: New Merit Scholarship Scale and New Scholarships Names, “UNK Distinguished Scholar” and “Loper Achievement Award”.

26. Blue and Gold Freshman Survey with participation incentives rolled out Fall 2017. To identify freshmen students with no affiliation to UNK campus community.

27. The Colorado and Kansas Advantage Scholarship program for Fall 2018.

28. Fall 2017 Began using student tele-counselors to help build relationships and recruit freshmen.

29. Fall 2017 purchased a texting platform to improve our admission counselors’ ability to contact prospective students who don’t reply to emails and phone calls.

30. Fall 2017 added one new position to our Admission Counselor staff who is bilingual (Spanish) and will focus on Hispanic student recruitment.
31. Fall 2017 UNK implemented the Loper Payment Plan. Students who are unable to pay all of their school expenses at one time can enroll in this payment plan which allows them to make payments.

32. EM Division and UNK Honors Program will award for Fall 2018 up to 50 Room & Board Waivers to new freshmen who likely would not have enrolled at UNK if not for the Waiver.

33. In the process of Revamping the Early Warning Referral System. Working with Focus groups of faculty to improve the system. Changing the name to Academic Alerts and will use e-Forms in Fall 2018. We now also copy Coaches when the EWR is sent to the student.

34. Developed in conjunction with Residential Life a Special Early Arrival Welcome for all students who come to UNK prior to the official move-in date. For Fall 2018 this will include almost half of the new freshmen on campus!

35. Developed a First Year Adventure Camp. A weekend summer camp for 15-20 incoming first-time freshman that provides them with an opportunity to connect with fellow classmates before they arrive on campus.

36. Destination Uptown: Welcome Back to Campus for Spring Semester 2018 a new program for all UNK students run by the First Year Program and hosted by the Hilltop Mall in Kearney.

37. Spring 2018 With Advice from RNL UNK Admissions will reach out to those freshmen who chose to attend a Nebraska Community College instead of UNK in hopes of creating affiliation to UNK a seamless pathway for their eventual transfer.

38. Amazing increase in UNK’s presence on Transfer Nebraska (TES) website. June 2015 we only showed transfer course equivalencies for 19 colleges/universities and 2126 courses. As of July 2018 we show 18,275 courses from 759 colleges/universities as equivalent to UNK courses for prospective transfer students.

39. Fall 2018 will deploy new Transfer Transitions position to work directly with all Nebraska Community Colleges.

40. Will begin a two year intensive search contract with RNL to improve and broaden our search for prospective students and for the first time begin contacting high school sophomores.
Appendix M
Staff Résumés

1. Amy Rundstrom
2. Aaron Estes
3. Keri Pearson
4. John Gibbs
5. Kate Gienger
6. Joni Weed
7. Darcy Isaac
Amy Rundstrom
MSAB 150
Academic and Career Services
308-865-8501

Director 2014-present
- Oversee staff of 4 professional advisors, two full and part-time staff, 2-4 student workers
- Maintain Partners Achieving Student Success Program
- Coordinate faculty advising for five annual transfer day events
- Coordinate college advising for New Student Enrollment, family presentation on how to be a successful Loper each of the 28 days of NSE, advise Deciding incoming freshmen
- Advise undergraduates regarding major and career selection
- Advise Bachelor of General Studies majors

Associate Director 2009-2013
- Directly supervise assistant director and two professional advisors
- Recruit and maintain Partners Achieving Student Success program
- Solicit, send, and update Early Warning Referral program
- Create, update and maintain Blackboard Probation user group
- Advise undergraduates regarding major and career selection
- Advise Bachelor of General Studies majors
- Work with probation and suspension students to improve performance
- Help director coordinate faculty advising for five annual transfer day events, advising transfer students who have not selected a major
- Help Director coordinate college advising for New Student Enrollment, family presentation on how to be a successful Loper each of the 28 days of NSE, advise Deciding incoming freshmen

- Supervise office administrative staff consisting of one full time secretary and one half-time secretary
- Maintain Partners Achieving Student Success program
- Maintain Early Warning Referral system
- Advise Deciding students regarding course selection as well as any undergraduates who need academic assistance
- Assist with Summer Advising and Enrollment days in the summer, advise incoming Deciding freshmen
- Help with 4-5 transfer days throughout the year, advising Deciding transfer students

