

**EXECUTIVE COMMITTEE MINUTES**

**Present:** Baesu, Bearnes, Boudreau, Dawes, Eklund, Kopocis, Lott, Minter, Tschetter, Zuckerman

**Absent:** Bouma, Shrader, Vakilzadian

**Date:** Tuesday, April 9, 2024

**Location:** 203 Alexander Building

**Note:** These are not verbatim minutes. They are a summary of the discussions at the Executive Committee meeting as corrected by those participating.

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**1.0 Call (*Kopocis*)**

Kopocis called the meeting to order at 2:33 p.m.

**2.0 Senior AVC Goodburn and Undergraduate Education Director Sollars**

**2.1 Initiatives Related to Transfers**

Goodburn reported that she wanted to discuss three initiatives relating to better coordination of transfer students. She noted that the first initiative is awarding general education credit for transfer students who have a bachelor’s degree from a regionally accredited institution. She pointed out that these students will still need to complete any general education requirements specified within their specific program of study, and any required prerequisites or other requirements stated in UNL’s Undergraduate Catalog.

Goodburn reported that students transferring in with an Associate of Arts degree from a regionally accredited institution will have fulfilled UNLs lower-division general education requirements. She pointed out that these students must still complete any upper-division general education requirements such as ACE 10, and general education requirements within their specific program of study including required prerequisites.

Goodburn stated that another initiative is to expand acceptance of military credit and noted that Sollars has taken the lead on this. She reported that Sollars did an analysis that showed that on average these students brought in 36 credits, but we were only allowing 4 of these credits to apply to their degree programs. She stated that students with military service are awarded one credit of military science for every three months of active duty up to a total of four credits. She noted that credit for additional military training, experience and/or coursework documented on an official military transcript may be awarded, up to a combined total of 15 credit hours. She stated that credit evaluations will generally follow the recommendations of the American Council on Education and will typically be awarded as lower-division subject credit and applied only to the extent that the materials are applicable toward degree requirements that can vary by colleges and programs at UNL. She noted that all of the colleges have agreed to increase the level of credit they would accept for military credits to fifteen credit hours.

Goodburn reported that the University of Nebraska system is introducing a new “Reverse Transfer” process available in MyRed that enables students who transfer from community colleges before earning their associate degree to potentially receive their associate degree once they have completed the required credits at UNL. She stated that criteria require at least 15 semester credits, or 22.5 quarter hours and students will receive a message in their portal that informs them they may be eligible along with a link that provides the necessary information to initiate the review transfer process. She noted that talking points for advisors and eligible students are being developed and will be on the transfer webpage.

Minter asked how many transfer students are at UNL. Goodburn reported that it is currently slightly above 900, but a few years ago it was 1100. She stated that approximately 50 military transfer students are enrolled each semester. She noted that we have implemented the Husker Salute Scholarship which enables military students and military dependent students from other states to get in-state tuition. She pointed out that we are seeing a large uptick in the number of these students that are eligible with 40 already making deposits to attend UNL this fall. She noted that over 300 have applied to UNL who are eligible for Husker Salute.

Eklund asked what the funding source is for the Husker Salute Scholarship. Goodburn stated that it is basically a remission, but most of these students qualify for VA tuition assistance and about 1500 students are getting tuition help from the VA which brings in real dollars into UNL. She stated that our Military & Veteran Success Center processes all of the assistance for these students. She pointed out that most of the students are military dependents followed by current military and veterans. She reported that the number of military and military dependent students has doubled from when the office was first created.

Dawes asked what the graduation rates are for transfer students. Goodburn stated that the rates are better than for our first-year freshmen rates. She noted that the first semester can be challenging sometimes for transfer students, but they typically outperform the first-year students, which makes sense because they have already been academically successful at their community college.

Tschetter asked if the colleges are deciding what credits will transfer in or is this up to the departments. Goodburn stated that each college will decide but in concert with their department evaluators. She noted that these transfer initiatives will be reported in Nebraska Today and a FAQ document has been created which will be shared with advisors and the transfer website will be updated to include this information.

Eklund noted that his dean is working on developing a 2+2 program with universities in China, India, and Vietnam and he asked if these students would be considered transfer students. Goodburn reported that the focus on transfer students is really on our community college partners within the state because this is where most of our transfer students come from. She pointed out that international transfer students are something

that we are working on but there are many different issues associated with it, especially when transcripts require translation.

## **2.2 Learning Equity and Analytics Data Initiatives**

Goodburn reported that in an effort to increase degree completion and close equity gaps, Undergraduate Education and Student Success has prioritized learning equity and analytics data (LEAD). LEAD efforts provide academic leaders and instructors with data, training, and expertise related to teaching, learning, and equity. She stated that the LEAD group meets regularly to see what data instructors and academic leaders need to look at to see if there are trends in their courses and/or subjects that indicate improvements are needed. She stated that the effort is to try and prevent DFW grades from occurring through intervention from Academic Navigators who can identify students who are underperforming in their classes and then to reach out to them to provide support and resources. She noted that the data allows instructors to reflect on opportunities to improve teaching and learning. She stated that the Performance Outliers Report, the Click Engagement Report, and the Course Demographic Suite are examples of reports that can be generated from the data. She stated that the dashboards are still relatively new and might need some refinement, but they have helped to elevate many students, including students who accidentally registered for a course in the pre-session that they thought they were taking in the spring semester. She pointed out that the data is only provided to those people who have gone through specific training.

