N|150 Commission —Student Experience

Students at Nebraska shape the future. In a learning environment of builders, includers, connectors, influencers, and explorers, students develop future-ready skills in critical thinking, problem-solving, empathy, communication, and perseverance.

Strategy 1: As *builders,* Nebraska students will create and co-create transformative learning experiences that advance and share the latest knowledge and discover solutions to the world's challenges.

How will this goal be accomplished?	Action Steps: What specific steps need to be taken to carry out the strategy?	Measures How will we know we've reached this goal? How will we track/measure/assess the goal?
Help students create personalized 4-year plans minimizing scheduling conflicts, and personalize academic processes by using the *Integrated Planning and Advising System (IPAS).*	•Implement the *Integrated Planning and Advising System (IPAS).*	•Use the data from IPAS to predict demand and adjust capacity
Create a digital badging program, built around milestone moments, to acknowledge and celebrate student achievements, accomplishments, learning outcomes, that connect to experiences – both curricular and co-curricular—at UNL.	•Define the learning goals, criteria and standards for earning a badge. •Determine what evidence will be needed to earn the badge. •Determine who issues the badge and how /when it will be awarded. •Determine what each badge will look like •Create/evaluate and purchase the software/application for awarding the badges.	•Students will be able identify and celetbrate the skill sets they've acquired in both curricular and co-curricular experiences. •Students will develop a stronger sense of agency by managing the various learning experiences that support their individualized educational goal.
Establish an endowed *Center for Teaching Excellence & Eductional Innovation* where university faculty, staff, students, and community members will work in a collaborative environment to create rich, engaged learning and teaching experiences. The center will increase student success, build vital community partnerships, and invite individuals to become members of an intellectually diverse, active learning community.	•Identify funding support. •Identify space and staffing needs. •Determine budget. •Create an organizational structure. Hire a director and staff to support the Center. •Conduct needs assessment/interview faculty to determine faculty needs. •Develop outcomes-based objectives to guide program development. •Create a webpage and supporting resources. •Engage faculty in innovative educational "experiments" that focus on promising pedagogiesand classroom technologies. •Identify what collleges/campus units are already doing, existing resources, and priorities related to learning, teaching, and innovation educational practices •Coordinate collaboration across colleges and units, including Student Affairs. •Reward and incentivize exceptional, innovative teaching	•Leverage outcomes-based data to assess program effectiveness. •Capture and describe examples of innovative teaching and collaborative learning experiences. •Track faculty innovation related to teaching and learning. •Direct assessment of student learning gains related to courses that are designed/redesigned under guidance of staff from Center.
Create a one-stop shop for all things student experience. A place where the innovation and community that is highlighted throughout this document can manifest itself in a physical space.	•Identify funding support •Identify space and staff needs •Identify operational budget •Divise a plan for student leadership and oversight of the	•Increased retention of out-of-state, non-Greek students •Uptick in the number of students participating in RSOs •Increase in self-reported student well-being

| | Center, outside of general maintenence staff
•Conduct a widespread student input campaign, polling current students and alumni to identify the weakest areas of the student experience, and how these weaknesses relate to facilities inability to address them | |

Strategy 2: As *includers*, they will participate in a compassionate community that encourages and promotes constructive discourse where every person and interaction matters

How will this goal be accomplished?	Action Steps: What specific steps need to be taken to carry out the strategy?	Measures How will we know we've reached this goal? How will we track/measure/assess the goal?
Build UNL's future with cohorts: Create "25&U" cohort-based, interdisciplinary learning communities of 26 students in which all UNL students participate throughout their academic career at Nebraska. The 25&U Communities will focus on engagement and community. Each community/cohort will be led by a junior/senior level student and a faculty member. Students will enroll in an anchor course during their first term that sets the stage for the next four years.	•Change the first week of classes schedule to allow all communities to meet, begin developing community standards, and plan their "purpose" for the year (learning outcomes). •Designate Friday afternoons (1-3 pm) as Community Gathering time. Each community meets to share what they've learned in their curricular and co-curricular experiences during the week. Focus will be on connections/cross-connections and links to/assessment of established outcomes. •Engage UNL alumns in the community, allowing every UNL student to know and learn from a UNL alumn. •Identify and prepare junior/senior students and faculty for leading 25&U communities.	•All students will have at least 27 individuals on campus who they are connected to academically and socially. •Students will develop skills in group goal setting, community building, conflict resolution, and constructive discourse. •Students will report deeper understanding of connections and cross-connections related to learning outcomes. •Students will report a greater sense of belonging and mattering. •Retention and graduation rates will improve by 20%
Develop a 1-hour credit course similar to Yale's *"The Science of Well-Being,"* to help students build resiliency skills. Require all new freshmen to enroll in and complete the course. See https://www.coursera.org/learn/the-science-of-well-being	•Define the learning goals, criteria and standards for the requirement.	•Track enrollment and assess students' self-reported feelings of well-being and resiliency pre and post course.

Strategy 3: As *connectors,* students will engage a diversity of people and ideas to transform lives, land, and society.

How will this goal be accomplished?	Action Steps: What specific steps need to be taken to carry out the strategy?	Measures How will we know we've reached this goal? How will we track/measure/assess the goal?
Restructure the Achievement Centered Education (ACE) curriculum to focus on skill developed as opposed to discipline based learning.	•Consider *Next Generation Standards* and identify those skills that K-12 are currently developing in our students. •Identify faculty committee to revise ACE curriclum.	•Track enrollment and outcomes
Make coding a curriculum requirement.	•Define the learning goals, criteria and standards for the requirement. •Identify the home for the requirement (college, program, department, course)	•Track enrollment and outcomes

Strategy 4: As *influencers,* students will develop vital, meaningful, and diverse personal and professional networks that connect the university and the community.