Director International Studies (Interim) 2013 – 2014
- Teach one section INTS100
- Advise International Studies majors and minors
- Recruit majors, minors
- Meet with high school recruits interested in International Studies program

Committees:
International Studies Advisory Committee 2008 - present
Enrollment Management Council 2014 - present
Suspension Appeals Committee, Chair 2014 - present
Aaron Estes

College Student Services Experience

University of Nebraska Kearney Academic and Career Services Kearney, NE
Associate Director August 2014 – Present
Assistant Director August 2011 – July 2014
Advisor January 2010 – July 2011

- Supervise three full-time advisors, which includes training, ongoing guidance and support, and evaluations
- Provide academic guidance to students who have not chosen a major, ensuring proper course selection
- Educate students about different degree programs and refer them to appropriate departments for information
- Offer career development services such as résumé critiques, mock interviews, and workshops
- Assist in the coordination of three annual career fairs; two general fairs and one specific to education majors
- Serve as primary liaison to the College of Business and Technology Career Center
- Updated the Academic and Career Services website, revising content and making it easier to navigate
- Present to numerous classes and student organizations about various professional development topics

Accomplishments

- Established a Peer Advisor program to increase the impact that student workers have on the department, and to support their professional development
- Contribute to strategic planning related to two annual career fairs, which has resulted in doubling the number of student attendees
- Transitioned career fairs to a new location in order to accommodate a larger number of employers
- Created new career fair preparation programs, such as the Job Search Boot Camp and the Employer Panel, in order to increase students’ level of preparation for the fairs
- Collaborated with the College of Business and Technology to establish an annual networking reception that is associated with the spring career fair
- Coordinated production of the department’s self-study for the Academic Program Review in the spring of 2013
- Developed several assessments to gauge the effectiveness of academic advising and career fair preparation workshops, and revised the First Destination survey to align with NACE standards
- Developed alternative funding sources, including increased allocation from student technology fees and the establishment of an Employer Partner Program that has generated over $15,000

Ohio State University Student Athlete Support Services (SASSO) Columbus, OH
Athletic Academic Counselor August 2007 – December 2009
Assistant Athletic Academic Counselor August 2006 – July 2007

- Lead counselor for Men’s and Women’s Fencing, Pistol, Rifle, Men’s and Women’s Soccer, and Women’s Swimming
- Co-Coordinated the Assistant Counselor/Intern Program, providing supervision and guidance to four interns
- Conducted weekly team academic meetings; informing students of important academic deadlines, educating them on NCAA, Big 10 and Ohio State rules, and discussing various academic success strategies
- Utilized degree audits and general familiarity of degree programs to guide student-athletes in course registration
- Assisted in the recruiting and admissions process; meeting with recruits and their families, and reviewing high school transcripts in accordance with NCAA Initial Eligibility Center guidelines
- Aided in the transfer credit evaluation process, ensuring credits were evaluated in a timely manner
- Addressed the tutoring needs of student-athletes
- Mentored individual at-risk student-athletes; helping them develop the organizational skills necessary to achieve academic success, while communicating with professors and coaches regarding the student’s progress
- Represented SASSO on several campus-wide committees, including, the Suicide Prevention Committee, and the University Committee For Career Services
Education

University of Nebraska Lincoln
Doctor of Education – Educational Leadership and Higher Education, December 2017
Dissertation – Investigating First Year College Student Locus of Control in Relation to Retention: An Explanatory Mixed Methods Study

University of Nebraska Kearney
Master of Science in Education – Student Affairs Counseling, May 2006
Bachelor of Science – Sports Administration, Political Science Minor, May 2004
Summa Cum Laude

Committee Experience

Member, Concerning and Risky Events (CARE) Team, UNK
• Collaborate with faculty and staff to develop action plans to assist students who may be a risk to themselves or others

Member, Tuition Appeals Committee, UNK
• Determine if extenuating circumstances should allow students to receive a tuition refund after dropping a class