Goodburn stated that the Performance Outliers Report (POR) uses Canvas data to identify students performing at 50% or lower than their peers and students earning a D or lower. This report is only accessible to members of the Academic Navigator Team and their supervisors. She stated that the POR allows the Academic Navigators to identify students who are struggling across their classes and instructors only see how students are performing in the courses they teach. She stated that the Navigators offer support, resources, and referrals at the point when the student needs assistance. She reported that Professor Brassil, Faculty Director of Undergraduate Analytics, has met with numerous departments and colleges leaders to show how the POR works. As a result of these meetings, there are now 1,596 courses in spring 2024 in the POR indicating that academic leaders in departments and colleges are seeing the value of having this report.

Goodburn reported that the Click Engagement Report uses Canvas data to show the average number of clicks in Canvas per student per class. She noted that like the POR, only Academic Navigator Teams and their supervisors have access to the report. She stated that students with lower than 25% of the class average in clicks and lower than 25% than the class average in time spent in Canvas appear in the report alerting the Academic Navigators to reach out to the students who may be in need of support.

Goodburn stated that the Course Demographic Suite has five dashboards which enable instructors to review students' overall demographic information in their courses (first generation, race/ethnicity, gender, resident/nonresident, etc.) as well as average performance on assignments by demographics; grades disaggregated by demographics over time; and grade demographics across course over time by different levels. She

pointed out that while instructors can see the percentage of first-generation students in their class, they cannot see which of the students is a first-generation student. Eklund noted that he sends out a survey to his students in order to get to know them and he asked if he could inquire whether they are first-generation students. Goodburn stated that he can, but answering this question should be optional.

Goodburn stated that the dashboards allow for a variety of data to be reviewed which can help instructors to see if there are any problems with the upper or lower level of the curriculum. She noted that gender equity gaps can be revealed as well, and the data is showing that these learning equity and analytics data initiatives are having a positive impact in closing the equity gaps. She stated that the EVC's office wants to continue partnering with the Faculty Senate and Department Chairs to close the gap so that all of our students can be successful.

Minter asked if it would be possible to include information on the family income. Goodburn pointed out that the Pell data is tightly held by the Financial Aid and Scholarships office. She noted that for the type of granular data that the dashboards gather there would be concern over privacy issues.

Eklund pointed out that there are too many DFW classes that are designed to weed out students and stated that this really needs to be addressed. Goodburn noted that Music Education has a high DFW rates at UNL. She stated that there needs to be a practical approach to how to deal with these courses within the context of each discipline.

Tschetter reported that she teaches a section of History for William H. Thompson scholars which has many first-generation students and Pell grant students. She noted that many of these students can have demands on them from their families and asked if we are doing anything to address the needs of these students. Goodburn pointed out that WHT students have program coordinators who provide wrap around services and that despite the challenges they face, WHT students can outperform our overall first-year students for retention and graduation rates. She stated that there are so many campus resources available to students, so a key effort is helping educate faculty and staff on what's available and how to make referrals. Over 3,500 referral cards were distributed in January to faculty and staff to promote awareness and help them make referrals when appropriate. Students working with an Academic Navigator can help a student connect with these resources. She stated that enlisting faculty and staff to help these students will make a big difference for them.

Goodburn stated that she would be happy to come back to speak with the Executive Committee.

### **3.0 Announcements**

#### **3.1 Priority Candidate UNL Forum**

The Executive Committee discussed what was happening with the vetting of the priority candidate when Kopocis received a message from Associate to the Chancellor Davis stating that the forums would be held on Monday, April 15<sup>th</sup>.

#### **4.0 Approval of April 2, 2024 Minutes**

Kopocis asked if there were any further revisions to the minutes. Hearing none she asked for a motion to approve the minutes. Tschetter moved and Minter seconded approving the minutes. **Motion approved by the Executive Committee.**

#### **5.0 Unfinished Business**

No unfinished business was discussed.

#### **6.0 New Business**

The Executive Committee identified the following agenda items for Interim President Kabourek:

- Can you explain the \$58 million deficit for the system and which areas of the system contributed to the shortfall. What would be UNL's portion of the deficit?
- Can you tell us about the steps that are being taken for UNL to regain entry into the AAU? Where will the funding come from for us to reach this goal?
- Will we have reasonable tuition increases over the next few years which could allow us to avoid continual budget reductions.
- Will control over UNL Athletics remain with the University President or will it revert back to the UNL Chancellor.
- Will the new Athletics Director be a Vice Chancellor at UNL, and will the new AD have a seat on the President's Council?
- What is happening with the plans to renovate the stadium? Have they been put on hold?
- There is concern with the expansion of the Big Ten conference that the amount of time required for UNL student-athletes to travel to compete in games will have significant impacts on the student-athletes. Have these concerns been taken into consideration?

The meeting was adjourned at 4:29 p.m. The next meeting of the Executive Committee will be on Tuesday, April 16, at 2:30 pm. The meeting will be held in 203 Alexander Building. The minutes are respectfully submitted by Karen Griffin, Coordinator and Signe Boudreau, Secretary.