How will this goal be accomplished?	Action Steps: What specific steps need to be taken to carry out the strategy?	Measures How will we know we've reached this goal? How will we track/measure/assess the goal?
Redesign the service learning program to connect UNL classrooms with the community through capacity-building partnerships that enhance student learning, address critical community issues, and encourage students to be active citizens in their local, national and global communities.	•Every student at Nebraska will have an outcomes-based–serviceship experience. For example, embed teams of 5-10 students in a community for 6-8 weeks to work on an identified community problem. •Conduct a program review of our service learning program	•Students will: • Develop develop skills as future leaders and socially conscious citizens •Develop a habit of critical reflection for life-long learning;

	using *Best Practices in Serving Learning* as a guide. •Establish an Office of Service Learning and resource it. •Create faculty development opportunities around service learning and reward faculty who engage. •Provide flexible and structured opportunities for students to reflect critically on their service experience. •Establish learning outcomes; prepare students for learning from the •Create pop-up service learning opportunities that allow students and faculty to participate in short-term service learning projects (6-8 week, off-campus service learnng projects). •Connect alumni in the communities by creating opportunities for alumni to post needs and engage students in service learning projects that benefit both local and regional community needs. •Create service learning course options that allow students to plan and implement project(s) that may involve considerable time outside the classroom. •Create sustainability service learning initiatives that focus on service and compassion. •Build in a formal "celebration," presentation, or delivery of the service-learning project outcomes to the partner or stakeholders.	•Strengthen their ethic of social and civic responsibility; •Identify solutions to complex problems in a more complex way •Demonstrate curiosity and motivation to imagine alternative solutions; •Demonstrate collaborative problem solving; •Recognize and respect cultural differences; •Apply and assess effective decision making procsses and describe how such decisions can/do impact people's lives.

Strategy 5: As *explorers,* students will boldly grow and transform the world by learning to discover innovative solutions to complex problems through hands-on, experiential opportunities.

How will this goal be accomplished?	Action Steps: What specific steps need to be taken to carry out the strategy?	Measures How will we know we've reached this goal? How will we track/measure/assess the goal?
Adapt Stanford's "Design Your Life" course to help students identify and develop the skills they'll need to be successful as Nebraska graduates. See http://lifedesignlab.stanford.edu/resources	•Using design thinking, students will work with a community of peers and mentors to explore and design an "Odyssey Plan" focusing on their career goals, the steps they'll need to meet them and the actions they'll in the 3-5 years following graduation from UNL. •Identify 8-16 faculty from each college who will serve as lead instructors; develop/designate them as *Design Your Life* faculty who can facilitate the course.	•All students will leave UNL with a life plan design that will serve as a guide to getting started. •Students will develop solution focused skills which will help them explore and create desired outcomes that benefit them both personally and professionally.
Offer expanded opportunities for students to gain experience applicable to their future careers.	•Identify community-related internships, apprenticeships, and experiential education opportunities for students across disciplines.	
Personalize learning through degree options that include stackable certificates.	•Streamline and expedite the UNL process for approving new certificates and degrees	
Personalize academic processes by minimizing scheduling conflicts, using the *Integrated Planning and Advising System (IPAS)* to help students create personalized 4-year plans, using the data from IPAS to predict demand and adjust capacity.	•Create personalized, tailored plans that align a student's interests and abilities with their goals.	•All students will have an individualized graduation plan.
Create an *Innovation Academy* that focus on developing and growing new ideas, unique opportunities, and cutting-edge	•Partner with P-12 public schools to integrate innovation into the university curriculum.	•Students will develop leadership skills, such as supervising, team building, goal setting, planning, decision making and

services and products through curricular and co-curricular experiences.	•Design experiences that prepare student for life beyond college •Identify donors who can contribute both to the *Academy* and creating a space for the *Academy* to exist (Innovation Campus?). •Create courses/curriculum focused on developing leadership, collaboration, creative thinking, solution seeking skills. •Expand maker spaces across campus.	ethical judgement, and higher-order thinking, such as critical thinking, problem-solving and creative thinking. •Skills reflective of emotional intelligence, such as self-discipline, self-awareness, persistence, empathy, interpersonal communication and collaborative abilities, and personal qualities such as honesty, adaptability, and a strong work ethic will also be developed, as will be job-related technology skills.
Redefine metrics for succcess. How might UNL allow learning and teaching to be more fluid?	•Redefine retention and graduation metrics. If students become agents and makers of their own learning experience and choose to UNL before earning a degree, does that mean UNL is not meeting it's goals for student learning? •Redefine metrics for tenure and promotion. If faculty serve as 25&U leaders, mentors, and advisers, or teach Designing Your Life courses, or create pop-up service learning opportunities how might these activities be counted in promotion and tenure decisions? •Redefine/rethink grading. Grading impacts scholarships and students' abilities to earn and keep them. Instead, consider *narrative evaluations* that focus on students' performance in individual courses, as well as with their overall growth and development. Narrative evaluations can focus on cognitive variables such as subject matter knowledge, critical thinking, creativity, and logic but also non-cognitive variables such as persistence, leadership, citizenship, and integrity.	