Member, Early Alert Task Force, UNK
• Identify first year students who are at risk of not being retained, and develop strategies to provide effective support

Member, General Studies Council, UNK
• Provide feedback on proposed program changes and evaluate course syllabi

Title IX Process Advisor, UNK
• Provide process guidance to students, faculty, or staff who are involved in a Title IX case

Senator, Staff Senate, UNK
• Served as Secretary and Interim Vice President

Member, UNK Strategic Planning, Access and Success Subcommittee

Chair, Academic and Career Advising Strategy Development
• Worked with committee to develop strategies to promote greater access and success of students at UNK
• Led a small group to develop strategies specifically related to academic and career advising

Chair, Career Advisory Committee, UNK
• Worked with selected faculty and members of the community to enhance the career services provided to UNK students

Chair, Careers in Student Affairs Month, UNK
• Provided leadership to a group to a group that was tasked with developing programs to promote careers in Student Affairs to undergraduate students

Chair, Fall Orientation Destination Downtown Planning Committee, UNK
• Collaborated with UNK staff and members of the community downtown association to plan an orientation event with live music, games and prizes, with the goal of helping new students feel welcomed into the community

Chair, Search Committees, UNK and OSU
• Have chaired search committees for Academic & Career Services advisors, the Director of the Learning Commons, and the Associate Director of Transfer Transitions at UNK, as well as a search committee for Assistant Counselors with the Ohio State University Student Athlete Support Services office
Teaching Experience

ELI – Conversation, UNK, Spring 2015, Fall 2015
• Taught international students beginning level conversation skills

• Taught undergraduate and graduate students about financial management practices in the sport, recreation and tourism industry

BSAD 100 – Exploring Business, UNK, Fall semesters, 2010 – 2013
• Assisted students in the transition from high school to college while learning about the various business disciplines and careers associated with each discipline

CSP 441 – Chancellor’s Leadership Class, UNK, Spring 2012
• Cultivated leadership skills in freshmen students by examining theoretical concepts, interacting with campus leaders, and participating in experiential learning projects

EDU PAES 315 – Positive Transitions for Student-Athletes, Ohio State University, Fall 2006 – Fall 2009
• Educated student-athletes about transitioning from sport into the world of work and helped them develop a game plan for success

Presentations

Co-presented “Academic and Career Services”
• National Academic Advising Association (NACADA) Regional Conference, 2010

Co-presented “Navigating the Academic Landscape”
• National Association of Academic Advisors for Athletics (N4A) National Conference, 2008

Community Leadership

Kearney High School Core Advisory Team
• Work with a team of community members to create career development and exploration strategies and programs for local high school students

Leukemia & Lymphoma Society Man/Woman of the Year Nominee
• Led a 10-week fundraising campaign that brought in $18,805 for the Leukemia & Lymphoma Society

Kearney Children’s Museum Board of Directors
• Assisted with fundraising, budget management, and oversight of the staff

UNK Pi Kappa Alpha Alumni Advisory Board
• Provided guidance to undergraduate leaders in the fraternity

Leadership Kearney
• Learned about leadership opportunities within the community
Keri Pearson
308.240.1392 | keri.ann.pearson@gmail.com

Skills and Expertise
• Student Leadership Development
• Workshop/Event Innovation
• Training Program Coordination
• Program Assessment
• Campus-wide Partnership
• Employee Supervision
• Faculty Engagement
• Student Consultation
• Learning Theory Application

Professional Experience

ASSISTANT DIRECTOR (2019 – Present)
Academic and Career Services | University of Nebraska at Kearney
• Connect personally with academic departments to establish collaborative communication that will facilitate stronger advising and career counseling strategies across campus
• Coordinate office-wide authorship and data collection/analysis for 2019 Administrative Program Review (APR) Self Study

ASSISTANT DIRECTOR (2008 – 2018)
Learning Commons | University of Nebraska at Kearney
• Created intervention strategies and new services that reduce academic support barriers resulting in increased student attendance during years of lower enrollment
• Demonstrated vision for lifelong learning development including conducting growth mindset research with math faculty and revising tutor training to emphasize general problem solving skills
• Strengthened tutor engagement by establishing formal leadership opportunities and providing regular individual consultation and evaluation

ADJUNCT MATH INSTRUCTOR (2007, 2008)
Math Department | University of Nebraska at Kearney
• Earned 4.32/5.00 student approval rating teaching four intermediate algebra courses
• Addressed college transition and math performance anxiety by providing written, personalized feedback with observations and suggestions on ways to increase success
• Innovated UNK’s first first-year math course in spring 2008 applying collaborative learning strategies in the classroom that encouraged students to connect personally and academically with classmates

MATH AND CHEMISTRY STUDY GROUP COORDINATOR (2006 – 2008)
SSS-Academic Success Offices | University of Nebraska at Kearney
• Focused assessment on students with low ACT scores to innovate strategies and services addressing the specific needs of underprepared students
• Engaged campus stakeholders at all levels of administration and faculty standing to increase understanding, support, and promotion of study group services
Education

Master of Public Administration (MPA) – In Progress (2017 – present)
University of Nebraska at Omaha | Omaha, NE
- Earning advanced degree in administration with research interests in human services and policy
- Completed courses in Foundations of Public Service, Organization Theory and Behavior, Analysis and Decision Making, and Advanced Leadership with a 4.0 GPA

Transition to Teaching Program (Certificate) – Coursework Complete (2009 – 2011)
University of Nebraska at Kearney | Kearney, NE
- Graduate coursework in classroom management, assessment, learning theory, and teaching strategy for 7-12 mathematics education (decided not to student teach; certificate not received)

University of Nebraska at Kearney | Kearney, NE
- Earned degree in Mathematics and Physics (Philosophy minor) with cum laude honors
- Named Outstanding Senior for Philosophy (2001), Mathematics (2002), and Physics (2002)

Select Memberships, Presentations, and Publications

Early Alert Task Force (member: 2018 – present) develop intervention system for freshmen students earning under a 2.0 GPA in their first semester with Enrollment Management staff

First Year Program Advisory Board (member: 2015 – present) provide feedback to First Year professional and student staff regarding events, services, and program vision

Student Affairs Assessment Team (member: 2011 – present) collaboratively address division goals through shared assessment projects and strategy with colleagues

Learning Commons Coordinating Council (member: 2011 – 2015) establish and strategically enact the Learning Commons mission and vision in partnership with Library faculty and administration


Learning Commons Presentations (with Dr. Ronald Wirtz: 2013) “Learning the Learning Commons,” NCompass national library broadcast https://www.youtube.com/watch?v=QaTvXxf_ox0; (with Dr. Ronald Wirtz: 2011) “Creating a Learning Commons,” National College Learning Center Association (NCLCA) National Conference

EDUCATION
University of Nebraska at Kearney - Kearney, NE
Masters of Science Education, Student Affairs July 2017
University of Nebraska at Kearney-Kearney, NE
Bachelor of Science, Sports Administration July 2015
National University of Ireland Galway – Galway, Ireland Spring 2014

EXPERIENCE
University of Nebraska at Kearney-Kearney, NE
Academic and Career Services Office September 2017 - Present
Academic and Career Advisor
- Provide accurate and useful academic advising to undergraduate students
- Execute one on one freshman check-in meetings
- Provide advising to students who are experiencing academic difficulties
- Provide statistical analysis of user interface of Handshake perform
- Facilitate career development and job search advice
- Manage and organize career development events including the professional Career Fairs
- Train peer advisors for effective use of Handshake
- Advise and assist students during New Student Enrollment days
- Supervise support staff with organization and management of career fairs
- Provide in-class presentations for classes regarding degree audit use, job search tools and academic success
- Meet with prospective students who are at various educational levels
- Collaborate with various campus offices and faculty to ensure student success

Freshman Seminar Educator August 2018 - Present
- Conduct classroom activities with students to assist in the exploration of academic programs
- Prepare lesson plans for several classroom projects, learning activities and career development
- Enable students to develop competencies and skills to define their career goals
- Utilize various assessments for students to discover potential majors and careers

Undergraduate Recruitment and Admissions August 2015 - September 2017
Admissions Counselor
- Counsel prospective students and families regarding the admission process.
- Scheduled and conducted recruitment activities including extensive public speaking engagements at 64 designated high schools
- Researched and implemented new recruitment strategies to better showcase the university to prospective students
- Established relationships with prospective students and families
- Networked with district schools and universities to grow recruitment practices
- Assisted with the organization and operation of New Student Enrollment Days

First Year Program Office January 2016 - August 2016
Graduate Intern
- Revitalized and manage various social media pages dedicated to Parents of First Time Freshmen
- Coordinated and facilitate family sessions on New Student Enrollment Days
- Developed monthly newsletters for the First Year Program Office

PROFESSIONAL MEMBERSHIPS
UNL Academic Advising Association Spring 2018
NCCSA - Nebraska Collegiate Career Services Association Fall 2017 - Present
- Organization and implementation of Fall 2018 Meeting
NACRAO - Nebraska Association of Collegiate Registrars’ and Admissions Officers August 2015 - September 2017
- Educational Planning Program Committee; Active Member
- Professional Growth-Admissions; Co-Chair of Committee
GPACAC - Great Plains Association for College Admission Counseling August 2015 - September 2017
Kate Gienger
4620 Linden Drive • Kearney, NE 68847
Phone: (402) 366 6913 • E-Mail: hannon.kate@gmail.com

Education

University of Nebraska at Kearney, December 2014
Master of Arts in Education in Physical Education Exercise Science

Nebraska Wesleyan University, May 2012
Bachelor of Science in Exercise Science
Minors: Psychology, Health and Fitness Studies
University of Ulster, Coleraine, Northern Ireland, Fall 2011
Study abroad experience

Experience

University of Nebraska at Kearney
Academic Advisor August 2018 – Present
- Advise deciding students with course selection and major exploration practices
- Perform one on one freshman check in meetings through the fall semester
- Deliver classroom presentations over varying topics
- Implement career services such as conducting mock interviews and resume critiques
- Meet with prospective student who are still deciding upon a major

Health and Wellness Coordinator August 2016- August 2018
- Plan and implement programs and activities that promote healthy living such as campus events, classroom presentation, and coalition coordination
- Prioritize health initiatives from collected data and department goals
- Provide direct oversight and management to peer health educators and volunteers
- Write and manage grants to execute programs and activities

Kearney Public Schools
Assistant Girls Track and Cross Country Coach March 2015 - Present
- Coach and guide high school female athletes in practice and competition for cross country and track
- Assist and coordinate off-season conditioning for athletes

Buffalo County Community Partners
School and Community Worksite Coordinator February 2014 – July 2016
- Direct grant funding and lead strategic planning for community wellness initiatives
- Establish and strengthen relationships among school and community sectors to increase collaboration
- Successfully write and secure grant funding for grants focused on community wellness
- Oversee the Activate Buffalo County Coalition and facilitate local worksite health promotion programs

University of Nebraska at Kearney
Physical Activity and Wellness Lab Graduate Assistant January 2013 – December 2014
- Coordinated two cohorts of the childhood obesity treatment program, Building Healthy Families
- Served as a teaching assistant and taught various labs within the Exercise Science Department
- Organized and helped facilitate large community events centered around physical activity
- Presented graduate research poster at the International Society of Behavioral Nutrition and Physical Activity in 2014
- Awarded 1st (2013) and 3rd (2014) place in the graduate division of the University of Nebraska at Kearney Student Research Day

MillerCoors Wellness Center
Wellness Intern May 2011 – August 2011
- Taught educational sessions on employee health and well-being and instructed fitness classes on strength and endurance
- Assessed the health needs of employees by conducting body composition assessments and exercise prescription
Outreach and Activities

Community Outreach
Kearney YMCA- Certified Spinning Instructor  May 2018- Present
- Taught 12 week class and current substitute for all spin instructors
Kearney Public Schools- CLASS Act August 2016- Present
- Board member and vice president for annual fundraising event for KPS

Activities at University of Nebraska Kearney
Open Recreation Spinning Instructor October 2018- December 2018
- Taught an eight week class open for all students, faculty, and staff
Early Alert Task Force September 2018- Present
- Plan and implement success plan for first year freshman who receive under 2.0 after first semester
First Year Advisory Committee August 2017- Present
- Assist and serve as a member to guide annual Blue Gold events various activities for first year students
Loper2Loper Mentor Program August 2017- Present
- Served as a mentor for two first year students during their freshman year
UNK Alcohol Task Force August 2016- July 2018
- Coordinated and assisted stakeholders with opportunities and resources for alcohol free programs
JONI WEED

1102 East 33rd Street, Kearney NE 68847
308 234 1697 (home) - 308 224-3479 (cell)
weedj@unk.edu

Transferable Skills

- Maintain excellent relationships with employers, faculty, staff and the community
- Able to implement decisions and expedite work to meet deadlines
- Willing to provide support during times of high pressure and stress
- Proficient in Microsoft Word, Excel, Publisher, Cascade web management program and SAP (System Applications and Products)
- Excellent telephone, customer service and organizational skills

Office Associate

Academic & Career Services - University of Nebraska at Kearney, 1987- current
- Schedule on campus interviews for employers, including scheduling visits, reserving presentation space, scheduling interviews, notifying campus personnel
- Co-Coordinate two Career Fairs with nearly 100 employers with over 350 students attending and assist with annual Education Opportunities Fair
- Assist students with changing their advisors
- Review monthly budget sheet
- Manage payroll for 4 staff members
- Maintain website using Cascade web management system
- Utilize and provide support with Handshake (job posting/career fair platform)
- Hire, train and supervise student workers
- Order and maintain office supplies

Volunteer Coordinator

Good Samaritan Hospital, Kearney, NE, - Cancer Screening Program 1985 – 1987
Screening program involved nine hospitals in the State – Kearney was the host Hospital
- Recruited, trained and directed nearly 200 volunteers
- Organized daily schedules for volunteers
- Assigned daily tasks to approximately 60 volunteers
- Communicated with 8 other area hospital administrators also participating in program
- Collected and entered statistical data
- Tabulated 9 hospital screening details for final report including number of counties, positive and negative reports, positive cancer results and population

Affiliations

Leadership Board of Graduates – 2015 - 2017
Employee Recognition Program - Co-Chair 2004-2015
Leadership UNK – August 2008 – May 2009

Awards

Outstanding Student Affairs Support Recipient – 2010-2011
Board of Regents KUDOS Recipient - 2012
EXPERIENCE

2010-Present  Office Assistant, UNK-Kearney NE
  • Change/Update Advisor List as needed using MyBlue
  • Assist with the management of education credential files of current students and alumni
  • Assist with coordination of annual Education Opportunities Fair
  • Serve customers via front desk, phone and email
  • Process fees collected for Career Fairs and Credential Files

2000-2010  Office Manager-Moscato Health Center, Hastings, NE
  • Established office policies and procedures in a newly established medical practice
  • Trained employees on medical management software
  • Developed a flow of work
  • Credentialing of professional providers with insurance companies and hospitals
  • Responsible for confidential budgets, receivables, payroll and personnel
  • Ordering of office equipment and supplies
  • Coordinated training of office equipment
  • Resolved disputes with patients regarding their accounts
  • Assisted in all clerical areas

2006-2010  Part-time Bookkeeper-Janssen Auto Body, Hastings, NE
  • Preparation of payroll and state and federal payroll tax forms
  • Prepared monthly and quarterly tax forms
  • Processed checks for accounts payable

1995-2000  Collection Clerk-Family Medical Center, Hastings, NE
  • Managed and established payment agreements with patients on delinquent accounts
  • Provided account information to patients
  • Collected and mailed request of medical records

EDUCATION

Attended the University of Nebraska at Lincoln and Hastings College
Received Real Estate License from the State of Nebraska-1983

ACTIVITIES

Chairperson for several large fundraising events:
  • B.L.U.E. (Building Leadership and Unity thru Education), raising over $200,000
  • The Grand Bag-Ladies evening event and oral auction
  • Annual Church Bazaar Fundraiser